AGENDA
REGULAR MEETING
BOARD OF DIRECTORS
POLYTECHNIC ACADEMY

790 Bolsa Rd., Hollister, CA 95023
June 26, 2024
6:00pm

INSTRUCTIONS FOR PRESENTATIONS TO THE
BOARD BY PARENTS AND CITIZENS

Polytechnic Academy ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Trustees ("Board") is to conduct the affairs of the School in public. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.

2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." "Oral Communications" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond, or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.

4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

5. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 650 San Benito Street #230, Hollister, CA 95023.

In compliance with the Americans with Disabilities Act (ADA) and upon request, Polytechnic Academy may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order participate in Board meetings are invited to contact the Learning Director's office.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at _____

B.   ROLL CALL

	Present	Absent
Dr. Ariel Hurtado	_____	_____
Armando Barragan	_____	_____
Jessica Filice	_____	_____
Julie Carpenedo	_____	_____

C.   FLAG SALUTE

II.   COMMUNICATIONS

A.   ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

B.   For Information: School Report
This is a presentation of information which has occurred since the previous Board meeting.

C.   For Information: Board/Staff Discussions Board and staff discuss items of mutual interest.

III.   CONSENT AGENDA ITEMS

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent agenda items.

A.   Board meeting minutes for May 14, 2024

IV.   CLOSED SESSION

A.   CONFERENCE WITH LEGAL COUNSEL-EXISTING LIGITATION
(Paragraph (1) of subdivision (d) of Section 54956.9)

V.   PUBLIC SESSION

RECONVENE TO OPEN SESSION: ____.

PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION (includes the vote or abstention of every member present).

VI. ITEMS SCHEDULED FOR ACTION

    1. The Board will consider approving the LCAP for the 2024-2025 School Year.

    2. The Board will consider approving the 2024-2025 Budget.

VII. ITEMS SCHEDULED FOR INFORMATION

    1. The Learning Director will present updates on the development of the Charter School.

VIII. ADJOURNMENT

    The meeting was adjourned at _____.

Meeting was called to order by the Board Chair at _____

B.   ROLL CALL

	Present	Absent
Dr. Ariel Hurtado	_____	_____
Armando Barragan	_____	_____
Jessica Filice	_____	_____
Julie Carpenedo	_____	_____

C.   FLAG SALUTE

II.   COMMUNICATIONS

A.   <u>ORAL COMMUNICATIONS</u>: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

B.   <u>For Information: School Report</u>
This is a presentation of information which has occurred since the previous Board meeting.

C.   <u>For Information: Board/Staff Discussions</u> Board and staff discuss items of mutual interest.

III.   CONSENT AGENDA ITEMS

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent agenda items.

A.   Board meeting minutes for May 14, 2024

IV.   CLOSED SESSION

A.   CONFERENCE WITH LEGAL COUNSEL-EXISTING LIGITATION
(Paragraph (1) of subdivision (d) of Section 54956.9)

V.   PUBLIC SESSION

RECONVENE TO OPEN SESSION: ___.

PUBLIC REPORT ON ACTION TAKEN IN CLOSED SESSION (includes the vote or abstention of every member present).

VI. **ADJOURN TO PUBLIC HEARINGS**

    A. Convene Public Hearing on the Matter of the Proposed Local Control Accountability Plan (LCAP).

       The Annual Update for LCAP 2024-2025 is presented in draft from for public comment. These goals and actions have been reviewed with stakeholders throughout the community to the best of our abilities. The document has been reviewed by the San Benito County Superintendent of Schools' office with suggestions for minor changes that will be addressed prior to final submission June 30, 2024. Public comment will be received in writing between June 10 – June 20, 2024, to Learning Director Nicole Prater, regarding the goals, actions, and expenditures reported in these documents. Mrs. Prater will respond to written comments as received.

       1. Presentation

       2. LCAP Review

           a. Annual Update 2024-2025 Draft

    B. Open Public Hearing for Input

    C. Adjourn Public Hearing on the matter of the LCAP

    D. Convene Public Hearing on the Matter of the 2024-2025 Budget – Presentation

       1. Open Public Hearing for Input

       2. Balances in Excess of Minimum Reserve Requirements as required by Ed. Code 42127(a)(2)(B) – Charter Schools must discuss and review at the public budget hearing annually the reasons for ending reserve balances in excess of the minimum required reserve.

    E. Adjourn Public Hearing on the matter of the 2024-2025 Budget.

VII. **ITEMS SCHEDULED FOR ACTION**

       1. The Board will consider approving the Polytechnic Academy Acknowledgement Resolutions..

2. The Board will consider approving the Vice President to enter into contracts and serve as a signatory.

VIII. ITEMS SCHEDULED FOR INFORMATION

1. The Learning Director will present updates on the development of the Charter School.

IX. ADJOURNMENT

The meeting was adjourned at _____.

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
[San Benito County Polytechnic Academy]	[Nicole Prater, Learning Director]	[nprater@poly-academy.org and Phone here]

Plan Summary [2024-2025]

General Information

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

San Benito County Polytechnic Academy is a public charter high school, and our goal is to create a personalized learning pathway for every student. Most of our students will be enrolled in our classroom-based program and up to 20% of our students can be enrolled in our independent study program. Our target enrollment in the first two years is 200 students. The school is currently housed in a temporary location in Hollister, CA. We predict that we will be in our permanent location by the 2026-2027 school year.

We are building a comprehensive, learner-centered school that emphasizes academic acceleration and career and college readiness. We have a countywide charter, and we accept all students, but our focus is on the needs of disconnected youth who have been expelled, suspended, and have become disengaged from school; socioeconomically disadvantaged students; students with disabilities; students at risk of dropping out; students who have dropped out, and/or students who have disconnected from their traditional school setting. All students will have a Student Success Plan that is built with input from the principal, counselor, teachers, students and parents. Students will be placed on an "a-g" path, and when they graduate, students will be ready for college, having completed some college courses and some career-related college-level courses, and prepared with workforce certificates. We have developed partnerships with Gavilan, ASU, Hartnell, and Grand Canyon University. Our industry pathways are Agriculture Science and Technology, Construction Trades and Community Development, and Healthcare Services. Students can also enroll in a dual enrollment program where they may earn their high school diploma and two-year degree simultaneously.

Another unique component of the school is our block schedule. Students will take four classes every eight weeks. They can earn a semester's worth of course credit in one eight-week block. In two eight-week blocks, students will earn a year's worth of course credit. Instead of students earning the usual 60 credits in one school year, our students will earn 80 credits in one year. This is especially beneficial to our students who are credit deficient and students who are performing below grade level. Our students will have room in their schedules to get caught up with their classes without falling further behind. All students will take the NWEA placement test before school starts, and students who are performing below grade level in reading and math will be placed in intervention courses before taking grade level courses. The extra 20 credits built into our schedule gives students additional learning opportunities while staying on track to graduate.

Our school is also designed to have a variety of learning environments. Some classes may start as a whole group learning, but they will be divided into small groups and one-on-one learning based on student data. Depending on students' NWEA scores, students will either be placed into standards-based grade level courses, or they will be required to take one of our intervention courses: Read 180 and Math 180

Flex. The Read 180 course also has interventions for SPED and EL students. Students may also be enrolled in college courses that will count for college credit and high school course credit. These classes may be self-paced, but there will be a teacher who will create deadlines and assist students as needed.

The school is invested in cultivating a culture of relationship building where students, parents and the community feel connected to and part of the school. Since we are not "open" yet, we regularly share program updates with families and the community via our website, social media accounts, and by sponsoring and participating in local events. Our priority is student well-being and safety. We are investing in PBIS and creating a MTSS program to foster and develop an environment of understanding and social-emotional well-being. The school has developed partnerships with San Benito County Office of Education, San Benito County Probation, CASA, Youth Connections, and New Hope for Youth.

Reflections: Annual Performance

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

N/A Our first California School Dashboard scores will after our first year of testing in 2024-2025.

Reflections: Technical Assistance

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

N/A

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.

San Benito County Polytechnic Academy is a single-school Local Education Agency.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

We are a single-school LEA.

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
Teachers/Administrators	Discussion– 6/4, 6/6, 6/10
Parents and Students	Open House – 5/15, 6/4
Community Members	Farmer's Market Outreach – 5/15, 5/22, 6/5, 6/12

Insert or delete rows, as necessary.

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

We have used a variety of methods to collect educational partner input. We have made phone calls, held open houses, participated in community events, conducted direct outreach campaigns, created social media accounts, and updated parents and students via our school website.

We used these engagement opportunities to garner feedback from our educational partners. Community members, teachers, administrators, students and families are enthusiastic about the career pathways and college courses we are offering students. They see the value in the pathways the school has chosen, and based on feedback, we discovered that there are more students interested in completing a two-year degree than originally thought. Since receiving this feedback, we have added an additional career pathway, and ASU has created a two-year degree program that will assist the students in earning high school and college courses simultaneously. These choices will also impact our master schedule as we have prioritized finding time in the daily schedule for students to attend both schools – either in-person or online.

Parents have concerns about transportation. The school's location is challenging for some families, so we are creating a transportation plan to get students to and from school. This issue was brought up several times, and we do not want transportation to become an impediment to coming to school. We are also committed to transporting students to and from the college. The school is looking into purchasing vans or contracting through a local company.

All stakeholders we interviewed spoke about student safety and school size. Community members also expressed concerns about implementing policies that keep students in school and avoid severe disciplinary measures for minor infractions Across the board, people shared that the current high school is too large, and that its size has made it unmanageable. Parents have shared that their students do not have as many educational or behavioral support because the student population outnumbers the resources. Due to these concerns, we are implementing the PBIS program where students are rewarded for positive behaviors, and we decided to create a MTSS approach to discipline and classroom management. The charter will continue to use the Student Success Plan, and involve school staff, administration, students and parents in the academic decision-making. It has always been our goal to build relationships and keep in communication with families, and after listening to the concerns of our stakeholders, we will move forward with these ideas. The school remains committed to keep student to teacher ratios low, 20-1, and student capacity remains at 600.

Teachers and administration have worked together to create a curriculum that focuses on grade level mastery before moving into grade level classes. There have been many discussions over the intervention programs and developing the pathways. Teachers are committed to personalized learning, but they also see how this will increase the need for extra support in the classroom. Listening to their feedback, it is important that we have an instructional aide, to reduce the adult to student ratio and allow the teacher to work in small groups with the students with the biggest needs. Working in smaller groups will provide opportunities to increase academic achievement for students who are below grade level, personalized learning approach, and creating a safe school environment. We have also discussed our CTE pathway opportunities, dual enrollment opportunities, and graduation requirements. Site leaders have shared enrollment goals, and ways to effectively reach our at-risk youth.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	STUDENT LEARNING - All students, including those identified as English Learners, foster youth, and low-income, will demonstrate academic growth annually while engaged in diverse, individualized educational experiences.	Focus

State Priorities addressed by this goal.

Priority 1, Priority 4, Priority 7

An explanation of why the LEA has developed this goal.

Our goal is to support students in their academic growth while engaging them in a diverse and individualized educational experience. A review of State assessment data demonstrates that the academic progress of many students in the English Learner, foster youth, and low-income subgroups are below grade level expectations in different areas as assessed using various measures, such as State assessments and formative testing. The focus of our charter is giving every student a personalized learning experience. We will address the needs of all students, but with a special emphasis on our ELLs, foster youth, and low-income students. Students will be assessed for grade level competency and social emotional needs. This is a whole student approach where student abilities and needs will shape their schedule. Their individual progress will be monitored throughout the year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
1.1	Fully Credentialed Teachers Source: San Benito County of Education HR 2024-2025	Baseline will be established during 2024-2025 school year.		N/A	100% of teachers fully credentialed Source: San Benito County of Education HR 2024-2025	N/A
1.2	Access to Standards Based Materials	Baseline will be established during 2024-2025 school year.		N/A	100% of students will have hardcopy and/or electronic instructional materials for all their courses Source: Internal data tracking 2024-2025	
1.3	Access to Standards Based Curriculum	Baseline will be established during 2024-2025 school year.		N/A	100% of students will access to Standards Based Curriculum Source: Internal Tracking 2024-2025	

1.4	EL Access to Common Core Curriculum	Baseline will be established during 2024-2025 school year.			100% EL Students at Level 1 and Level 2 have access to Core Curriculum in Home Language Source: Internal tracking 2024-2025	
1.5	NWEA MAP Assessment in Reading and Math Source: NWEA Database 2024-2025	Baseline will be established during 2024-2025 school year.		N/A	All students will take the NWEA Map Assessment in Reading and Math for course placement and taken again at the end of the year as a measure of growth. Scores should increase by 5% each year. Source: Internal tracking 2024-2025	N/A

1.6	Read 180 and Math 180 RTI Scores Source: Read 180 and Math 180 Database 2024-2025	Baseline will be established during 2024-2025 school year.		N/A	Students in Read 180 and Math 180 will take RTI tests to assess grade level mastery. Grade level increase by one grade per year Source: Internal Data Tracking 2024-2025	N/A
1.7	CAASPP Met Achievement-State Results: ELA All Students: 46.66% English Learner:10.87% Foster Youth: 19.43% Socioeconomically Disadvantaged: 35.27% Source: CAASPP Dash View Reports 2022-2023	Baseline will be established during 2024-2025 school year.		N/A	All students, will score the same or above state percentages Source: CA Dashboard 2024-2025	N/A

1.8	CAASPP Met Achievement-State Results: Math All Students: 34.62% English Learner: 9.93% Foster Youth: 10.47% Socioeconomically Disadvantaged: 22.91% Source: CAASPP Dash View Reports 2022-2023	Baseline will be established during 2024-2025 school year.		N/A	All students will score the same or above state average Source: CA Dashboard 2024-2025	N/A
1.9	EL Reclassification Rates Source: CDE website for ELPAC 2020-2021	Baseline will be established during 2024-2025 school year.		N/A	EL's redesignation rate will increase by 5% each year Source: CDE website for ELPAC 2024-2025	N/A
1.10	EL Progress Towards English Proficiency: 48.7% Source: CA State Dashboard 2022-2023	Baseline will be established during 2024-2025 school year.		N/A	All multiple language learners NWEA Map scores will increase by 5% each year Source: NWEA Data Tracking 2024-2025	N/A

Insert or delete rows, as necessary.

Goal Analysis for [2023-2024]

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.

N/A - Our first year of operation will be the 2024-2025 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.

N/A - Our first year of operation will be the 2024-2025 school year.

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

N/A - Our first year of operation will be the 2024-2025 school year.

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

N/A - Our first year of operation will be the 2024-2025 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 #	Title	Description	Total Funds	Contributing
1.1	Fully Credentialed Teachers	All teachers will be fully credentialed.	$1,500.00	
1.2	Access to Broad Course of Standards Based Materials and Curriculum	All students will receive a digital copy of standard-based textbooks, and a set of hardcopy books will be kept in the classroom. We are purchasing standardized through HMH and other vendors. The curriculum will include supplemental materials so teachers can differentiate instructions for all students including SPED and EL.	$45,000.00	
1.3	Data Driven instruction	The NWEA will be given to all students before school starts and at the end of the school year. These scores will be used for appropriate course placement into English and math, and whether the student will need an intervention course.	$2,800.00	
1.4	Intervention Courses	Students that score below a 215 on the Reading NWEA and/or below 220 on the math NWEA, will be placed in Read 180 or a Math 180 Flex intervention class. Students will take these courses and reach grade level mastery before taking grade level classes.	$13,000.00	
1.5	EL Access to Appropriate EL Curriculum and Supports	EL progress will be tracked using ELPAC scores, grades, NWEA scores, and Read 180 RTI scores. Depending on scores, students will be placed into appropriate ELD classes, and they will have access to common core curriculum in their home language if they are a level 1 or 2. Read 180 will provide EL intervention support. Reclassified students will be placed into common core sheltered English classes. The HMH common core curriculum includes supplemental materials so teachers can differentiate and scaffold the common core materials.	$8,000.00	
1.6	Instructional Aide	An instructional aide will support our Read 180 and Math 180 programs with a focus on students who are below grade level. The aide will work with students one on one and in small groups.	$70,000.00	
1.7	Student Success Plan	All students will have the opportunity to be placed on a 'a-g' pathway. In partnership with administration, teachers, students, and families, the counselor will create an 'a-g' Student Success Plan for students to complete the pathway. Counselors will hold parent workshops to teach parents about how to support their children while they are on the 'a-g' pathway.	$1,000.00	

| 1.8 | Professional Development | All staff (classified, certificated, and administrators) will be provided training and coaching to promote ongoing professional learning and support a high-performance culture. Trainings will focus on increasing student achievement and promoting college and career readiness by providing job-specific professional development opportunities in the following categories: California State Standards; student data systems; social emotional learning, specialized programs, College and Career Readiness (Pathways); support for targeted subgroups (Socio-Economically Disadvantaged SED), English Learners (EL), and Foster Youth (FY) students, and expansion of professional development for classified staff. Implement structures and models to support job related training to improve effectiveness and productivity. | $11,000.00 | |

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	COLLEGE AND CAREER READINESS: Students will be placed in a rigorous course of study with intervention and supports, to achieve college and career-readiness. This is a broad goal for helping all students gain grade-level competency and college and career-readiness.	**Broad**

State Priorities addressed by this goal.

Priority 2, Priority 4

An explanation of why the LEA has developed this goal.

This goal was developed with the special needs and interests of our students. Students are choosing our program because we will support their academic and career goals via competency building courses, dual enrollment opportunities and CTE course work and partnerships. All students will receive state standards aligned curriculum, and all students will be enrolled in an UC approved "a-g" pathway. As our student population grows, so will our variety of course options grow, too.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	College and Career Readiness State percentage of all students prepared for college: 43.9% English Learners: 15.3% Foster Youth: 11.6% Socioeconomically Disadvanatged: 35.4% Source: CA Dashboard 2022-2023	Baseline will be established during 2024-2025 school year.		N/A	100% of students will be placed on a UC "a-g" pathway unless noted otherwise in the IEP and 504 100% of students will complete at least nine community college units by graduation Students will take at least 1 exam per year to demonstrate career readiness Source: Internal Data Tracking 2024-2025	N/A

2.2	Met UC/CSU Graduation Requirements State Overall: 44.5% English Learner: 28.8% Foster Youth: 11.6% Socioeconomically Disadvantaged: 36.3% Source: CA State Dashboard 2022-2023	N/A		N/A	100% of our students continuously enrolled since 9th grade will be on track to complete the UC/CSU "a-g" course requirements by graduation Source: Internal tracking 2024-2025	N/A
2.3	CTE Certification CTE Pathway Completion Rate – Overall: 18.7% English Learner: 11.8% Foster Youth: 7.4% Socioeconomically Disadvantaged: 18.1% Source: CA State Dashboard 2022-2023	N/A		N/A	100% of students will complete at least one work force certification prior to graduation ACT Work Keys National Career Readiness Certificate Source: Internal data tracking 2024-2025	N/A

2.4	UC/CSU Pathway Completion and CTE Pathway State Completion Rate – Overall: 11.1%	Baseline will be established during 2024-2025 school year.		N/A	a-g Completion and CTE Pathway Completion rate will be the same or above state completion rates	N/A
	English Learner: 4.2%					
	Foster Youth: 2.6%				Source: CA Dashboard	
	Socioeconomically Disadvantaged: 9.6%				2024-2025	
	Source: CA State Dashboard				Source: Internal tracking	
	2022-2023				2024-2025	
2.5	ACT Exam	Baseline will be established during 2024-2025 school year.		N/A	100% of students will take the ACT at the beginning and end of each school year to track college readiness	N/A
	Score: 18 English					
	22 Math				Source: Internal tracking	
					2024-2025	
2.6	Work Keys Exams	Baseline will be established during 2024-2025 school year.		N/A	Students will take at least 1 exam per year to demonstrate career readiness	N/A
					Source: Internal tracking	

Insert or delete rows, as necessary.

Goal Analysis for [2023-2024]

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.

N/A - Our first year of operation will be the 2024-2025 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.

N/A - Our first year of operation will be the 2024-2025 school year.

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

N/A - Our first year of operation will be the 2024-2025 school year.

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

N/A - Our first year of operation will be the 2024-2025 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
2.1	Workforce Certification	Students who are required to earn certification in at least one criteria-referenced test or assessment. Students will take the ACT WorkKeys National Career Readiness assessment as they work through the curriculum. This test will be used as a measure for the school and the student to access work readiness knowledge	$4,100.00	
2.2	College Readiness Progress	All students will take the ACT twice a year. The counselor, administration, and teachers will monitor student progress college readiness by taking the ACT twice a year. The goal is for every student, by the end of their senior year, to achieve at least an 18 on the ACT in English and a 22 on the Math.	$5,000.00	
2.3	Access to Post-Secondary Courses	The primary goal of our school is to expand student learning opportunities and graduate students with more than a high school diploma. We remain committed to our industry pathways and accelerated learning opportunities through dual enrollment. The school will provide transportation to the college campuses, so students do not face obstacles taking advantage of the CTE and dual enrollment pathways.	$10,600.00	

Insert or delete rows, as necessary.

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SCHOOL CLIMATE & CULTURE - Staff will work collaboratively with safety personnel to access materials and resources, and to improve and sustain a safe learning environment for students, in which they can fully engage academically, physically, and emotionally.	**Broad**

State Priorities addressed by this goal.

Priority 1, Priority 3, Priority 5, Priority 6

An explanation of why the LEA has developed this goal.

A school is a place for education, and it's also a place where kids can socialize and develop skills that will help them later in life. It is the goal for ALL students and staff to learn and work in a positive climate and culture that supports the learning and overall well-being of every student, as well as for staff members, parents, and the community. A positive climate and culture can be measured through a safe learning environment for all students and staff in which they can engage academically and emotionally. Providing a learning environment that is safe and appealing, where students are attending on a high rate, involved in various programs, and feel connected are elements that contribute to success both academically and emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
3.1	Clean and Safe Facility Source: FIT 2024-2025	Baseline will be established during 2024-2025 school year.		N/A	An annual inspection of facilities using FIT (Facilities Inspection Tool) Source: Internal Data Tracking use FIT 2024-2025	N/A
3.2	Parent/Student/Teacher Conferences Source: 2024-2025	Baseline will be established during 2024-2025 school year.		N/A	90% of Parents/Guardians will participate in student led conferences Source: Internal Tracking 2024-2025	N/A
3.3	Student Attendance Rate Source: CA	Baseline will be established during 2024-2025 school year.		N/A	Students will achieve 95% attendance rate Source: Internal Data Tracking - Aeries Portal 2024-2025	N/A

3.4	Chronic Absenteeism rate for the State: 24.3% English Learners: 26.3% Foster Youth: 33.6% Socioeconomically Disadvantaged: 29.9% Source: CA State Dashboard 2022-2023	Baseline will be established during 2024-2025 school year.		N/A	Student chronic absenteeism rates will be lower than the State Source: CA Dashboard 2024-2025	N/A
3.5	Drop-out Rates	Baseline will be established during 2024-2025 school year.		N/A		N/A
3.6	High School Graduation Rates for the State: 86.4% English Learners: 73.5% Foster Youth: 63.2% Socioeconomically Disadvantaged: 83.7% Source: CA State Dashboard 2022-2023	Baseline will be established during 2024-2025 school year.		N/A	90% of the school's students who remain enrolled for at least 90 days will outperform their Graduation Rates Relative to Predictive Performance Source: Internal data tracking 2024-2025	N/A

| 3.7 | Suspension Rates

State average of All schools:

3.5%

English Learners: 3.7%

Foster Youth: 13.6%

Socioeconomically Disadvantaged: 4.5%

Source: CA State Dashboard

2022-2023 | Baseline will be established during 2024-2025 school year. | | N/A | Suspension rates will remain at or below State averages

Source: CA Dashboard

2024-2025 | N/A |
| 3.8 | Expulsion Rates

State average of All students:

0.1%

Source: CA State Dashboard

2022-2023 | Baseline will be established during 2024-2025 school year. | | N/A | Expulsion rates will remain at or below State averages

Source: CA Dashboard

2024-2025 | N/A |

| 3.9 | Parent Satisfaction
Source: Annual Parent Survey
2024-2025 | Baseline will be established during 2024-2025 school year. | | N/A | 85% of the parents/guardians responding to the annual survey will report that they are satisfied with the school's efforts to engage them in school events and decision making

Source: Internal data tracking
2024-2025 | N/A |
| 3.10 | Parent Satisfaction Unduplicated Students and Students with Exceptional Needs
Source: Annual Parent Survey
2024-2025 | | | N/A | 85% of parents/guardians for Unduplicated Students and Students with Exceptional Needs will respond that they are satisfied with the school's efforts to engage them in school events and decision making

Source: Internal data tracking
2024-2025 | N/A |

Insert or delete rows, as necessary.

Goal Analysis for 2023-2024

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.

N/A - Our first year of operation will be the 2024-2025 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.

N/A - Our first year of operation will be the 2024-2025 school year.

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

N/A - Our first year of operation will be the 2024-2025 school year.

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

N/A - Our first year of operation will be the 2024-2025 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Clean and Safe Facility	Maintain all facilities to be safe, clean, and "good repair." We will submit a monthly checklist using the CDE's Facilities Tool and Security checklist.	$1,000.00	
3.2	Positive Reinforcement Program to Decrease Chronic Absenteeism and Increase Attendance	Staff will be trained in implementing the PBIS rewards system. The charter will frequently monitor student attendance using the Aeries portal. The counselor will maintain attendance records and teachers will record positive student interactions. This data will support the implementation of PBIS and lead to a decrease in chronic absenteeism and increase attendance rates.	$5,000.00	
3.3	Graduation Rates	The comprehensive tutoring program will provide intervention and enrichment. Tutoring will be available Monday-Thursday from 3:30 to 5:00. This program should increase ELA and math scores and further close the achievement gap.	$25,000.00	
3.4	MTSS Professional Development for Management and SEL Support	Administration and staff will attend professional development on creating and using MTSS strategies for support, intervention and classroom management. The staff will be trained on how to create different layers of support before resorting to more extreme disciplinary measures (i.e. sending students out of the classroom; suspension, or expulsion). Staff will participate in professional development for also utilizing MTSS for SEL awareness.	$4,000.00	
3.5	Parent Engagement	The school will encourage parent involvement by hosting at least three parent engagement events per year (Open House; Awards Night, Welcome Back BBQ event; parent informational meetings throughout the year). Parents, students, counselors, and administration will meet at the beginning of the year to collectively develop the Student Success Plan. Parents will be able to email staff directly with any questions. Families can stay informed about student progress, grades, and attendance through the Aeries parent and student portals. We will continue to utilize the website to post upcoming events, school calendars, hours, and ways to communicate with staff.	$4,000.00	

| 3.6 | Parent Satisfaction | Parents will be given parent perception surveys each year to gauge stakeholder engagement and parent satisfaction. The feedback from the surveys will be used to adjust sitewide practices and monitor LCAP progress. | $500.00 | |

Insert or delete rows, as necessary.

Goals and Actions

Goal Analysis for [2023-2024]

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.

N/A - Our first year of operation will be the 2024-2025 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.

N/A - Our first year of operation will be the 2024-2025 school year.

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

N/A - Our first year of operation will be the 2024-2025 school year.

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

N/A - Our first year of operation will be the 2024-2025 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
N/A	N/A			
N/A	N/A			
N/A	N/A			

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[Insert dollar amount here]	$[Insert dollar amount here]

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
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

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 #(s)	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	Fully credentialed teachers Need: As demonstrated in the associated metrics sections, Low-Income students and		
1.2	Need: Access to Standards Based Materials and a Broad Course of Standards Based Study Action:	Teachers will have access to standards-based textbooks and curriculum via the HMH suite of courses and online resources. All students will receive a digital copy of the textbook, and each classroom will have a class set of the books. Teachers will also have access to grade level appropriate novels and they may continue to build and develop curriculum that incorporates rigorous standards based resources and is differentiated for a variety of students.	
1.3	Action: Data Driven Instruction Need: Summative SBAC data demonstrates there is an identified achievement gap between student groups. English learners, foster youth, and socioeconomically disadvantaged students are requiring more academic supports to meet their instructional needs. One way to add these needs is by implementing a placement test (NWEA) that all students will take. This assessment will provide immediate feedback on whether students need to be placed into academic support classes.	This action addresses the identified needs of unduplicated student groups by immediately pinpointing student learning gaps (NWEA Map Testing), and then addressing those academic needs by placing students into intervention courses (Read 180 and Math 180). In these courses, students will have the support of the teacher and an instructional aide. Instead of letting students continue to struggle, the support will be immediate. We are using data to inform decision-making and target interventions effectively.	

| 1.4 | Action: Intervention Courses

Need: Summative SBAC data demonstrates there is an identified achievement gap between student groups. English Learners, foster youth, socioeconomically disadvantaged, and students with disabilities are requiring more academic supports to meet their instructional needs.

Scope: LEA-wide | This is a LEA-wide contributing action. We are focused on bringing students up to grade level and intervention courses are necessary to meeting student needs. The Read 180 and Math 180 programs measure RTI (Response to Intervention) data. This real-time data will allow the teacher to adjust the student's level of intervention. Struggling readers need intervention support, and it is essential for closing the achievement gap. | |

| 1.6 | Action:
Instructional Aide

Need:
CAASPP Met Achievement-State Results: ELA

All Students: 46.66%

English Learner:10.87%

Foster Youth: 19.43%

Socioeconomically Disadvantaged: 35.27%

Source: CAASPP Dash View Reports
2022-2023

CAASPP Met Achievement-State Results: Math

All Students: 34.62%

English Learner: 9.93%

Foster Youth: 10.47%

Socioeconomically Disadvantaged: 22.91%

Source: CAASPP Dash View Reports
2022-2023 | To provide small group instruction for students in reading and math intervention classes we are hiring an instructional aide. This initiative aims to address the specific academic challenges faced by students requiring additional support in reading and mathematics. Priority will be given to unduplicated pupils, including English learners, foster youth, and students from socioeconomically disadvantaged families, ensuring that those students who have the lowest graduation rates are receiving focused and personalized instruction. The goal is to decrease educational gaps, enhance math reading and math proficiency, and promote equitable learning opportunities for all. | |

| 1.7 | Action: Student Success Plan

Need:

UC/CSU Pathway Completion and CTE Pathway State Completion Rate – Overall: 11.1%

English Learner: 4.2%

Foster Youth: 2.6%

Socioeconomically Disadvantaged: 9.6%

Source: CA State Dashboard

2022-2023 | The Student Success Plan will address student progress towards graduation, 'a-g' completion, and CTE pathway completion. The plan is collaborative and includes a variety of stakeholders in its creation: counselor, administration, teachers, parents, and students. To get more buy-in and parent support, the counselor will hold a series of parent workshops on how parents can support their students to use the plan with fidelity. These workshops address the needs of unduplicated pupils by encouraging and targeting their parents to become more involved in their child's learning experience. The counselor will prioritize recruiting parents of unduplicated pupils for this activity. This action is provided on an LEA-wide basis, as all parents will benefit from increased opportunities to engage in their child's education. | |

| 1.8 | Action:
Staff Professional Development

Need:
CAASPP Met Achievement-State Results: ELA

All Students: 46.66%

English Learner:10.87%

Foster Youth: 19.43%

Socioeconomically Disadvantaged: 35.27%

Source: CAASPP Dash View Reports

2022-2023

CAASPP Met Achievement-State Results: Math

All Students: 34.62%

English Learner: 9.93%

Foster Youth: 10.47%

Socioeconomically Disadvantaged: 22.91%

Source: CAASPP Dash View Reports

2022-2023 | This initiative aims to offer professional growth and training chances for every staff member to enhance their existing instructional methods and effective ways to approach our unduplicated student groups. Teachers will receive training in updated technologies, on online resources and tools that supplement the textbooks, differentiation, SEL training, and promoting safe learning environments. Students will be equipped with all necessary instructional materials and additional resources to guarantee adequate access to the curriculum and teaching. | |

2.1	Action: Workforce Certification Need: CTE Certification CTE Pathway Completion Rate – Overall: 18.7% English Learner: 11.8% Foster Youth: 7.4% Socioeconomically Disadvantaged: 18.1% Source: CA State Dashboard 2022-2023	Students are required to earn certification in at least one criteria-referenced test or assessment. Students will take the ACT WorkKeys National Career Readiness assessment as they work through the curriculum. These tests will be used as a measure for the school and the student to access work readiness knowledge. This knowledge can directly correlate with students on CTE pathways and will assist them in moving forward to complete the CTE pathway.	
2.2	Action: College Readiness Progress Need: Met UC/CSU Graduation Requirements State Overall: 44.5% English Learner: 28.8% Foster Youth: 11.6% Socioeconomically Disadvantaged: 36.3% Source: CA State Dashboard 2022-2023	Most students do not complete the UC/CSU graduation requirements. All students will take the ACT twice a year. The counselor, administration, and teachers will use this data to monitor students' college readiness. The goal is for every student, by the end of their senior year, to achieve at least an 18 on the ACT in English and a 22 on the Math. This monitoring is especially important for our unduplicated student groups who are the least college ready.	

2.3	Action: Access to Post-Secondary Courses Need: Met UC/CSU Graduation Requirements State Overall: 44.5% English Learner: 28.8% Foster Youth: 11.6% Socioeconomically Disadvantaged: 36.3% Source: CA State Dashboard 2022-2023 CTE Certification CTE Pathway Completion Rate – Overall: 18.7% English Learner: 11.8% Foster Youth: 7.4% Socioeconomically Disadvantaged: 18.1% Source: CA State Dashboard 2022-2023	We are offering free transportation for students to access our dual enrollment and CTE classes. Some dual enrollment courses may be taken on-site, but for those that require in-person attendance at the college or for those students participating in an internship, we are providing transportation to ensure access. This supports our students who need more challenging classes, all students having a greater opportunity for students to complete the UC/CSU Graduation requirements, and complete at least one CTE Pathway, especially for unduplicated students who have the lowest success rates in these areas.	
3.1	Action: Clean and Safe Facility Need: Based on student and parent feedback, students are very concerned about learning in a safe and secure facility. Some students have struggled learning in a much larger school with a high student population. One of the reasons they ae choosing our school is due to its small class size.	A safe and secure learning environment is essential for unduplicated pupils to reach their maximum academic potential. By providing this support on an LEA-wide basis, we address the needs of our student population, 90% of whom are unduplicated. Ensuring a positive and secure atmosphere allows all students to focus on their education and achieve their best.	

3.2	Action: Positive Reinforcement Program to Decrease Chronic Absenteeism and Increase Attendance Rates Need: Chronic Absenteeism rate for the State: 24.3% English Learners: 26.3% Foster Youth: 33.6% Socioeconomically Disadvantaged: 29.9% Source: CA State Dashboard 2022-2023	The school's focus is on maintaining a 95% attendance rate and encouraging positive behavior. By prioritizing attendance, the school ensures that students have consistent access to education, promoting academic success. Improving positive behavior fosters a conducive learning environment, enhancing student engagement and overall school climate. The PBIS program will provide a variety of incentives for students, with special attention to unduplicated students, to promote equity and create a sense of inclusion and motivation to excel.	
3.3	Action: Graduation Rate Need: High School Graduation Rates for the State: 86.4% English Learners: 73.5% Foster Youth: 63.2% Socioeconomically Disadvantaged: 83.7% Source: CA State Dashboard 2022-2023	In order to address the low graduation rates	

3.4	Action: MTSS Professional Development for Management and SEL Support Need: Suspension Rates State average of All schools: 3.5% English Learners: 3.7% Foster Youth: 13.6% Socioeconomically Disadvantaged: 4.5% Source: CA State Dashboard 2022-2023	The school is committed to fostering a supportive learning environment and promoting a positive school climate. The MTSS tiered layers of support is an inclusive approach that gives students layers of behavioral support. The school's first reaction is not to send a student out of class or resort to suspension, but to use an established MTSS program with a variety of ways to approach student behavior and SEL needs. Staff and administrators will attend MTSS professional development. This system is primarily directed towards unduplicated pupils, since these students experience the most extreme disciplinary consequences and yet, can have some of the most SEL needs.	
3.5	Parent Engagement	Increased parental involvement enriches the learning environment for all students by fostering stronger home-school partnerships. When parents actively participate in school activities and decision-making, it enhances student success through additional academic support, reinforcement of positive behaviors, and a sense of belonging. By implementing parental involvement initiatives schoolwide, every student, regardless of background, gains equal access to the benefits of parental engagement, ensuring that all students receive the necessary support to thrive academically, socially, and emotionally. This inclusive approach contributes to a more equitable educational experience for everyone.	
3.6	Parent Satisfaction		

Insert or delete rows, as necessary.

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
1.5	EL Access to Appropriate El Curriculum and Supports EL Progress Towards English Proficiency: 48.7% Source: CA State Dashboard 2022-2023 According to the California School Dashboard, only 48.7% of EL students are progressing towards English proficiency.	This action will provide all EL curriculum and necessary supplemental instructional materials to ensure that unduplicated pupils have full access to high quality curriculum and instruction. EL students will benefit from being placed in appropriate EL level classes (depending on ELPAC and NWEA scores), and they will have access to primary language support and Read 180 EL specific Intervention supports.	

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of IMamproved 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.

[Provide description here]

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.

[Provide description here]

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

- Students

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

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.

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.

  o 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,

  o 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:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - o 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.

  - o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

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.

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

  - o 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.

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

  - o 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).

  o **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.

  o **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.

  o 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%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- o 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)**

  - o 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)**

  - o 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)**

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

California Department of Education
November 2023

POLYTECHNIC ACADEMY
ACKNOWLEDGEMENT RESOLUTIONS

The undersigned, on behalf of POLYTECHNIC ACADEMY, a California nonprofit corporation (the "Company"), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the "Board") of the Company, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and the Bylaws of the Company, at a duly noticed meeting held on June 11, 2024 at 6:00 p.m., Pacific Time at 790 Bolsa Road, Hollister, CA. A quorum of the Board was present at the meeting. Capitalized terms used herein and not otherwise defined have the meanings given to them in the Acknowledgment Resolution (as defined below).

Sale of Receivables

WHEREAS, the Company receives and owns and will receive and own from time to time certain receivables or payments due from the State of California, San Benito County, the San Benito County Office of Education, the San Benito County Superintendent of Schools, the San Benito High School District, the Special Education Local Plan Area ("SELPA"), and/or the United States federal government (in each case, the "Payor").

WHEREAS, the Company instructs the Payor, pursuant to the Payor's policies and procedures, as to the location and manner of payment of the Company's receivables.

RESOLVED: That the Board deems it to be in the best interests of the Company to authorize the Company to sell receivables and payments (the "Receivables") to Charter School Capital, Inc. ("CSC") at a discount to face value in an amount not to exceed the lesser of (i) $2,500,000.00 of gross receivables value and (ii) 2,125,000.00 of initial purchase (face value).

RESOLVED FURTHER: That the Company is authorized and directed to sell the Receivables to CSC from time to time pursuant to one or more Receivables Purchase Agreements and related Terms Letters between the Company and CSC, substantially in the form reviewed by the Board, with such changes thereto consistent with these resolutions as an Authorized Officer of the Company shall approve, and including any amendments, supplements or modifications to the foregoing consistent with these resolutions as an Authorized Officer of the Company shall approve from time to time.

RESOLVED FURTHER: That each of Dr. Ariel Hurtado, Board President; Nicole Prater, Principal/Executive Director; Armando Barragan, Board Vice President (such persons and their duly elected and qualified successors, the "Authorized Officers") is authorized and directed to execute and deliver, on behalf of the Company, the Receivables Purchase Agreements, the Terms Letters, the Paying Agency Agreements and/or Account Control Agreements, and subject to the limitations set forth herein, such other agreements and other documents and instruments as may be necessary or desirable to effectuate the sale of Receivables contemplated hereby, including, without limitation, agreements or documents as may be necessary to facilitate the sale of Receivables by CSC to an affiliate or third party to finance its purchase of the Receivables, and further including, without limitation, such amendments, supplements or other modifications to any or all of the documents described in this paragraph and consistent with these resolutions as an Authorized Officer of the Company shall approve from time to time.

RESOLVED FURTHER: That the Board of the Company deems it to be in the best interests of the Company to instruct the Payor, in the form provided by CSC, to make the payment of all revenues of the Company administered and paid by the Payor in the manner described in the applicable Receivables Purchase Agreement, the Terms Letter, Paying Agency Agreement and/or Account Control Agreements.

RESOLVED FURTHER: That any two Authorized Officers will execute instructions to the Payor, in the form provided by CSC, directing the payment of all revenues of the Company in the manner described in the Receivables Purchase Agreement, the Terms Letter, the Paying Agency Agreement and/or Account Control Agreements.

RESOLVED FURTHER: That the instructions described in the immediately preceding paragraph will not be altered in any manner nor any other instructions substituted in their place without the prior written approval of the two Authorized Officers and without the express written consent of CSC and that the Payor is to disregard any change in disbursement instructions that are not counter-signed by such two Authorized Officers and CSC.

RESOLVED FURTHER: That the Authorized Officers are, and each of them is, hereby authorized and directed, on behalf and in the name of the Company and subject to the limitations set forth herein, to make all such arrangements, to do and perform all such acts and things, and to execute and deliver all such instruments, certificates and other documents as he or she may deem necessary or appropriate in order to effectuate fully the purpose of each and all of the foregoing resolutions and the transactions contemplated thereby (hereby ratifying and confirming any and all actions taken heretofore and hereafter by such officers to accomplish such purposes).

The foregoing resolutions were passed by a vote of the Board of Directors and adopted at the meeting of the Board of Directors of the Company on the date referred to above, by the following vote:

Ayes: _____

Nays: _____

Absent: _____

Abstain: _____

* * *

[Signature page follows]

The undersigned certifies further that the foregoing resolutions have not been modified, amended or rescinded and are in full force and effect as of the date hereof.

POLYTECHNIC ACADEMY

By:_____
Name: _____
Title: _____
Date: June _____, 2024

San Benito County Polytechnic Academy
Multi-year Projection
As of Apr FY2025

	Start-up Year	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
SUMMARY				
Revenue				
LCFF Entitlement	-	1,301,361	2,678,965	4,833,228
Federal Revenue	-	65,987	156,408	272,346
Other State Revenues	-	176,542	321,267	785,928
Local Revenues	-	2,450	4,900	8,575
Fundraising and Grants	550,000	15,000	15,750	16,538
Total Revenue	**550,000**	**1,561,340**	**3,177,290**	**5,916,615**
Expenses				
Compensation and Benefits	-	800,114	1,562,698	3,081,933
Books and Supplies	26,050	293,204	451,653	753,520
Services and Other Operating Expenditures	323,950	399,778	670,162	1,350,464
Depreciation	-	7,500	12,620	17,333
Other Outflows	-	-	12,500	9,375
Total Expenses	**350,000**	**1,500,596**	**2,709,634**	**5,212,626**
Operating Income	**200,000**	**60,744**	**467,656**	**703,989**
Fund Balance				
Beginning Balance (Unaudited)	**-**	200,000	260,744	728,400
Audit Adjustment				
Beginning Balance (Audited)	-	200,000	260,744	728,400
Operating Income	200,000	60,744	467,656	703,989
Ending Fund Balance	**200,000**	**260,744**	**728,400**	**1,432,389**
Total Revenue Per ADA		17,844	18,156	19,320
Total Expenses Per ADA		17,150	15,484	17,021
Operating Income Per ADA		694	2,672	2,299
Fund Balance as a % of Expenses	57%	17%	27%	27%

San Benito County Polytechnic Academy
Multi-year Projection
As of Apr FY2025

	Start-up Year	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
Key Assumptions				
Enrollment Breakdown				
9		25	50	100
10		25	50	100
11		25	50	75
12		25	50	75
Total Enrolled		**100**	**200**	**350**
ADA %				
9-12		87.5%	87.5%	87.5%
Average ADA %		**87.5%**	**87.5%**	**87.5%**
ADA				
9-12		88	175	306
Total ADA		**88**	**175**	**306**
Demographic Information				
CALPADS Enrollment (for unduplicated % calc)		100	200	350
# Unduplicated (CALPADS)		65	130	228
# Free & Reduced Lunch (CALPADS)		57	114	200
# ELL (CALPADS)		23	46	81
New Students		100	100	150
School Information				
FTE's		7.0	17.0	33.5
Teachers		4	8	15
Certificated Pay Increases			5%	5%
Classified Pay Increases			5%	5%
Default Expense Inflation Rate			2%	2%

San Benito County Polytechnic Academy
Multi-year Projection
As of Apr FY2025

		Start-up Year	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
REVENUE					
LCFF Entitlement					
8011	Charter Schools General Purpose Entitlement - State Aid		572,626	1,221,495	2,282,656
8012	Education Protection Account Entitlement		17,500	35,000	61,250
8096	Charter Schools in Lieu of Property Taxes		711,235	1,422,470	2,489,322
	SUBTOTAL - LCFF Entitlement	**-**	**1,301,361**	**2,678,965**	**4,833,228**
Federal Revenue					
8181	Special Education - Entitlement		-	13,000	26,000
8220	Child Nutrition Programs		35,856	73,146	130,566
8291	Title I		22,800	45,600	80,000
8292	Title II		2,850	5,700	10,000
8293	Title III		4,481	8,962	15,780
8294	Title IV		-	10,000	10,000
	SUBTOTAL - Federal Revenue	**-**	**65,987**	**156,408**	**272,346**
Other State Revenue					
8381	Special Education - Entitlement (State		77,583	155,167	271,541
8382	Special Education Reimbursement (State		6,975	13,949	24,411
8520	Child Nutrition - State		17,928	36,573	65,283
8545	School Facilities Apportionments		51,300	49,572	303,750
8550	Mandated Cost Reimbursements		-	4,973	10,256
8560	State Lottery Revenue		22,756	45,512	79,647
8591	Prop 28 Arts & Music in Schools		-	15,520	31,040
	SUBTOTAL - Other State Revenue	**-**	**176,542**	**321,267**	**785,928**
Local Revenue					
8634	Food Service Sales		1,116	2,231	3,905
8636	Spirit Wear		1,334	2,669	4,670
	SUBTOTAL - Local Revenue	**-**	**2,450**	**4,900**	**8,575**
Fundraising and Grants					
8802	Corporations and Individual Donations	350,000	5,000	5,250	5,513
8803	Foundation Grants	200,000	10,000	10,500	11,025
	SUBTOTAL - Fundraising and Grants	**550,000**	**15,000**	**15,750**	**16,538**

San Benito County Polytechnic Academy
Multi-year Projection
As of Apr FY2025

	Start-up Year	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
TOTAL REVENUE	550,000	1,561,340	3,177,290	5,916,615

San Benito County Polytechnic Academy
Multi-year Projection
As of Apr FY2025

	Start-up Year	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
EXPENSES				
Compensation & Benefits				
Certificated Salaries				
1100 Teachers Salaries		367,000	673,050	1,220,467
1200 Certificated Pupil Support Salaries		78,000	81,900	171,990
1300 Certificated Supervisor & Administrator Salaries		150,000	157,500	369,338
SUBTOTAL - Certificated Salaries	-	**595,000**	**912,450**	**1,761,794**
Classified Salaries				
2100 Classified Instructional Aide Salaries		-	159,600	293,265
2400 Classified Clerical & Office Salaries		56,000	117,600	169,785
2904 Other Classified - Security/yard duty		-	-	83,790
2928 Other Classified - Food		-	-	41,895
2930 Other Classified - Maintenance/grounds		-	44,100	69,458
SUBTOTAL - Classified Salaries	-	**56,000**	**321,300**	**658,193**
Employee Benefits				
3300 OASDI-Medicare-Alternative	-	49,802	94,382	182,095
3400 Health & Welfare Benefits	-	62,111	162,908	341,532
3500 Unemployment Insurance	-	3,675	8,120	14,616
3600 Workers Comp Insurance	-	7,487	14,188	27,830
3900 Other Employee Benefits	-	26,040	49,350	95,873
SUBTOTAL - Employee Benefits	-	**149,114**	**328,948**	**661,946**
Books & Supplies				
4100 Approved Textbooks & Core Curricula Materials		40,800	41,616	63,672
4200 Books & Other Reference Materials		10,200	20,808	37,142
4325 Instructional Materials & Supplies	500	24,480	49,939	89,141
4330 Office Supplies	500	1,020	2,081	3,714
4346 Teacher Supplies		1,020	2,081	3,714
4350 Spirit Wear	1,120	3,060	6,242	11,143
4352 Science Supplies		7,650	15,606	27,857
4353 Tech-Software/Apps/Licenses	330	20,054	40,874	71,399
4360 Operations Supplies	400	3,470	7,079	12,636

San Benito County Polytechnic Academy
Multi-year Projection
As of Apr FY2025

	Start-up Year	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
4410 Classroom Furniture, Equipment & Supplies		30,090	30,692	46,958
4420 Computers: individual items less than $5k	2,150	77,600	92,325	134,200
4430 Non Classroom Related Furniture, Equipment & Supplies	1,050	14,000	20,400	34,333
4710 Student Food Services	20,000	59,760	121,910	217,610
SUBTOTAL - Books and Supplies	**26,050**	**293,204**	**451,653**	**753,520**
Services & Other Operating Expenses				
5110 Special Education Services		78,082	163,953	301,709
5215 Travel - Mileage, Parking, Tolls		1,071	2,653	5,333
5220 Travel and Lodging		3,570	8,843	17,775
5225 Travel - Meals & Entertainment		749	1,855	3,729
5300 Dues & Memberships		10,200	20,808	37,142
5400 Insurance		15,240	31,090	55,495
5520 Security		2,100	2,142	2,185
5535 Utilities - All Utilities		7,500	15,300	27,311
5605 Copier (Rent/Lease)		2,500	5,100	9,104
5610 Rent		72,000	73,440	450,000
5615 Operations: Repair, Maintenance, Services		5,000	25,000	25,500
5803 Accounting Fees		22,500	28,125	30,938
5809 Banking Fees	144	300	306	312
5812 Back Office (Payroll, AP, Finance, Compliance)	3,750	50,000	75,000	100,000
5815 Consultants - Instructional	273,556	50,000	100,000	102,000
5821 Consultant - Non Instructional		10,000	10,200	10,404
5824 District Oversight Fees		13,014	27,325	50,285
5830 Field Trips Expenses		2,500	5,100	9,104
5845 Legal Fees	30,000	10,200	10,404	10,612
5846 Loan and Financing Fees		3,000	-	-
5848 Licenses and Other Fees		600	1,224	2,185
5851 Marketing and Student Recruiting	10,000	13,770	14,045	14,326
5860 Printing and Reproduction	2,500	3,570	3,641	3,714
5863 Professional Development		5,355	13,265	26,663
5875 Staff Recruiting	3,000	3,570	5,202	8,755
5880 Student Health Services		875	1,785	3,186
5887 IT Support, Repair, Student Information Systems		10,000	20,400	36,414
5905 Communications - Cell Phones		536	1,327	2,666
5910 Communications - Internet / Website Fees		1,377	1,405	1,433
5915 Postage and Delivery	1,000	600	1,224	2,185

San Benito County Polytechnic Academy
Multi-year Projection
As of Apr FY2025

	Start-up Year	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
SUBTOTAL - Services & Other Operating Exp.	**323,950**	**399,778**	**670,162**	**1,350,464**
Depreciation Expense				
6900 Depreciation		7,500	12,620	17,333
SUBTOTAL - Depreciation Expense	**-**	**7,500**	**12,620**	**17,333**
Other Outflows				
7438 Long term debt - Interest		-	12,500	9,375
SUBTOTAL - Other Outflows	**-**	**-**	**12,500**	**9,375**
TOTAL EXPENSES	**350,000**	**1,500,596**	**2,709,634**	**5,212,626**

San Benito County Polytechnic Aca
Monthly Cash Forecast
As of Apr FY2025

	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
							2024-25 Actuals & Forecast								
Beginning Cash	200,000	139,533	63,688	51,965	237,042	128,408	24,023	161,170	49,462	142,369	167,397	205,249		
REVENUE														
LCFF Entitlement	-	-	4,250	399,274	-	4,250	224,492	-	189,099	118,905	118,905	123,280	1,301,361	118,905
Federal Revenue	-	-	-	-	3,586	3,586	3,586	3,586	3,586	3,586	3,586	3,586	65,987	37,302
Other State Revenue	-	-	-	775	2,568	2,568	28,218	2,568	18,084	18,084	30,909	18,084	176,542	54,683
Other Local Revenue	-	-	245	245	245	245	245	245	245	245	245	245	2,450	-
Fundraising & Grants	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	-
TOTAL REVENUE	1,250	1,250	5,745	401,544	7,648	11,898	257,791	7,648	212,264	142,070	154,895	146,445	1,561,340	210,891
EXPENSES														
Certificated Salaries	12,500	52,955	52,955	52,955	52,955	52,955	52,955	52,955	52,955	52,955	52,955	52,955	595,000	-
Classified Salaries	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	4,667	56,000	-
Employee Benefits	14,407	12,774	13,877	12,774	12,591	12,591	14,061	12,774	12,774	11,889	11,889	6,713	149,114	-
Books & Supplies	85	71,439	71,439	15,034	15,034	15,034	15,034	15,034	15,034	15,034	15,034	15,034	293,204	14,940
Services & Other Operating Expenses	11,308	16,511	24,531	31,038	31,038	31,038	33,928	33,928	33,928	32,499	32,499	45,513	399,778	42,020
Capital Outlay & Depreciation	625	625	625	625	625	625	625	625	625	625	625	625	7,500	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	43,592	158,970	168,093	117,092	116,908	116,908	121,268	119,982	119,982	117,668	117,668	125,505	1,500,596	56,960
Operating Cash Inflow (Outflow)	(42,342)	(157,720)	(162,348)	284,452	(109,260)	(105,010)	136,522	(112,334)	92,282	24,403	37,228	20,940	60,744	153,930
Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-		
Fixed Assets	(18,125)	(18,125)	625	625	625	625	625	625	625	625	625	625		
Other Current Liabilities	-	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Current)	-	100,000	-	(100,000)	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	-	150,000	-	-	-	-	-	-	-	-	-		
Ending Cash	139,533	63,688	51,965	237,042	128,408	24,023	161,170	49,462	142,369	167,397	205,249	226,814		

San Benito County Polytechnic Aca
Monthly Cash Forecast
As of Apr FY2025

						2025-26 Actuals & Forecast								
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	226,814	179,681	189,680	43,884	349,528	283,965	197,360	350,895	274,583	429,787	470,811	540,982		
REVENUE														
LCFF Entitlement	-	73,211	120,261	524,842	111,866	116,241	343,024	111,866	338,788	213,456	213,456	222,956	2,678,965	288,998
Federal Revenue	-	-	-	-	24,880	7,315	7,315	24,880	7,315	13,815	24,880	7,315	156,408	38,695
Other State Revenue	-	3,879	5,431	10,084	13,742	18,715	38,528	19,431	29,258	29,258	47,340	29,258	321,267	76,341
Other Local Revenue	-	-	490	490	490	490	490	490	490	490	490	490	4,900	-
Fundraising & Grants	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	15,750	-
TOTAL REVENUE	1,313	78,403	127,494	536,729	152,290	144,073	390,669	157,979	377,163	258,331	287,479	261,331	3,177,290	404,034
EXPENSES														
Certificated Salaries	13,125	81,757	81,757	81,757	81,757	81,757	81,757	81,757	81,757	81,757	81,757	81,757	912,450	-
Classified Salaries	13,475	27,984	27,984	27,984	27,984	27,984	27,984	27,984	27,984	27,984	27,984	27,984	321,300	-
Employee Benefits	34,203	28,097	30,533	28,097	27,691	27,691	30,939	28,097	28,097	26,361	26,361	12,785	328,948	-
Books & Supplies	173	87,153	97,312	27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	27,411	451,653	20,318
Services & Other Operating Expenses	16,117	25,739	53,503	53,503	53,503	53,503	56,711	56,711	56,711	53,796	53,796	81,121	670,162	55,450
Capital Outlay & Depreciation	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	12,620	-
Other Outflows	-	-	2,083	2,083	2,083	2,083	2,083	2,083	-	-	-	-	12,500	-
TOTAL EXPENSES	78,146	251,782	294,223	221,886	221,480	221,480	227,936	225,094	223,010	218,360	218,360	232,109	2,709,634	75,769
Operating Cash Inflow (Outflow)	(76,833)	(173,378)	(166,729)	314,843	(69,190)	(77,407)	162,733	(67,114)	154,153	39,972	69,119	29,222	467,656	328,265
Accounts Receivable	85,609	82,326	30,131	-	12,825	-	-	-	-	-	-	-		
Fixed Assets	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052	1,052		
Other Current Liabilities	(56,960)	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	100,000	(10,250)	(10,250)	(10,250)	(10,250)	(10,250)	(10,250)	-	-	-	-		
Ending Cash	179,681	189,680	43,884	349,528	283,965	197,360	350,895	274,583	429,787	470,811	540,982	571,255		

San Benito County Polytechnic Aca
Monthly Cash Forecast
As of Apr FY2025

	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
							2026-27 Actuals & Forecast							
Beginning Cash	571,255	521,418	383,310	108,148	562,518	436,736	288,622	621,290	489,915	754,918	815,099	978,541		
REVENUE														
LCFF Entitlement	-	150,567	244,665	872,997	231,191	239,941	588,798	231,191	632,804	406,440	406,440	421,753	4,833,228	406,440
Federal Revenue	-	-	-	-	42,002	13,057	13,057	42,002	13,057	26,057	42,002	13,057	272,346	68,058
Other State Revenue	-	7,758	10,862	19,781	26,310	36,566	178,185	37,688	49,585	49,585	136,900	49,585	785,928	183,125
Other Local Revenue	-	-	858	858	858	858	858	858	858	858	858	858	8,575	-
Fundraising & Grants	1,378	1,378	1,378	1,378	1,378	1,378	1,378	1,378	1,378	1,378	1,378	1,378	16,538	-
TOTAL REVENUE	1,378	159,703	257,763	895,014	301,738	291,799	782,274	313,116	697,681	484,317	587,578	486,630	5,916,615	657,623
EXPENSES														
Certificated Salaries	30,778	157,365	157,365	157,365	157,365	157,365	157,365	157,365	157,365	157,365	157,365	157,365	1,761,794	-
Classified Salaries	16,078	58,374	58,374	58,374	58,374	58,374	58,374	58,374	58,374	58,374	58,374	58,374	658,193	-
Employee Benefits	69,993	56,581	60,966	56,581	55,851	55,851	61,697	56,581	56,581	53,241	53,241	24,780	661,946	-
Books & Supplies	310	134,978	153,112	47,650	47,650	47,650	47,650	47,650	47,650	47,650	47,650	47,650	753,520	36,268
Services & Other Operating Expenses	55,100	67,775	108,861	108,861	108,861	108,861	112,708	112,708	112,708	107,505	107,505	157,790	1,350,464	81,223
Capital Outlay & Depreciation	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	17,333	-
Other Outflows	-	-	1,563	1,563	1,563	1,563	1,563	1,563	-	-	-	-	9,375	-
TOTAL EXPENSES	173,703	476,518	541,685	431,838	431,108	431,108	440,801	435,685	434,123	425,580	425,580	447,404	5,212,626	117,491
Operating Cash Inflow (Outflow)	(172,325)	(316,815)	(283,922)	463,176	(129,369)	(139,309)	341,473	(122,569)	263,558	58,737	161,997	39,225	703,989	540,132
Accounts Receivable	196,812	177,263	17,565	-	12,393	-	-	-	-	-	-	-		
Fixed Assets	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444		
Other Current Liabilities	(75,769)	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	-	(10,250)	(10,250)	(10,250)	(10,250)	(10,250)	(10,250)	-	-	-	-		
Ending Cash	521,418	383,310	108,148	562,518	436,736	288,622	621,290	489,915	754,918	815,099	978,541	1,019,211		

San Benito County Polytechnic Aca
Monthly Cash Forecast
As of Apr FY2025

	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
							2027-28 **Actuals & Forecast**							
Beginning Cash	1,019,211	1,047,020	1,053,729	996,601	862,602	807,770	708,330	566,780	452,756	(449,027)	(1,053,331)	(1,657,973)		
REVENUE														
LCFF Entitlement	-	149,359	314,031	199,146	199,146	214,458	199,146	199,146	(511,894)	(240,634)	(240,634)	(240,634)	-	(240,634)
Federal Revenue	-	-	-	-	2,500	-	-	2,500	-	22,750	2,500	-	55,500	25,250
Other State Revenue	-	13,577	19,013	29,875	29,875	48,392	29,875	49,786	(24,434)	(24,434)	(4,522)	(24,434)	72,876	(69,693)
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	1,447	1,447	1,447	1,447	1,447	1,447	1,447	1,447	1,447	1,447	1,447	1,447	17,364	-
TOTAL REVENUE	1,447	164,383	334,491	230,467	232,967	264,297	230,467	252,879	(534,881)	(240,871)	(241,209)	(263,621)	145,741	(285,077)
EXPENSES														
Certificated Salaries	32,317	165,233	165,233	165,233	165,233	165,233	165,233	165,233	165,233	165,233	165,233	165,233	1,849,884	-
Classified Salaries	16,882	61,293	61,293	61,293	61,293	61,293	61,293	61,293	61,293	61,293	61,293	61,293	691,102	-
Employee Benefits	75,147	60,139	64,524	60,139	59,408	59,408	65,255	60,139	60,139	56,669	56,669	25,931	703,566	-
Books & Supplies	-	61,374	61,374	9,663	9,663	9,663	9,663	9,663	9,663	9,663	9,663	9,663	209,711	-
Services & Other Operating Expenses	38,584	55,592	68,140	68,140	68,140	68,140	70,575	70,575	70,575	70,575	70,575	70,575	821,742	31,557
Capital Outlay & Depreciation	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	17,333	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	164,374	405,076	422,008	365,912	365,181	365,181	373,463	368,347	368,347	364,877	364,877	334,139	4,293,338	31,557
Operating Cash Inflow (Outflow)	(162,927)	(240,692)	(87,517)	(135,444)	(132,213)	(100,884)	(142,995)	(115,468)	(903,228)	(605,748)	(606,086)	(597,760)	(4,147,598)	(316,634)
Accounts Receivable	306,784	245,957	28,945	-	75,938	-	-	-	-	-	-	-		
Fixed Assets	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444		
Other Current Liabilities	(117,491)	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	1,047,020	1,053,729	996,601	862,602	807,770	708,330	566,780	452,756	(449,027)	(1,053,331)	(1,657,973)	(2,254,288)		

	2028-29 Actuals & Forecast													
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	(2,254,288)	(2,483,066)	(3,163,012)	(3,597,095)	(3,976,547)	(4,352,768)	(4,731,490)	(5,118,542)	(5,497,978)	(5,879,915)	(6,258,244)	(6,634,073)		
REVENUE														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	2,500	-	-	2,500	-	-	2,500	-	10,000	2,500
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	1,519	1,519	1,519	1,519	1,519	1,519	1,519	1,519	1,519	1,519	1,519	1,519	18,233	-
TOTAL REVENUE	1,519	1,519	1,519	1,519	4,019	1,519	1,519	4,019	1,519	1,519	4,019	1,519	28,233	2,500
EXPENSES														
Certificated Salaries	33,933	173,495	173,495	173,495	173,495	173,495	173,495	173,495	173,495	173,495	173,495	173,495	1,942,378	-
Classified Salaries	17,726	64,357	64,357	64,357	64,357	64,357	64,357	64,357	64,357	64,357	64,357	64,357	725,657	-
Employee Benefits	80,695	63,943	68,328	63,943	63,212	63,212	69,058	63,943	63,943	60,336	60,336	27,139	748,086	-
Books & Supplies	-	62,602	62,602	9,856	9,856	9,856	9,856	9,856	9,856	9,856	9,856	9,856	213,905	-
Services & Other Operating Expenses	39,356	56,522	69,321	69,321	69,321	69,321	71,805	71,805	71,805	71,805	71,805	71,805	836,177	32,188
Capital Outlay & Depreciation	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	17,333	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	173,154	422,363	439,547	382,416	381,685	381,685	390,016	384,900	384,900	381,293	381,293	348,096	4,483,537	32,188
Operating Cash Inflow (Outflow)	(171,634)	(420,844)	(438,027)	(380,897)	(377,666)	(380,166)	(388,496)	(380,881)	(383,381)	(379,774)	(377,274)	(346,577)	(4,455,304)	(29,688)
Accounts Receivable	(27,031)	(260,546)	2,500	-	-	-	-	-	-	-	-	-		
Fixed Assets	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444		
Other Current Liabilities	(31,557)	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	(2,483,066)	(3,163,012)	(3,597,095)	(3,976,547)	(4,352,768)	(4,731,490)	(5,118,542)	(5,497,978)	(5,879,915)	(6,258,244)	(6,634,073)	(6,979,205)		

San Benito County Polytechnic Aca
Monthly Cash Forecast
As of Apr FY2025

							2029-30 Actuals & Forecast								
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	(6,979,205)	(7,190,821)	(7,628,160)	(8,082,937)	(8,479,530)	(8,872,891)	(9,268,752)	(9,672,994)	(10,069,620)	(10,468,746)	(10,864,121)	(11,256,996)		
REVENUE														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	2,500	-	-	2,500	-	-	2,500	-	10,000	2,500
Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising & Grants	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	1,595	19,144	-
TOTAL REVENUE	1,595	1,595	1,595	1,595	4,095	1,595	1,595	4,095	1,595	1,595	4,095	1,595	29,144	2,500
EXPENSES														
Certificated Salaries	35,630	182,170	182,170	182,170	182,170	182,170	182,170	182,170	182,170	182,170	182,170	182,170	2,039,497	-
Classified Salaries	18,612	67,575	67,575	67,575	67,575	67,575	67,575	67,575	67,575	67,575	67,575	67,575	761,940	-
Employee Benefits	86,639	67,864	72,249	67,864	67,134	67,134	72,980	67,864	67,864	64,113	64,113	28,261	794,080	-
Books & Supplies	-	63,854	63,854	10,053	10,053	10,053	10,053	10,053	10,053	10,053	10,053	10,053	218,183	-
Services & Other Operating Expenses	40,143	57,471	70,525	70,525	70,525	70,525	73,059	73,059	73,059	73,059	73,059	73,059	850,901	32,832
Capital Outlay & Depreciation	819	819	819	819	819	819	819	819	819	819	819	819	9,833	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	181,843	439,753	457,193	399,007	398,276	398,276	406,656	401,541	401,541	397,790	397,790	361,937	4,674,434	32,832
Operating Cash Inflow (Outflow)	(180,248)	(438,158)	(455,597)	(397,412)	(394,181)	(396,681)	(405,061)	(397,445)	(399,945)	(396,194)	(393,694)	(360,342)	(4,645,290)	(30,332)
Accounts Receivable	xlErrorValue	xlErrorValue	xlErrorValue	xlErrorValue	xlErrorValue	xlErrorValue	xlErrorValue	xlErrorValue	xlErrorValue	xlErrorValue	xlErrorValue	xlErrorValue		
Fixed Assets	819	819	819	819	819	819	819	819	819	819	819	819		
Other Current Liabilities	(32,188)	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	(7,190,821)	(7,628,160)	(8,082,937)	(8,479,530)	(8,872,891)	(9,268,752)	(9,672,994)	(10,069,620)	(10,468,746)	(10,864,121)	(11,256,996)	(11,616,518)		

San Benito County Polytechnic Academy
2024-25
As of Apr FY2025

Payroll			Year 1 2024-25		Year 2 2025-26		Year 3 2026-27	
Head Count	Last Name	Budget Category	Total Paid	FTE Count	Total Paid	FTE Count	Total Paid	FTE Count
1	Teacher	1100	110,000	1.00	115,500	1.00	121,275	1.00
1	Teacher	1100	-	-	35,963	0.50	75,521	1.00
1	Teacher	1100	-	-	-	-	75,521	1.00
1	Teacher	1100	93,000	1.00	97,650	1.00	102,533	1.00
1	Teacher	1100	-	-	71,925	1.00	75,521	1.00
1	Teacher	1100	-	-	-	-	75,521	1.00
1	Teacher	1100	-	-	-	-	75,521	1.00
1	Teacher	1100	74,000	1.00	77,700	1.00	81,585	1.00
1	Teacher	1100	-	-	35,963	0.50	75,521	1.00
1	Teacher	1100	90,000	1.00	94,500	1.00	99,225	1.00
1	Teacher	1100	-	-	-	-	37,761	0.50
1	Teacher	1100	-	-	71,925	1.00	75,521	1.00
1	Teacher	1100	-	-	-	-	37,761	0.50
1	Teacher	1100	-	-	71,925	1.00	75,521	1.00
1	Teacher	1100	-	-	-	-	75,521	1.00
1	Teacher in Training	1100	-	-	-	-	60,638	1.00
1	Counselor	1200	78,000	1.00	81,900	1.00	85,995	1.00
1	Counselor	1200	-	-	-	-	85,995	1.00
1	Executive Director	1300	-	-	-	-	203,963	1.00
1	Learning Director/Principal	1300	-	-	-	-	-	-
1	Principal	1300	150,000	1.00	157,500	1.00	165,375	1.00
1	Instructional Aide	2100	-	-	39,900	1.00	41,895	1.00
1	Instructional Aide	2100	-	-	19,950	0.50	41,895	1.00
1	Instructional Aide	2100	-	-	39,900	1.00	41,895	1.00
1	Instructional Aide	2100	-	-	19,950	0.50	41,895	1.00
1	Instructional Aide	2100	-	-	-	-	20,948	0.50
1	Instructional Aide	2100	-	-	19,950	0.50	41,895	1.00
1	Instructional Aide	2100	-	-	19,950	0.50	41,895	1.00
1	Instructional Aide	2100	-	-	-	-	20,948	0.50
1	School Secretary	2400	56,000	1.00	58,800	1.00	61,740	1.00
1	Clerk/Recruiter	2400	-	-	58,800	1.00	61,740	1.00
1	Office Assistant	2400	-	-	-	-	46,305	1.00
1	Campus Safety Staff	2904	-	-	-	-	41,895	1.00
1	Campus Safety Staff	2904	-	-	-	-	41,895	1.00
1	Food Service Staff	2928	-	-	-	-	41,895	1.00
1	Custodial	2930	-	-	44,100	1.00	46,305	1.00
1	Custodial	2930	-	-	-	-	23,153	0.50
			-	-	-	-	-	-
			-	-	-	-	-	-
			-	-	-	-	-	-
Payroll Total			**651,000**	**7.00**	**1,233,750**	**17.00**	**2,419,987**	**33.50**

Extra Pay								
Description		Budget Category						
Extra Pay Total			**-**		**-**		**-**	

Certificated Summary								
1100	Teachers Salaries		367,000	4.00	673,050	8.00	1,220,467	15.00
1200	Certificated Pupil Support Salaries		78,000	1.00	81,900	1.00	171,990	2.00
1300	Certificated Supervisor & Administrator Salaries		150,000	1.00	157,500	1.00	369,338	2.00
Certificated Total			**595,000**	**6.00**	**912,450**	**10.00**	**1,761,794**	**19.00**

Classified Summary								
2100	Classified Instructional Aide Salaries		-	-	159,600	4.00	293,265	7.00
2400	Classified Clerical & Office Salaries		56,000	1.00	117,600	2.00	169,785	3.00
2930	Other Classified - Maintenance/grounds		-	-	44,100	1.00	69,458	1.50
Classified Total			**56,000**	**1.00**	**321,300**	**7.00**	**658,193**	**14.50**

Total FTE			7.00		17.00		33.50	
Teacher FTE			4.00		8.00		15.00	
Total Headcount			7.00		20.00		36.00	
Teacher Headcount			4.00		9.00		16.00	