



El Concilio California Academies Board of Directors

Jose Rodriguez
Board Chair

John Freeman
Board Member

Vanessa Castro-Drivon
Board Treasurer

Agenda

Ruben Harper
Board Member

Cynthia Aguilar
Board Secretary

Marie Jo Fernandez
Board Member

John Solis
Board Member

EL CONCILIO CALIFORNIA ACADEMIES

703 East Swain Road, Stockton, CA 95207

TUESDAY, MAY 12, 2026

4:00PM

Watch live

<https://us02web.zoom.us/j/82081882043?pwd=bOjKCyIyAWJgsVQG0pMt3LfnM675oB.1>

Commencement of Meeting
Announce Date of Meeting for the Record
Welcome: *Board Chair Jose Rodriguez*

Roll Call

MINUTES AND AGENDA

1. Action Board of Directors – Regular Meeting Minutes – April 14, 2026
2. Action: Board of Directors – Regular Meeting Agenda – May 12, 2026

PUBLIC COMMENTS/CONSENT ITEMS

Public comments were allowed at this time of the agenda. The Board of Chairperson will recognize any member of the audience wishing to speak on a matter that is not on the agenda but is directly related to El Concilio California Program business. The Chairperson may allot time for those wishing to speak, but the Board will take no action on matters presented. If appropriate, the Chairperson or any member of the Board may direct that a matter be referred for placement on a future agenda. The public may ask questions relevant to agenda items at the time those items are under consideration.

PRESENTATIONS # 1 - 2

1. FY 26-27 Public Hearing for the Local Control and Accountability Plan (LCAP) for El Concilio California Academies (ECCA) Presented by Donita Drulias-Daumer
2. FY 26-27 Preliminary Budget Presented by Irina Castillo

NON-ACTION ITEMS # 1 - 2

1. FY 25-26 March Financials Presented by Irina Castillo
2. FY 25-26 April Financials Presented by Irina Castillo

ACTION ITEMS # 1- 2

1. Approval of ExED Contract Renewal for FY 26-27 (\$129,912)
2. Approval of FY 26-27 Expanded Learning Opportunities Program Plan (ELOP) Contract with San Joaquin County of Education (\$15,000)

ASTRONAUT JOSE M. HERNANDEZ ACADEMY REPORTS

1. Principal Report: Donita Drulias-Daumer
Report from Principal.
Information item only; no action required

ADJOURN TO TUESDAY, JUNE 9, 2026 AT 4:00 PM

Note: This agenda shall be made available upon request in alternative formats to persons with a disability, as required by the Americans with Disabilities Act of 1990 (42 U.S.C §1213) and Ralph M. Brown Act (California Government Code §54954.2). Person requesting a disability related modifications or accommodation in order to participate in the meeting should contact Cynthia Aguilar at (209) 644-2627 during regular business hours, at least forty-eight hours prior to the time of the meeting. Materials related to an item on the Agenda submitted to the Trustees after distribution of the agenda packet are available for public inspection on the Agency's website <http://www.eccaacademies.org>



El Concilio California Academies Board of Directors

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Minutes

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El Concilio California Academies
703 East Swain Road, Stockton, CA 95207
TUESDAY, APRIL 14, 2026
4:00PM
Watch Live:

<https://us02web.zoom.us/j/82081882043?pwd=bOjKCyIyAWJgsVQG0pMt3LfnM675oB.1>

Commencement of Meeting

Board Chair Jose Rodriguez commenced the meeting at 4:02PM and called for roll call.

Roll Call

Jose Rodriguez

Board Chair

Vanessa Castro-Drivon

Board Treasurer

John Solis

Board Member

Ruben Harper

Board Member

Marie Jo-Fernandez (Virtual)

Board Member

MINUTES AND AGENDA

- 1. Board of Directors – Regular Meeting Minutes – March 10, 2026

Motion to approve the minutes as listed on the agenda. Approved

RESULTS: Adopted [UNANIMOUS]
MOVER: John Solis, Board Member
SECONDER: Vanessa Castro-Drivon, Board Treasurer
AYES: Rodriguez, Harper, Jo Fernandez
ABSENT: Aguilar & Freeman

- 2. Board of Directors – Regular Meeting Agenda – April 14, 2026

Motion to approve the agenda as listed on the agenda. Approved

RESULTS: Adopted [UNANIMOUS]
MOVER: John Solis, Board Member
SECONDER: Vanessa Castro-Drivon, Board Treasurer
AYES: Rodriguez, Harper, Jo Fernandez
ABSENT: Aguilar & Freeman

PUBLIC COMMENTS/CONSENT ITEMS

Public comments were allowed at this time of the agenda. No Public comments were made.

NON-ACTION ITEM #1

- 1. FY 25-26 February Financials

ACTION ITEMS #1 - 3

- 1. Approval of FY 24-25 990 Tax Returns

Motion to approve Action #1. Approved

RESULTS: Adopted [UNANIMOUS]
MOVER: John Solis, Board Member
SECONDER: Vanessa Castro-Drivon, Board Treasurer
AYES: Rodriguez, Harper, Jo Fernandez
ABSENT: Aguilar & Freeman

2. Approval of ELOP Family Engagement Field Trip May 1-3, 2026

Motion to approve Action #2. Approved

RESULTS: Adopted [UNANIMOUS]
MOVER: Vanessa Castro-Drivon, Board Treasurer
SECONDER: John Solis, Board Member
AYES: Rodriguez, Harper, Jo Fernandez
ABSENT: Aguilar & Freeman

3. Approval of ELOP Lunch Bunch Culinary Enrichment Program

Motion to approve Action #3. Approved

RESULTS: Adopted [UNANIMOUS]
MOVER: John Solis, Board Member
SECONDER: Vanessa Castro-Drivon, Board Treasurer
AYES: Rodriguez, Harper, Jo Fernandez
ABSENT: Aguilar & Freeman

ASTRONAUT JOSE M. HERNANDEZ ACADEMY REPORTS

1. Principal Report: Donita Druilas-Daumer

Principal Donita Druilas-Daumer informed the Board open enrollment is currently ongoing, with continued efforts to promote the school within the community. Outreach initiatives include visits and engagement with local preschools and nearby community centers to increase awareness and encourage new student enrollment.

The recent S.T.E.M. Night was a successful event, organized by a dedicated committee that included a 5th grade teacher, a nutrition assistant, a 7th/8th grade math and science teacher, and a 4th grade teacher. The event featured a variety of interactive S.T.E.M. stations designed to actively engage students, including activities such as volcano experiments, a hurricane simulator, hovercraft demonstrations, mini catapults, insta snow, and balloon bombs. The event was well attended, with over 120 guests representing approximately 54 families. Feedback from attendees was overwhelmingly positive, highlighting the event's impact on student engagement and community involvement.

In addition to these activities, several study trips and upcoming events are planned to enrich student learning experiences. Kindergarten and 1st grade students will visit the local fire department, emphasizing the importance of community partnerships. A Literacy Night is scheduled for April 22, 2026, featuring ice cream, books, and bingo to promote reading and family engagement. The 8th grade class is preparing for a trip to Great America, and a Summer ELOP Camp is also planned, with more details to be shared. Together, these initiatives reflect the school's continued commitment to academic enrichment, community connection, and student engagement.

ADJOURN TO TUESDAY, MAY 12, 2026 AT 4:00PM

At 4:53pm., Board Chair Jose Rodriguez adjourned the meeting to Tuesday, May 12, 2026 at 4:00pm.

PRESENTATIONS

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Astronaut Jose M. Hernandez Academy

CDS Code: 39-68627-0132050

School Year: 2026-27

LEA contact information:

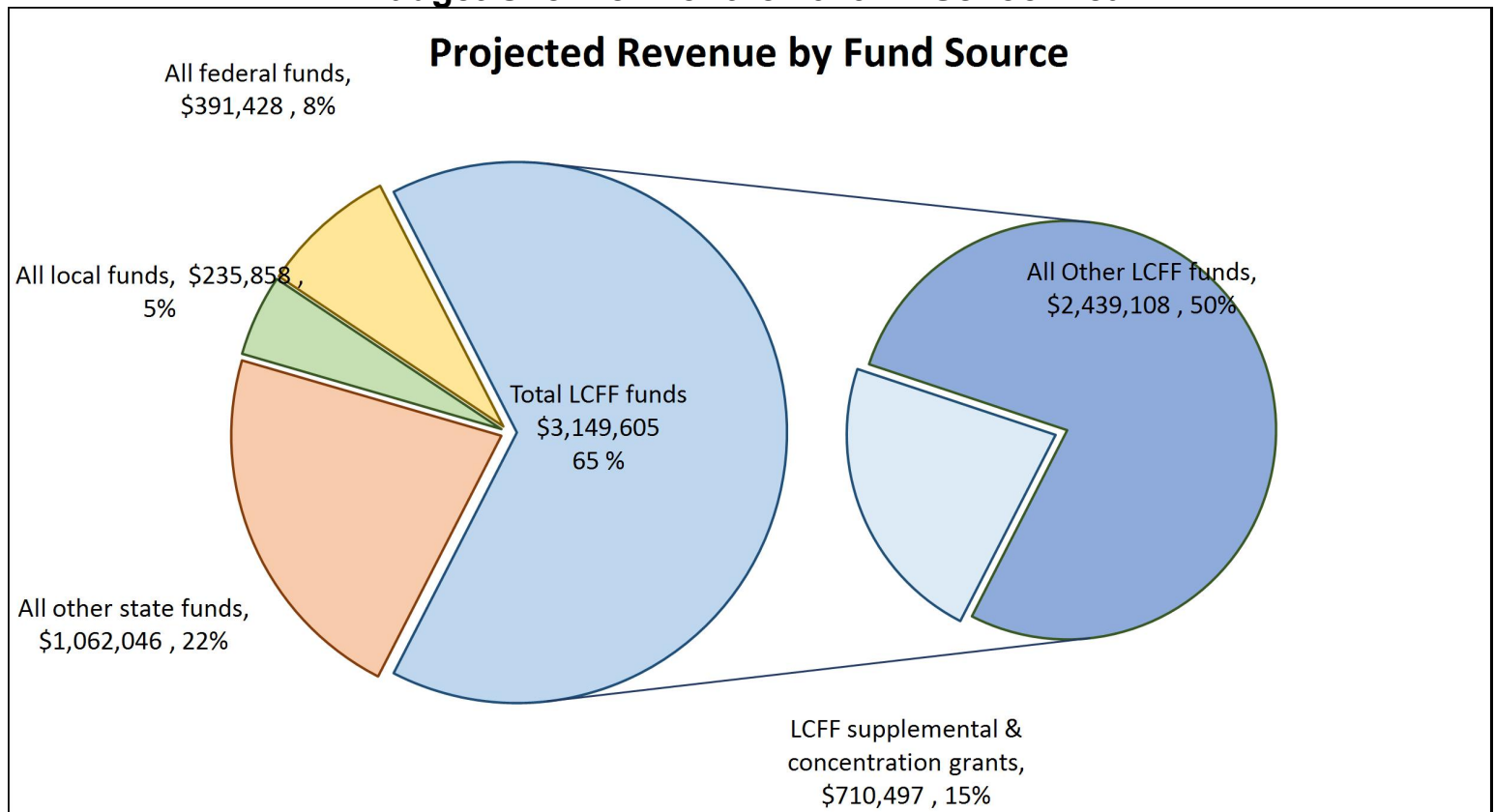
Donita Drulias-Daumer

Principal

209-830-9219

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

Budget Overview for the 2026-27 School Year

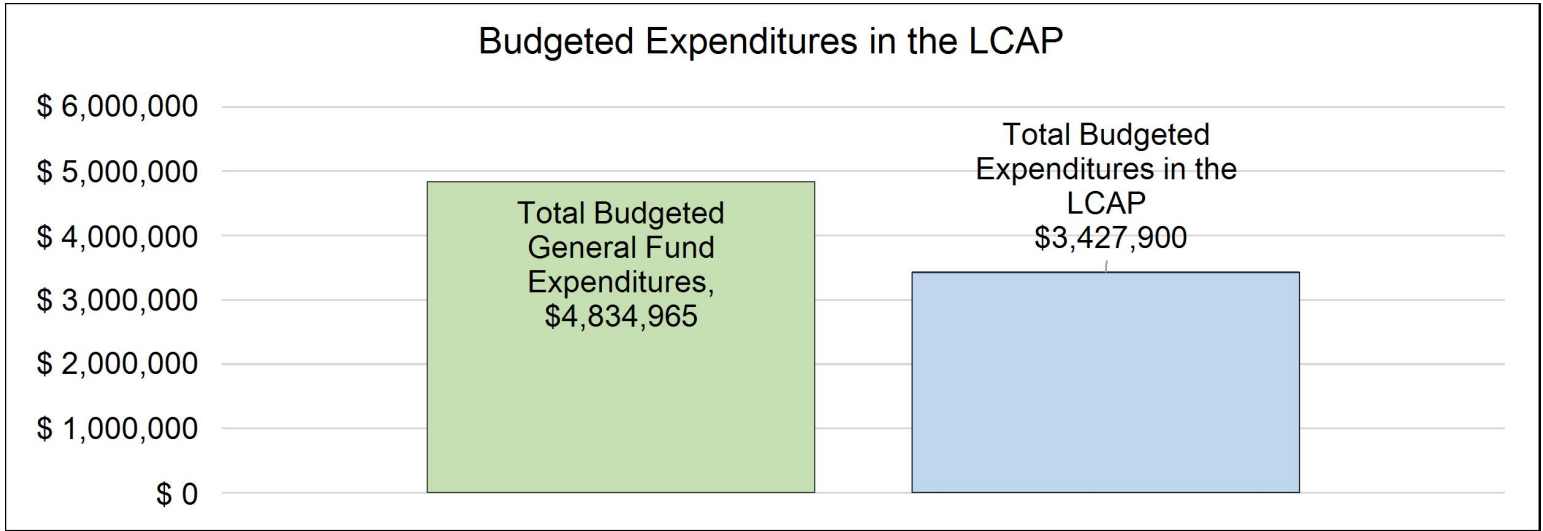


This chart shows the total general purpose revenue Astronaut Jose M. Hernandez Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Astronaut Jose M. Hernandez Academy is \$4,838,937, of which \$3149605 is Local Control Funding Formula (LCFF), \$1062046 is other state funds, \$235858 is local funds, and \$391428 is federal funds. Of the \$3149605 in LCFF Funds, \$710497 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Astronaut Jose M. Hernandez Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Astronaut Jose M. Hernandez Academy plans to spend \$4834965 for the 2026-27 school year. Of that amount, \$3427900 is tied to actions/services in the LCAP and \$1,407,065 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP consist of Child Nutrition, Rent, Services & Other Operating Expenses, and Depreciation Expenses.

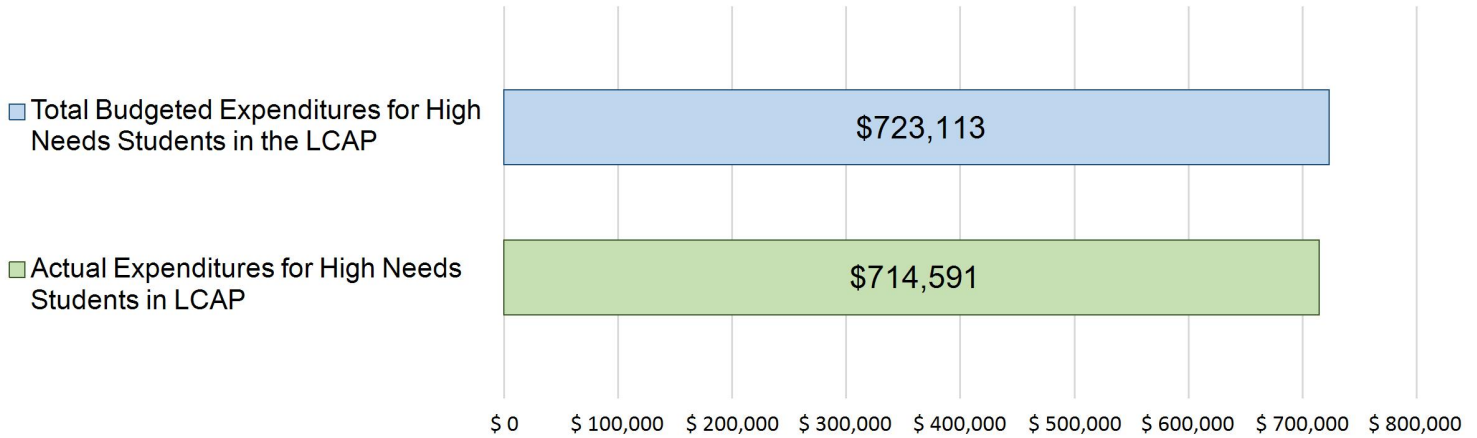
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Astronaut Jose M. Hernandez Academy is projecting it will receive \$710497 based on the enrollment of foster youth, English learner, and low-income students. Astronaut Jose M. Hernandez Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Astronaut Jose M. Hernandez Academy plans to spend \$724294 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, Astronaut Jose M. Hernandez Academy's LCAP budgeted \$723113 for planned actions to increase or improve services for high needs students. Astronaut Jose M. Hernandez Academy actually spent \$714591 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$8,522 had the following impact on Astronaut Jose M. Hernandez Academy's ability to increase or improve services for high needs students:

The school originally included more expenditures based on the projected budget. However, actual enrollment and Supplemental funds were lower. For final allocation of S&C, all funds were spent.

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
Astronaut Jose M. Hernandez Academy	Donita Drulias-Daumer Principal	ddruliasdaumer@eccacadmies.org 209-830-9219

Plan Summary [2026-27]

General Information

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

Astronaut Jose M Hernandez is a direct-funded countywide benefit charter school located in San Joaquin County. It is chartered through New Jerusalem. Astronaut Jose M Hernandez began serving students in the Stockton community during the 2022-23 school year. We served approximately 220 students. For the 24-25 school year we serve approximately 206 students in grades TK-8. Currently, the school’s demographic profile is 76.2% Latino/Latina/Hispanic, 10.2% African American, 1.9% Asian, 1.5% White, 1.5 % Nave Hawaiian/Other Pacific Islander, and 1.9% multiple ethnicity. 72.3% of the student body are eligible for the free and reduced priced meals program. 31.6% percent of students are classified as English Language Learners and 13.6% of our students receive Special Education services. Currently, .5% are classified as Homeless and 0% of our students are Foster Youth.

Reflections: Annual Performance

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

Based on the results of the California Dashboard and our educational partners report, we are pleased to show that our English Language Arts scores increased 8.9 points. Our Math declined 8.9 points, and our English Learner progress declined by 18.5%.

Our Family Survey showed 87.2% feel the school is welcoming to parents.
82.6% feel a sense of belonging to the school.
88.4% said the school provides a safe environment for their child(ren).
89.5% shared the school values the diversity of students' backgrounds.
85.3% shared the school communicates well with parents
86% shared that the teaching styles match their child's learning needs

Based on the California Dashboard we are focusing on chronic absenteeism which, though improved, is still significantly above the state average.

Based on the Dashboard the academic indicators show our school is below the standard in both language arts and math.

The following are steps that we will take to address the areas in need of improvement:

- Data centered discussions that focus on enhancing skills, supports, and academic interventions for our English Learners, Hispanic, and Socioeconomically Disadvantaged populations
- Providing community resources and classes for the families of our EL students
- Increase targeted academic interventions
- Increase professional development for staff in order to support the targeted sub-groups
- Attendance incentives for students, classes and grade levels
- Reaching out to families who are struggling with attendance to check if support is needed to get student to school
- Increase attendance meetings and include students in the meetings
- Community resources on chronic absenteeism provided to families
- Include questions in our parent survey regarding reasons attendance might be an issue in order to address this issue

IN IMPROVING ACADEMICS FOR ENGLISH LEARNERS IN ELA/MATH we will:

ELA:

Teach vocabulary intentionally (Tier 1, 2, and 3 words).

Model academic language and 100% off the day, expect students to speak in complete sentences

Maintain grade-level rigor but provide supports:

with visuals, anchor charts, graphic organizers, chunked texts and think alouds.

Pre-teach concepts before reading complex texts.

Use multimedia (images, videos) to anchor understanding.

Designated ELD instruction

MATH:

Teach key vocabulary explicitly:

“sum,” “difference,” “product,” “greater than”

Break down word problems step-by-step.

Use Visual & Concrete Supports such as number lines, manipulatives, diagrams

Connect to Real-Life Contexts

Use culturally relevant examples.

Make math meaningful and relatable by connecting to Real-Life Contexts
Use culturally relevant examples.
Make math meaningful and relatable.

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.

ATSI for the following student groups.
* Students with disabilities

Support for Identified Schools

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

After conducting a needs assessment, root cause analysis, engaging with our educational partners and study of evidence based practices, we developed a theory of action to support our students with disabilities and socioeconomically disadvantaged in the areas of chronic absenteeism. The theory of action is to increase opportunities for parent engagement through adult education and community events, and implement an attendance team that consists of front office staff, teachers and support staff. We will implement a school wide attendance incentive plan that celebrates individual students and classes that are attending school on a consistent basis. We will then see improved outcomes in our students with disabilities, and socioeconomically disadvantaged. We plan to implement these as universal supports so we expect to not only improve outcomes for our students with disabilities, but for all student groups.

Monitoring and Evaluating Effectiveness

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

Astronaut Jose M. Hernandez Academy will monitor and evaluate the implementation of the ATSI plan to meet accountability expectations. We use established benchmarks throughout the school year to support data analysis and reporting of ATSI progress. We will use data from the previous year to determine if our school wide attendance policy is working successfully. By having frequent checkpoints with the attendance team and school leadership team will guide what pivots and revisions we will make in order to support our students.

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	Admin Team sought input from the staff at staff meetings.
Parents	Family engagement sessions LCAP survey School Site Council meetings, LCAP presentation on the area of our 23/24 goals Collected ideas, input and strategies from families
Students	Engaging students in a survey about school needs. Third through 8th grade students were surveyed.
Other school personnel	We included instructional aides, part-time staff as well as admin and coaches. Leadership discussed the LCAP for updates and input several times

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

A survey was conducted to teachers and families in order to collect data on which goals they would like to prioritize for the upcoming year. For Goal 1, 100% of teachers and families stated they would like the school to focus on clear instructional guidelines. They also wanted resources and opportunities for students to engage in enrichment activities such as art, sciences, and math (more hands on projects). For Goal 2 all of respondents said they would like the school to continue to strengthen the participation with families and educational partners in a variety of strategic opportunities in order to build engaging and safe learning environments.

In addition, it was clear from teachers and families to continue to provide students and staff with effective strategies of a culturally responsive school. Our goals were designed by a collaborative effort of our school site council, parent community, and our school staff. These goals are; All students will improve their academic achievement, Strengthen our participation with Families and Educational Partners, and Ensure our scholars have access to a team of diverse, effective and thriving professionals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will improve their academic achievement in order to meet and / or exceed grade level standards to graduate college and career ready.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all Astronaut Jose M Hernandez students have access to a high quality, rigorous and culturally relevant education. This goal seeks to end disproportionate academic outcomes for historically underrepresented communities, and is in alignment with our mission and vision of preparing students to be prepared to earn a college degree or to be career ready. The actions towards this goal will focus on providing high quality, standards aligned curriculum and instruction, and data-driven interventions to promote student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching. (CALPADS)	80% (2023-24 CALPADS)	27.1% (2024-2025 CALPADS)		100% (2026-27)	53% Decrease
1.2	Sufficient access to standards-aligned instructional materials.(Board Resolution)	100% of students have access to standards aligned curricular materials.	100% of students have access to standards aligned curricular materials.		100%	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	School Facilities are maintained and in good repair. (FIT Tool)	100% (2022-23 FIT Tool)	100% (2023-24 FIT Tool)		100% (2026-27)	No Difference
1.4	LCFF Priority 2 Self - Reflection Tool on Recently Adopted Academic Standards and/or Curriculum Framework(Local Indicator, LCFF Priority 2 Self - Reflection Tool) Rating Scale (lowest to highest): 1 – Exploration and Research Phase 2 – Beginning Development 3 –Initial Implementation 4 –Full Implementation 5 – Full Implementation and Sustainability	LCFF Priority 2/Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below ELA: ---4 ELD: ---3 Mathematics: ---4 Next Generation Science Standards: ---3 History-Social Science: ---4 LCFF Priority 2/ Question #2 -Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below. ELA: ---4 ELD: ---3 Mathematics: ---4 Next Generation Science Standards: ---3	LCFF Priority 2/Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below ELA: ---4 ELD: ---3 Mathematics: ---4 Next Generation Science Standards: ---3 History-Social Science: ---4 LCFF Priority 2/ Question #2 -Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or		LCFF Priority 2/Question #1 - Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below ELA: ---5 ELD: ---5 Mathematics: ---5 Next Generation Science Standards: ---5 History-Social Science: ---5 LCFF Priority 2/ Question #2 -Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		History-Social Science: ---4	curriculum frameworks identified below. ELA: ---4 ELD: ---3 Mathematics: ---4 Next Generation Science Standards: ---3 History-Social Science: ---4		curriculum frameworks identified below. ELA: ---5 ELD: ---5 Mathematics: ---5 Next Generation Science Standards: ---5 History-Social Science: ---5	
1.5	Smarter Balanced Assessment (SBAC) results in ELA and Mathematics	Listed below are iReady Reading Fluency Assessments Spring Term (December 2023) results that students met or exceeded grade level standard: Kindergarten 1st Grade 2nd Grade 3rd Grade Foundational Skills Phonological Awareness 65% Phonics/ High Frequency Word Recognition 46% Spring 2023 SBAC Scores ELA Overall 17.15% Met or Exceeded the standard 3rd Grade	Listed below are iReady Reading Fluency Assessments Spring Term (2025) results that students met or exceeded grade level standard: Kindergarten 1st Grade 2nd Grade 3rd Grade Foundational Skills Phonological Awareness 71% Phonics/ High Frequency Word Recognition 59% Spring 2024 SBAC Scores ELA Overall		68% Overall Meets or Exceeds Standard in ELA and Mathematics	Kindergarten 1st Grade 2nd Grade 3rd Grade Foundational Skills Phonological Awareness 6% Growth Phonics/ High Frequency Word Recognition 13% Growth Spring SBAC Scores ELA Overall 9.09% Growth-Met or Exceeded the standard Math SBAC Overall - 3.94 % Growth-Met/Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Met or Exceeded = 32.14% Level 2 - 25.00% Level 1 - 42.86 %	26.24% Met or Exceeded the standard			
		4th Grade Met or Exceeded = 5.00% Level 2 - 15.00% Level 1 - 80.00%	3rd Grade Met or Exceeded = 44.44% Level 2 - 11.11% Level 1 - 44.44%			
		5th Grade Met or Exceeded = 14.81% Level 2 - 18.52% Level 1 - 66.87%	4th Grade Met or Exceeded = 20.68% Level 2 - 17.24 % Level 1 - 62.07 %			
		6th Grade Met or Exceeded = 21.74% Level 2 - 34.78% Level 1 - 43.48%	5th Grade Met or Exceeded = 12.50% Level 2 - 20.83% Level 1 - 66.67%			
		7th Grade Met or Exceeded = 11.12% Level 2 - 22.22% Level 1 - 66.67%	6th Grade Met or Exceeded = 24% Level 2 - 24% Level 1 - 52%			
		8th Grade Met or Exceeded = 12.50% Level 2 - 50.00% Level 1 - 37.50%	7th Grade Met or Exceeded = 29.17 % Level 2 - 16.67% Level 1 - 54.17%			
		Math SBAC Overall - 8.57 % Met/Exceeded	8th Grade Met or Exceeded = 33.33%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd Grade Met or Exceeded = 17.85% Level 2 = 28.57% Level 1 - 53.57 %	Level 2 - 33.33 % Level 1 - 33.33% Math SBAC Overall - 12.06 % Met/Exceeded			
		4th Grade Met or Exceeded = 5.00% Level 2 - 10.00% Level 1 - 85.00%	3rd Grade Met or Exceeded = 27.78% Level 2 - 16.67% Level 1 - 55.56 %			
		5th Grade Met or Exceeded = 3.70% Level 2 - 14.81% Level 1 - 81.48%	4th Grade Met or Exceeded = 10.35% Level 2 - 24.14% Level 1 - 65.52%			
		6th Grade Met or Exceeded = 13.04% Level 2 - 8.70% Level 1 - 78.26%	5th Grade Met or Exceeded = 0% Level 2 - 8.33% Level 1 - 91.67%			
		7th Grade Met or Exceeded = 5.56% Level 2 - 33.33% Level 1 - 61.11%	6th Grade Met or Exceeded = 16% Level 2 - 16 % Level 1 - 68%			
		8th Grade Met or Exceeded = 4.17% Level 2 - 16.67% Level 1 - 79.17%	7th Grade Met or Exceeded = 12.50 % Level 2 - 12.50% Level 1 - 75%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			8th Grade Met or Exceeded = 9.52 % Level 2 - 23.81 % Level 1 - 66.67%			
1.6	Percentage of English Learner students who make progress toward English proficiency	61.4% (2022-2023 Summative ELPAC scores)	42.9% (2023-2024 Summative ELPAC scores)		The desired outcome is 100% annual progress	18.5% Decrease
1.7	Percentage of English Learners who meet District standards to be Reclassified as Fluent English Proficient	Level 1 - 9.62% Level 2 - 55.77% Level 3 - 28.85% Level 4 - 5.77% (2022-2023 Summative ELPAC scores)	Level 1 - 18.46% Level 2 - 44.62% Level 3 - 24.62% Level 4 - 12.31% (2023-2024 Summative ELPAC scores)		8 students annually will re-classify (2026-27 Summative ELPAC scores)	Level 1 - 8.84% Growth Level 2 - 11.15% Decrease Level 3 - 4.23% Decrease Level 4 - 6.54% Growth
1.8	Percentage of students who have access to a broad course of study that includes all of the subject areas included in EC Section 51210 and EC Section 51220	100% (2023-2024 Master Schedule, Aries, SST, CALPADS)	100% (2024-2025 Master Schedule, Aries, SST, CALPADS)		100% (Master Schedule, Aries, SST, CALPADS)	No Difference
1.9	Programs/Services developed and provided to unduplicated pupils	100% (2023-2024 Schedule, Aries, Class lists, CALPADS)	100% (2024-2025 Schedule, Aries, Class lists, CALPADS)		100% (Schedule, Aries, Class lists, CALPADS)	No Difference
1.10	Programs/Services developed and provided to individuals with exceptional needs.	100% (2023-2024 Schedules, Aries, SST, IEP, CALPADS)	100% (2024-2025 Schedules, Aries, IEP, CALPADS)		100% (Schedules, Aries, SST, IEP, CALPADS)	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SST, IEP, CALPADS)			
1.11	Other Pupil Outcomes - Students have access to all adopted course of study	100% (Spring 2022-2023)	100% (Spring 2023-2024)		100% students have access to all adopted course of study	No Difference

Goal Analysis [2025-26]

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

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

Actions are planned out and in place. We are still growing in the actual implementation of 100% of our teachers attending PD on the Science of Reading as well as continuing to work towards 100% of staff being fully credentialed. Some successes that we have experienced are science based study trips for all grade levels, implementation of targeted reading and math intervention, as well as continued support in the classrooms by paraprofessionals in small group settings. A few relevant challenges include initial and continued training for paraprofessionals and teachers continuing to grow in the practice of using formative and summative data to support data informed instruction.

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

There were no substantive differences between planned expenditures and budgeted expenditures.

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

Our actions provided the means to partially meet our goal of: All students improving their academic achievement in order to meet and/or exceed grade level standards to graduate college and/or be career ready. We provided multiple curriculum materials to meet the varied needs of students. We focused on infusing technology and insured seamless interventions with targeted materials. Providing full access to CCSS and ELD materials for English Learners ensured all students were engaged with standards aligned materials. We were able to meet our PD actions in a variety of ways: Staff members engaged in consistent professional development to optimize the use of curriculum materials and teaching practices as well as building understanding for culturally responsive teaching with designated and integrated ELD.

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.

Some metrics have been adjusted to align with what is on the CA School Dashboard. The metrics to measure district growth (i-Ready, Dibels, DRA) have been adjusted to align with the CA State Board of Education verified data list under AB1505. SIPPS has been added and training for staff led to full implementation of program school wide as well as targeted interventions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Astronaut Jose M Hernandez will become a transformational instructional program: All scholars are meaningfully engaged in rigorous, standards-aligned, curriculum and culturally responsive academic programming.	<p>Grade Level Curriculum:</p> <ol style="list-style-type: none"> 1.Purchase needed curriculum replacements to ensure that all core subjects have standards-based and board-approved curriculum 2.(Tk-6 only) Purchase additional Phonics supplemental curriculum or Phonemic Awareness supplemental curriculum (Heggerty) for use in core program (or during ELOP) 3.Provide professional development for new curriculum purchases (Wonders, Eureka Math, etc.) 4.Purchase needed chromebooks so that all students have devices (1:1) and access to regular grade-level content practice experiences 5.Purchase intervention curriculum (iReady, Intervention Literacy Books, Reading A-Z, SIPPS etc).Provide Training using I-Ready data. 6. Purchase intervention books/materials 7.Purchase leveled readers by two different publishers. 8. Provide release time for each grade level/content team to have regular lesson Internalization (planning) time and support so teachers can customize grade level curriculum (which includes ensuring Culturally Responsive content and activities) 9. Attend (send teammates) to and employ CORE Science of Reading for early literacy. (Funded with Title II funds) 10. In accordance with the Williams Act Requirements for textbooks and curriculum 	\$105,092.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Instruction	<ol style="list-style-type: none"> 1. Provide professional development on standards-aligned curriculum (Eureka, Wonders, etc.). 2. Co-plan PD with Intervention/literacy/math specialist, and Sped director. 3. Provide regular time for data discussions (through shared preps, release days with substitutes, or protected time on early release days). These data discussions will focus on CFAs (Common Formative Assessments) 4. Have admin team model data discussions and/or provide support with identifying high leverage CFAs 5. Provide monthly professional development on Science of Reading, including time for planning small group data-informed instruction. 6. Provide Paraprofessional support in the classrooms 	\$329,120.00	Yes
1.3	Intervention	<ol style="list-style-type: none"> 3. Intervention for students in need of academic, social/ emotional or behavioral support. <ul style="list-style-type: none"> • Send 100% of Paraprofessionals to attend SJCOE EL Literacy Institute Training • Provide Math Intervention Paraprofessional training (funded with Title I) • Provide training for Reading Intervention Paraprofessional • Provide staff and parents training and guidance. Include community based agencies to support our parents and students. • Train our After-School Program Educators in ELD supports • Provide support programs during summer school, after school programs, students at risk of retention, including Foster and Homeless Youth, Low Income and EL students. 	\$840,094.00	Yes
1.4	Supplemental Materials and Events	4. Attendance awards, student educational trips, parent education, guest speakers, curriculum, student engagement.	\$26,847.00	No Yes
1.5	Certificated/Classified	Fully credentialed teacher and instructional support. Personnel-Staffing meeting State requirements for Operational Services.	\$1,492,018.00	No

Action #	Title	Description	Total Funds	Contributing
	Staffing			
1.6	Certificated Staffing/Special Education	8. Fully Credentialed Teachers in Special Education will provide services to meet the needs of all students from their Individual Education Plans and support plans.	\$194,062.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Strengthen our participation with Families and Educational Partners in a variety of strategic opportunities in order to deepen family partnerships to build engaging and safe learning environments.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

AJMHA desires to increase the relationship between home and school in order to have alignments of structures and supports for student success at school. We wish to continue to prevent behaviors before they result in Attendance or Discipline Review Team meetings. Our school desires to enrich a culture and community of safety and support between school and home/community through outreach and professional development to ensure quality instruction. To explain how the Actions and Metrics will help achieve this academic goal can be connected to research (EdResearch for Recovery, annenbergbrown.edu/recovery) showing that student relationships, school climate, and parent involvement are key factors that influence student engagement and a positive home to school partnership. Therefore, the actions affiliated with home to school connections and relationship building, increased daily attendance, and building a safe and thriving school climate of behavior and attitude is all supported by research as well as by data from our local metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Involve parents to seek input in making decisions for the school. (Surveys, Monthly Meeting agendas, sign in sheets, classroom/school event volunteer)	5% 2022-2023 school year Parent Involvement (AJMHA Family Survey)	47.7% 2023-2024 school year Parent Involvement (AJMHA Family Survey)		70% Parent Involvement (AJMHA Family Survey)	42.7% Growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	School attendance rate and student engagement: Percentage of students identified as Chronically Absent. Students who are absent from school 10% or more for the total number of days that they are enrolled in school.	51.2% 2022-2023 school year chronically absent (California School Dashboard)	38.1% 2023-2024 school year chronically absent (California School Dashboard)		10% chronically absent (California School Dashboard)	12% Decrease
2.4	Percentage of Teachers, other Staff, Parents and Students who feel the school is safe and welcoming environment.	70.6% (AJMHA Family Survey & AJMHA Teammate)	75.6% (AJMHA Family Survey & AJMHA Teammate)		100% (AJMHA Family Survey & AJMHA Teammate)	5% Growth

Goal Analysis [2025-26]

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

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

Actions are planned out and in place. We are partially successful in implementing our goal of strengthening our participation with Families and Educational Partners in a variety of strategic opportunities in order to deepen family partnerships to build engaging and safe learning environments. There were no substantive differences in planned actions. Some successes that we have experienced are providing an adult ESL class as a support service for our families of English Learners as well as working as a site to coordinate outside community resources for our foster youth. A few relevant challenges include providing families with opportunities to engage with the school community in accordance with the school usage contract as well as the need to continue to focus on training for staff and families in the area of SEL.

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

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

Since changing to a new LEA we have been more successful in our actions towards family and community engagement. We have monthly parent meetings, family nights, attendance incentives, and character awards that build family and community engagement. Furthermore, attendance at these events has grown over the year. Though family engagement has improved, we still need to focus on building family partnerships and providing varied opportunities for families to engage with the school community.

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

Due to the time constraints of our school usage contract, we have occasionally seen a decrease in family participation at events on campus.

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	Educational Partner Communication, Engagement and Trainings	Engage with Educational Partners via meetings, trainings and surveys. DELAC/ELAC, IEP's, SST, Educational Partner meetings. Address school academics, issues, programs, policies, attendance and safe school issues to help inform decisions at both student and site levels as needed. Develop and maintain Class Dojo for effective parent, teacher and student communication. Utilize Parent Square for more parent communication. Monthly trainings on the research and implementation of "Teach Like a Champion 2.0/3.0 (Doug Lemov). Implementation for Students and Parent Trainings for SEL (Social and Emotional Learning). Hold monthly SSC/ELAC meetings where each meeting includes student performances, food, child care, translation, and door prizes	\$3,000.00	Yes
2.2	Maintain Positive School Culture	2. Maintain a positive school culture utilizing awards, incentives and training for students and parents. Provide student/family counseling and support services with a focus on English Learners , Foster and Homeless Youth and students at risk. Provide trainings for all staff to support a safe and supportive learning environment. PBIS and social, emotional support and training and support systems are to be provided. Develop and Maintain Class Dojo for effective parent, teacher and student	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communication. Monthly trainings on the research and implementation of "Teach Like a Champion 2.0/3.0 (Doug Lemov). Implementation for Students and Parent Training for SEL (Social and Emotional Learning). Model/ JOY FACTOR - staff/students		
2.3	Improve Student Attendance and Engagement	Parent outreach activities to promote good attendance by using awards, incentives and recognition. Communicate attendance information using AERIES data systems, Parent Square, as well as school newsletters. Increase student attendance rates with a focus on English Learners, Foster Youth and Low Income students. Provide 2-way communication meetings and constant feedback to families as needed to ensure daily attendance and engagement. -social, emotional support and training and support systems are to be provided. Offer support and trainings for the office assistant to support attendance and family communication.	\$36,630.00	Yes
2.4	Provide Robust Learning Environment	Provide education tools for all students, technology, curriculum, and extra curricular activities with an emphasis on English Learners, Foster Youth and Low Income students. Provide additional learning environments that include After School program and Summer School session.	\$221,037.00	Yes
2.5	Attendance Systems	Continue to revise and Systemize SART and SARB Attendance systems and provide information in both staff and student handbooks. Provide Clerical staff training to improve ARIES operations and reporting, as well as Parent Square and Vector Training Solutions.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will ensure our scholars have access to a team of diverse, effective and thriving professionals who are supported through regular coaching, professional developments, and demonstrate culturally responsive teaching.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

AJMHA goal is to ensure the continuous development of our teammates so that they can provide a high quality education to all students. To achieve this goal, our action will focus on developing teachers and sight leaders through the student learning framework and we will continue our practice of regular feedback through individualized learning plans.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Credentials: NEW: Professional Development training for certificated staff with a focus on differentiated instruction; designated and imbedded ELD	80% of our teachers are fully credentialed. (California Commission on Teacher Credentialing)	27.1% of our teachers are fully credentialed. (California Commission on Teacher Credentialing)		100% of teachers are fully credentialed. (California Commission on Teacher Credentialing)	52.9% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	CRT Professional Developments NEW: Professional Development/training for non-certificated staff with a focus on small group differentiated instruction and inclusive practices.	25% of teammates have been trained in culturally responsive practices.	50% of teammates have been trained in culturally responsive practices.		100% of teammates will be trained in culturally responsive practices.	25% Growth
3.3	Staff sense of school safety and connectedness as a percentage New: All staff culture survey	97% of teammates stated they have a positive working relationship with students, families, and teammates. (AJMHA Family Survey & AJMHA Teammate survey)	97% of teammates stated they have a positive working relationship with students, families, and teammates. (AJMHA Family Survey & AJMHA Teammate survey)		100% of teammates will have a positive working relationship with students, families, and teammates. (AJMHA Family Survey & AJMHA Teammate survey)	No difference

Goal Analysis [2025-26]

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

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

Actions are planned out and in place. We are partially successful in implementing our goal of continuous development of our teammates so that they can provide a high quality education to all students. Some of our successes in moving toward meeting our goal are that we provide consistent PD for all staff approximately twice monthly. Staff is encouraged to attend outside trainings and PD when possible. All teachers are supported by on site coaching. After lesson observations there are feedback debriefs with needed supports put in place. Some challenges that we have faced have been in regards to organizing information from staff input regarding our plans in addressing cultural considerations focusing on incorporating cultural factors into practices and services. There have been no substantive differences in planned actions and actual implementation of these actions.

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

There have been no differences between budgeted expenditures and estimated actual expenditures.

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

The design we put in place for coaching staff members was effective in that teachers improved their instructional practices, but we found that there were many times that staff absences and/or site emergencies impacted the consistency of the coaching. Though we planned and participated in instructional rounds for foundational reading practices, the rounds based on culturally responsive teaching didn't occur due to site based calendar issues. Lastly, we found that in order for teachers to focus on improving their practices, it was difficult to consistently work on developing the wellness goal they set for themselves.

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.

We plan to look for community resources/supports in order to support our quarterly professional development on how to integrate culturally responsive teaching practices.

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	Regular Coaching & Professional Developments New:	Ensure all staff receive equitable biweekly coaching and feedback sessions (using a rubric) School leadership team members create goals using the Teacher Learning Framework (TLF) and have mid-year and end of year coaching conversation with principal. All teachers will develop 1-2 goals (ex. Essential Content) in their Professional Learning Plan that includes ELD supports. Goals will be monitored throughout the year	\$0.00	No
3.2	Culturally Responsive Teaching (CRT) Professional Development	Quarterly professional development on how to integrate Culturally Responsive Teaching Practices Instructional Rounds focused on CRT strategies	\$0.00	

Action #	Title	Description	Total Funds	Contributing
3.3	Teammate Retention	Quarterly staff input sessions on school culture/climate Provide Quarterly choice time for teachers All teammates write one wellness goal during their Professional Learning Plan	\$0.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$710497	\$90,882

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.129%	0.000%	\$0.00	29.129%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Astronaut Jose M Hernandez will become a transformational instructional program: All scholars are meaningfully engaged in rigorous, standards-aligned, curriculum and culturally responsive academic programming.</p> <p>Need:</p>	<p>These actions are being provided on a schoolwide basis because all of our students will benefit from a rigor focused curriculum and culturally responsive programming. These actions will lead to higher student achievement with our English Learners and low income population. We will identify explicit instruction in English Language Development We will provide summer school and intersessional instructional programs that will support ELD instruction.</p>	<p>We will use common formative assessments and ELD benchmarks and the SIPPS mastery tests. We will also plan our COI cycles in grade level teams, use i-Ready, and CAASPP testing. We plan to use materials designed to accelerate pupil academic proficiency</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on the California Dashboard, English learners and low income students had a slight increase in ELA and Math but English Learners declined in English Learner Progress.</p> <p>Scope: Schoolwide</p>		and/or English Language proficiency.
1.2	<p>Action: Instruction</p> <p>Need: Based on the California Dashboard, English learners and low income students had a slight increase in ELA and Math but English Learners declined in English Learner Progress. New curriculum has been implemented to support EL needs. The educators are engaged in on-going training have implemented an ELD support plan.</p> <p>Scope: Schoolwide</p>	These actions are being provided on a schoolwide basis because all of our educators will benefit from focused professional developments and support trainings that will guide their instruction. These actions will lead to higher student achievement with our entire school population, with a specific focus on our English Learners and low income population.	We will use common formative assessments and ELD benchmarks and the SIPPS mastery tests. We will also plan our COI cycles in grade level teams, use i-Ready, and CAASPP testing. We plan to use materials designed to accelerate pupil academic proficiency and/or English Language proficiency.
1.3	<p>Action: Intervention</p> <p>Need: Based on the California Dashboard, English learners and low income students had a slight increase in ELA and Math but English Learners declined in English Learner Progress.</p>	These actions are being provided on a schoolwide basis because all of our students will benefit from small group interventions and evidence based programming to support their ELA, Math and ELD needs. These actions will lead to higher student achievement with our English Learners and low income population. We plan to reduce the staff to pupil ratio by using paraprofessionals.	We will use common formative assessments and COI cycles in grade level teams, i-Ready, and CAASPP testing. We plan to use materials designed to accelerate pupil academic proficiency and/or English Language proficiency.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>		
<p>1.4</p>	<p>Action: Supplemental Materials and Events</p> <p>Need: Based on the California Dashboard, English learners and low income students had a slight increase in chronic absenteeism, reading, and math, but English Learners declined in English Learner Progress and are an identified sub group impacted by chronic absenteeism.</p> <p>Scope: Schoolwide</p>	<p>These actions are being provided on a schoolwide basis because all of our students will benefit from these supplemental materials and events to increase attendance academic needs. These actions will lead to higher attendance rate student achievement with our English Learners and low income population. We plan to reduce the staff to pupil ratio by using paraprofessionals.</p>	<p>We will use common formative data collected monthly by our SIS system. We plan to use materials and events to increase attendance which is designed to accelerate pupil academic proficiency and/or English Language proficiency.</p>
<p>2.1</p>	<p>Action: Educational Partner Communication, Engagement and Trainings</p> <p>Need: Based on the California Dashboard, there has been a decline in chronic absenteeism, however English learners and low income students are still an identified sub group with chronic absenteeism during this LCAP cycle</p> <p>Scope: LEA-wide</p>	<p>These actions are being provided on a schoolwide basis because all of our students and families will benefit from a structured communicative system. These actions will lead to higher student attendance and achievement especially with our English Learners and low income sub groups.</p>	<p>We will use monthly/quarterly attendance reports, COI data reports in grade level teams, and district and state testing.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.2</p>	<p>Action: Maintain Positive School Culture</p> <p>Need: Based on the California Dashboard, English learners and low income students continue to be concerned sub-groups due to chronic absenteeism during this LCAP cycle.</p> <p>Scope: LEA-wide</p>	<p>These actions are being provided on a schoolwide basis because all of our students and families will benefit from a positive school culture and environment. These actions will lead to higher student achievement with our English Learners and low income population and higher family inclusivity and participation.</p>	<p>We will use monthly/quarterly attendance reports, COI data reports in grade level teams, and district and state testing.</p>
<p>2.3</p>	<p>Action: Improve Student Attendance and Engagement</p> <p>Need: Based on the California Dashboard, there has been a decline in chronic absenteeism, however English learners and low income students are still an identified sub group with chronic absenteeism during this LCAP cycle</p> <p>Scope: LEA-wide</p>	<p>These actions are being provided on a schoolwide basis because all of our students and families will benefit from a positive school culture and environment. These actions will lead to higher student achievement with our English Learners and low income population and higher family participation. We will provide summer school and intersessional programs to address extra supports for chronic absenteeism.</p>	<p>We will use monthly/quarterly attendance reports, COI data reports in grade level teams, parent attendance training, (webinars), continuous staff trainings on attendance, laws, procedures and supports.</p>
<p>2.4</p>	<p>Action: Provide Robust Learning Environment</p> <p>Need: Based on the California Dashboard, there has been a decline in chronic absenteeism, however English learners and low income students are still an identified sub group with chronic absenteeism during this LCAP cycle</p>	<p>These actions are being provided on a schoolwide basis because all of our students and families will benefit from a positive school environment that offers extended learning opportunities. These actions will lead to higher student achievement with our English Learners and low income population and higher family participation.</p>	<p>We will use student and family survey data, COI data reports in grade level teams, and ELOP attendance data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

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

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.

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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.

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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		22:1

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 certificated staff providing direct services to students		21:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2439107	710497	29.129%	0.000%	29.129%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,166,741.00	\$1,003,073.00	\$0.00	\$78,086.00	\$3,247,900.00	\$2,955,385.00	\$292,515.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Astronaut Jose M Hernandez will become a transformational instructional program: All scholars are meaningfully engaged in rigorous, standards-aligned, curriculum and culturally responsive academic programming.	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			\$0.00	\$105,092.00	\$94,292.00			\$10,800.00	\$105,092.00	
1	1.2	Instruction	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			\$329,120.00	\$0.00	\$198,140.00	\$130,980.00			\$329,120.00	
1	1.3	Intervention	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			\$840,094.00	\$0.00	\$346,751.00	\$426,057.00		\$67,286.00	\$840,094.00	
1	1.4	Supplemental Materials and Events	All English Learners Low Income	No Yes	Schoolwide	English Learners Low Income	All Schools	August 2024- June 2027	\$0.00	\$26,847.00	\$26,847.00				\$26,847.00	
1	1.5	Certificated/Classified Staffing	All	No			All Schools	August 2024- June 2027	\$1,492,018.00	\$0.00	\$1,442,447.00	\$49,571.00			\$1,492,018.00	
1	1.6	Certificated Staffing/Special Education	Students with Disabilities Students with Disabilities	No			All Schools	August 2024- June 2027	\$194,062.00	\$0.00		\$194,062.00			\$194,062.00	
2	2.1	Educational Partner Communication, Engagement and Trainings		Yes	LEA-wide				\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.2	Maintain Positive School Culture		Yes	LEA-wide				\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Improve Student Attendance and Engagement		Yes	LEA-wide				\$36,630.00	\$0.00	\$36,630.00				\$36,630.00	
2	2.4	Provide Robust Learning Environment		Yes	LEA-wide				\$63,461.00	\$157,576.00	\$18,634.00	\$202,403.00			\$221,037.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Attendance Systems	All	No			All Schools	August 2024- June 2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Regular Coaching & Professional Developments New:	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Culturally Responsive Teaching (CRT) Professional Development							\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Teammate Retention							\$0.00	\$0.00	\$0.00				\$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2439107	710497	29.129%	0.000%	29.129%	\$724,294.00	0.000%	29.695 %	Total:	\$724,294.00
								LEA-wide Total:	\$58,264.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$666,030.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Astronaut Jose M Hernandez will become a transformational instructional program: All scholars are meaningfully engaged in rigorous, standards-aligned, curriculum and culturally responsive academic programming.	Yes	Schoolwide	English Learners Low Income		\$94,292.00	
1	1.2	Instruction	Yes	Schoolwide	English Learners Low Income		\$198,140.00	
1	1.3	Intervention	Yes	Schoolwide	English Learners Low Income		\$346,751.00	
1	1.4	Supplemental Materials and Events	Yes	Schoolwide	English Learners Low Income		\$26,847.00	
2	2.1	Educational Partner Communication, Engagement and Trainings	Yes	LEA-wide			\$3,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Maintain Positive School Culture	Yes	LEA-wide			\$0.00	
2	2.3	Improve Student Attendance and Engagement	Yes	LEA-wide			\$36,630.00	
2	2.4	Provide Robust Learning Environment	Yes	LEA-wide			\$18,634.00	
3	3.1	Regular Coaching & Professional Developments New:				All Schools	\$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,115,490.00	\$3,021,126.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Astronaut Jose M Hernandez will become a transformational instructional program: All scholars are meaningfully engaged in rigorous, standards-aligned, curriculum and culturally responsive academic programming.	Yes	\$104,275.00	77486
1	1.2	Instruction	Yes	\$331,691.00	306445
1	1.3	Intervention	Yes	\$808,777.00	825888
1	1.4	Supplemental Materials and Events	No	\$13,124.00	25000
1	1.5	Certificated/Classified Staffing	No	\$1,421,640.00	1351099
1	1.6	Certificated Staffing/Special Education	No	\$153,087.00	188389
2	2.1	Educational Partner Communication, Engagement and Trainings	Yes	\$0.00	0
2	2.2	Maintain Positive School Culture	Yes	\$0.00	0
2	2.3	Improve Student Attendance and Engagement	Yes	\$39,679.00	33822

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Provide Robust Learning Environment	Yes	\$243,217.00	212997
2	2.5	Attendance Systems	No	\$0.00	0
3	3.1	Regular Coaching & Professional Developments	No	\$0.00	0
3	3.2	Culturally Responsive Teaching (CRT) Professional Development		\$0.00	0
3	3.3	Teammate Retention		\$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
706987	\$723,113.00	\$714,591.00	\$8,522.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Astronaut Jose M Hernandez will become a transformational instructional program: All scholars are meaningfully engaged in rigorous, standards-aligned, curriculum and culturally responsive academic programming.	Yes	\$97,976.00	67486		
1	1.2	Instruction	Yes	\$160,115.00	248577		
1	1.3	Intervention	Yes	\$407,343.00	346706		
2	2.1	Educational Partner Communication, Engagement and Trainings	Yes	\$0.00	0		
2	2.2	Maintain Positive School Culture	Yes	\$0.00	0		
2	2.3	Improve Student Attendance and Engagement	Yes	\$39,679.00	33822		
2	2.4	Provide Robust Learning Environment	Yes	\$18,000.00	18000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2251918	706987	0	31.395%	\$714,591.00	0.000%	31.733%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

El Concilio Academies Preliminary 2026-27 Budget

May 2026

Governor's January Budget

COLA

- 2.41% → additional \$354/ADA in LCFF on average state-wide
- Down from 3.02% projected at June Budget

LREBG

- Early payment of final two years of apportionment
- ~\$230/FY22 Unduplicated ADA

SSPDDBG

- \$504/FY26 ADA
- Still tagged with “discretionary,” to support “attendance and enrollment declines”
- Options include PD, teacher recruitment and retention, career pathways

Deferrals

- June deferral elimination

Continued Funding of Existing Programs

- Ongoing funding for Community Schools, Universal Meals, and efforts to increase SpED base rates
- Guaranteed \$1,800/pupil for Tier 2 ELOP Schools (less than 55% unduplicated), Tier 1 remains at \$2,750/pupil

What does the LCFF Mean for AJMHA?

	2026-27 LCFF Per-ADA Funding	Projected 2026-27 ADA	Projected 2026-27 LCFF Base Revenue	Projected 2026-27 LCFF Supplemental & Concentration Revenue	Projected 2026-27 LCFF Total Revenue
AJMHA	\$14,612 (+87 from 25/26)	TK-8 ADA 208.32 (224 students x 93% attendance rate)	\$2,439,107	\$710,497	\$3,149,605

AJMHA One-Time Funds Summary

AJMHA						
Funding Source	Deadline	Allocation	24/25 Spent	25/26 Spent	26/27 Budget	27/28 Budget
Learning Recovery Block Grant - 7439	6/30/2028	\$ 455,758.00	\$ 263,884.10	\$ 28,506.52	\$ 87,074.27	\$ 76,293.11
Student Support and PD Discretionary	6/30/2030	\$ 161,433.05			\$ 101,946.78	\$ 59,486.27
Educator Effectiveness - 6266	6/30/2026	\$ 55,467.00	\$ 238.00	\$ 55,229.00	\$ -	\$ -
Arts & Music Block Grant - 6762	6/30/2026	\$ 140,774.00	\$ -	\$ 140,774.00	\$ -	\$ -
	Total	\$ 813,432.05	\$ 264,122.10	\$ 224,509.52	\$ 189,021.05	\$ 135,779.38

- After 25/26, \$325K remaining; 26/27 budget will use \$189K of the balance, leaving \$136K for future years.

2026-27 Budget Assumptions

- Enrollment: 224
- UPP 77.88%
- Attendance Rate: 93%, 208.32 ADA
- Prop 28 Arts and Music Funds: \$38,412
- ASES: \$176,894
- ELOP: \$399,334
- One-Time funds - \$189,021
- Nutrition Program to be operated by the school
 - Federal Nutrition Revenue - \$206,221
 - State Nutrition Revenue - \$51,345
 - Federal Supper Program - \$80,522

2026-27 Budget Assumptions

- Staffing similar to FY25-26
- STRS rate 19.10%
- PERS rate 26.40%
- ELOP MOU with SJCOE \$15,000 – paid with ELOP funds
- ExED Costs
 - \$115,412 Management (\$3.4K increase)
 - \$14,500 CALPADS (\$250 increase)
- Nutrition Program Costs
 - Meal Costs - \$274,517
 - Staffing Costs - \$32,789

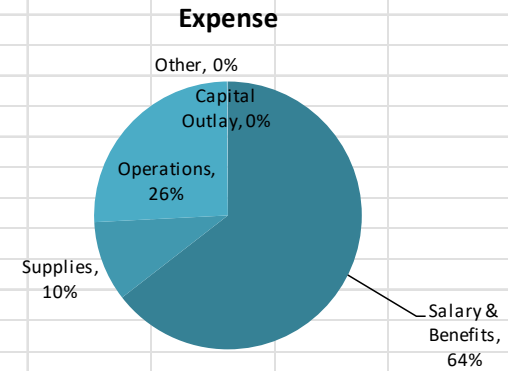
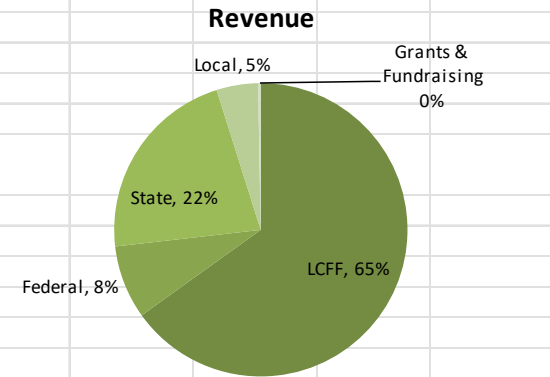
ASTRONAUT JOSE M HERNANDEZ ACADEMY

Multi-Year Budget Summary

Prepared by ExED. For use by ExED and ExED clients only. © 2025 ExED

	2025-26	2026-27 Forecast	2027-28	2028-29
Total Enrollment	213	224	236	241
ADA	197.36	208.32	220.66	226.54
% Free and Reduced	67%	67%	67%	67%
% English Language Learners	30%	30%	30%	30%
% Unduplicated Low Income, EL, Foster Youth	77%	77%	77%	77%
INCOME				
8011-8098 · Local Control Funding Formula Sources	2,958,905	3,149,605	3,404,491	3,605,764
8100-8299 · Federal Revenue	376,563	391,428	400,825	408,805
8300-8599 · Other State Revenue	1,164,900	1,062,046	1,028,689	892,390
8600-8799 · Other Local Revenue	205,084	221,140	227,462	232,857
Grants/Fundraising	23,422	14,718	15,972	16,799
8999 · Other Prior Year Adjustment	22,760	-	-	-
TOTAL INCOME	4,751,634	4,838,937	5,077,439	5,156,615
EXPENSE				
1000 · Certificated Salaries	1,353,690	1,394,836	1,450,629	1,508,654
2000 · Classified Salaries	771,919	893,390	929,125	966,290
3000 · Employee Benefits	804,447	830,434	876,968	913,720
4000 · Supplies	452,006	469,376	487,998	505,063
5000 · Operating Services	1,350,413	1,240,984	1,303,593	1,346,906
6000 · Capital Outlay	5,945	5,945	5,888	5,603
7000 · Other Outgo	-	-	-	-
TOTAL EXPENSE	4,738,420	4,834,965	5,054,202	5,246,237
NET INCOME	13,214	3,972	23,237	(89,622)
Ending Cash Balance	1,421,686	1,213,911	946,554	902,448

2026-27 Revenue and Expense By Category



section 1

NON-ACTION ITEMS

ASTRONAUT JOSE M HERNANDEZ ACADEMY - Financial Dashboard (March 2026)

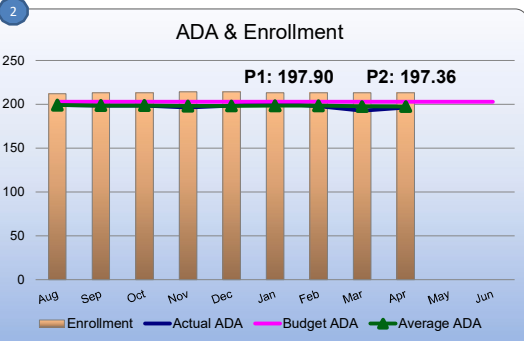
1 Key Performance Indicators

- ADA vs. Budget ● Cash on Hand ●
- Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

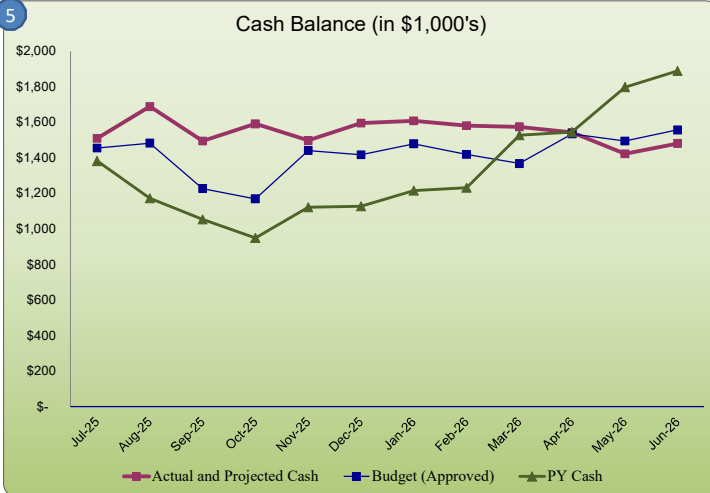
Enrollment is currently 10 students below budget, resulting in a \$58K decrease in LCFF Revenue.

Forecast includes \$354K of restricted one-time funds. An additional \$51K remains available to spend through FY27/28.



Attendance Analysis	Actual through Month 9	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Enrollment	213	213	223	(10)	214	(1)	211	217
Attendance %	92.6%	92.6%	91.0%	1.6%	92.4%	0.2%	90.5%	0.0%
Avg Daily Attendance (ADA)	197.37	197.36	202.93	(5.57)	197.09	0.27	192.56	187.04

Income Statement	Actual through 03/31/26	Forecast as of 03/31/26	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	1,856,686	2,929,899	2,987,765	(57,866)	2,925,273	4,626	2,779,553	2,685,363
Federal Revenue	161,762	376,563	383,055	(6,492)	374,320	2,243	429,131	400,012
State Revenue	1,175,803	1,287,244	1,247,110	40,133	1,360,363	(73,119)	1,189,022	1,238,421
Other Local Revenue	152,316	227,843	206,006	21,837	204,822	23,021	177,940	222,615
Grants/Fundraising	23,422	23,422	-	23,422	16,205	7,217	4,531	11,853
TOTAL REVENUE	3,369,990	4,844,972	4,823,936	21,036	4,880,983	(36,011)	4,580,177	4,558,264
<i>Total per ADA</i>		24,549	23,771	777	24,731	(182)	23,786	24,371
<i>w/o Grants/Fundraising</i>		24,430	23,771	659	24,649	(219)	23,762	24,307
Certificated Salaries	989,957	1,354,728	1,373,332	18,604	1,356,445	1,717	1,149,292	983,949
Classified Salaries	584,555	783,605	890,411	106,806	794,732	11,127	881,642	901,967
Benefits	627,750	812,501	895,026	82,525	819,816	7,315	814,052	721,287
Student Supplies	257,685	452,006	470,345	18,339	449,581	(2,425)	444,563	376,567
Operating Expenses	877,429	1,364,959	1,181,951	(183,008)	1,354,942	(10,018)	1,267,742	1,061,874
Other	4,459	5,945	5,945	0	5,945	0	5,945	1,956
TOTAL EXPENSES	3,341,835	4,773,745	4,817,010	43,266	4,781,461	7,716	4,563,237	4,047,600
<i>Total per ADA</i>		24,188	23,737	(451)	24,227	(39)	23,698	21,640
NET INCOME / (LOSS)	28,155	71,228	6,926	64,302	99,523	(28,295)	16,940	510,664
OPERATING INCOME	32,614	77,173	12,871	64,302	105,468	(28,295)	22,885	512,620



Year-End Cash Balance		
Projected	Budget	Variance
1,480,336	1,556,515	(76,179)

Balance Sheet	6/30/2025	2/28/2026	3/31/2026	6/30/2026
Assets				
Cash, Operating	1,888,618	1,581,360	1,573,834	1,480,336
Cash, Restricted	0	0	0	0
Accounts Receivable	509,109	(31,213)	14,499	509,829
Due From Others	0	0	0	0
Deposits/Prepays	12,157	268	268	12,765
Net Fixed Assets	24,890	20,926	20,431	18,944
Lease Assets	837,714	716,748	701,446	654,200
Other Assets	0	0	0	0
Total Assets	3,272,488	2,288,089	2,310,477	2,676,075
Liabilities				
A/P & Payroll	266,738	71,228	73,168	241,853
Due to Others	22,459	16,247	(588)	(17,076)
Deferred Revenue	612,419	0	0	217,648
Lease Liabilities	903,080	752,918	741,950	694,631
Other Liabilities	28,358	28,358	28,358	28,358
Total Debt	0	0	0	0
Total Liabilities	1,833,054	868,750	842,888	1,165,413
Equity				
Beginning Fund Bal.	1,422,494	1,439,434	1,439,434	1,439,434
Net Income/(Loss)	16,940	(20,095)	28,155	71,228
Total Equity	1,439,434	1,419,339	1,467,589	1,510,662
Total Liabilities & Equity	3,272,488	2,288,089	2,310,477	2,676,075

Available Line of Credit				
Days Cash on Hand	151	121	120	113
Cash Reserve %	41.4%	33.1%	33.0%	31.0%



Astronaut Jose M Hernandez Academy Financial Analysis March 2026

Astronaut Jose M Hernandez Academy is projected to have a net income of \$71.2K in FY25-26 compared to \$7K in the board-approved budget. Reasons for this positive \$64K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of March 31, 2026, the unrestricted cash balance was \$1.57M. By June 30, 2026, the unrestricted cash balance is projected to be \$1.48M, which represents a 31% reserve.

As of March 31, 2026, the Accounts Receivable balance was \$15K compared to -\$31K in the prior month, pending receipt of FY25/26 revenue earned but not yet received.

As of March 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$73K, compared to \$71K in the prior month.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$4.85M, which is \$21K or 0.4% under budgeted revenue of \$4.82M. The forecast included the following significant revenue variances:

- **LCFF (8011-8098) - \$58K** decrease due to lower than budgeted ADA.
- **OTHER STATE INCOME (8300-8599) - \$40K** increase due to the following:
 - *Expanded Learning Opportunity Program (8595) \$85K increase due to more ELOP related expenses.*
 - *State Revenue - Other (8599) \$37K decrease due to deferring unused Learning Recovery Block Grant funds for FY26-27.*
- **OTHER LOCAL REVENUE (8600-8792) - \$23K** increase attributable to fundraising events and donations.
- **PRIOR YEAR ADJUSTMENTS (8999) - \$23K** increase due to prior year SB740 funds.

Expenses

Total expenses for FY25-26 are projected to be \$4.77M which is \$43K or 0.9% over budgeted expenditures of \$4.82M. The forecast included the following significant expense variances:

CERTIFICATED SALARIES (1110-1300) - \$18K decrease due to the following:

- *Teachers' Hourly (1120) \$58K under due to outsourced support from Scoot Education.*
- *Certificated Pupil Support - Psychologist (1215) \$13K under due to Psychologist's decreased work hours.*

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.



- *Other Certificated Salaries (1900) \$12K over due to increased hours worked by Instructional Coach.*

CLASSIFIED SALARIES (2111-2900) - \$107K decrease mainly due to the following:

- *After School Staff Salaries (2121) \$73K under due to outsourced support from Scoot Education.*

EMPLOYEE BENEFITS (3111-3601) - \$83K decrease due to decreased Certificated & Classified salaries, primarily for workers' compensation insurance.

OPERATING SERVICES (5000-5999) - \$183K increase mainly due to the following:

- *Contracted Substitute Teachers (5841) \$150K over due to an increased need in after school program substitutes.*

ADA

Budget P2 ADA is 202.93 based on enrollment of 223 and a 91.0% attendance rate.

Forecast P2 ADA is 197.36 with ending enrollment of 213 and a 92.6% attendance rate.

Average ADA through Month 9 is 197.37 with ending enrollment of 213 and a 92.6% attendance rate.

Month 9 ADA is 196.25 with a 92.1% ADA rate.

ASTRONAUT JOSE M HERNANDEZ ACADEMY

Check Register

From 03/01/2026-03/31/2026

Check #	Vendor Name	Date	Description	Amount
EFT03/03/26PAM	V0014047 Pathian Administrators	3/3/2026	03/26 - VISION PREMIUM	332.85
2423	V0017085 MATT MARTINEZ	3/4/2026	02/13/26 - TARGET - VALENTINES DAY SUPPLIES	72.42
2424	V0013355 Stericycle Inc.	3/4/2026	02/10/26 - SHREDDING SERVICES	123.45
2425	V0014325 MUTUAL OF OMAHA	3/4/2026	03/26 - LIFE & A&D INSURANCE	250.50
2426	V0012169 San Joaquin County Office of Education	3/4/2026	FY25/26 - TEACHER INDUCTION STUDENTS	37,881.00
A029864	V0012679 Scoot Education, Inc.	3/4/2026	02/17/26-02/20/26 - SUBSTITUTES	1,507.00
A029865	V0012526 LAW OFFICES OF YOUNG, MINNEY & CORR,	3/4/2026	01/26 - LEGAL SERVICES	553.00
P087199	V0033190 VALLEY COMMUNITY COUNSELING SERVICE	3/4/2026	01/26 - SCHOOL BASED COUNSELING	2,467.50
P087200	AMAZ001 Amazon	3/4/2026	GLUE, POSTER BOARDS, ERASERS, ETC	632.54
A030024	V0012679 Scoot Education, Inc.	3/11/2026	02/23/26-02/27/26 - SUBSTITUTES	6,748.00
E026943	V0016186 BRADYIFS	3/11/2026	COPY PAPER	1,533.01
E026944	V0012452 Dataflow Business Systems Inc.	3/11/2026	TONER	12.50
P087596	AMAZ001 Amazon	3/11/2026	ERASERS, MODELING CLAY, ART PAPER, ETC	471.30
P087597	AMAZ001 Amazon	3/11/2026	LARGE SILICONE MAT	33.51
P087598	AMAZ001 Amazon	3/11/2026	PAINT TRAYS	33.44
P087599	AMAZ001 Amazon	3/11/2026	FACIAL TISSUE	153.30
EFT03/17/26-UTCM	V0031162 UTILITY TELECOM GROUP LLC	3/17/2026	03/26 - INTERNET SERVICES	2,883.95
EFT03/26/26AAM	V0012997 Allied Administrators for Delta Dental	3/26/2026	04/26 - DENTAL INSURANCE	2,247.35
2427	V0012169 San Joaquin County Office of Education	3/27/2026	03/26 - STRS PAYMENT	28,910.44
2428	V0029123 VICTOR MELERO	3/30/2026	02/24/26 - AM/PM - GAS	21.62
2429	V0017887 DEANNA TOLENTINO	3/30/2026	WATER, MEATBALLS, ICE, ETC	64.74
2430	V0012443 LISETTE SILVA	3/30/2026	01/09/26 - LAKESHORE LEARNING - ART SUPPLIES	66.32
2431	V0013355 Stericycle Inc.	3/30/2026	03/10/26 - SHREDDING SERVICES	124.86
2432	V0014325 MUTUAL OF OMAHA	3/30/2026	04/26 - LIFE & A&D INSURANCE	250.50
2433	V0012711 ExED	3/30/2026	02/26 - MANAGEMENT CONTRACT FEE & CALPADS	10,525.00
2434	V0011857 The Bridge at Stockton	3/30/2026	04/26 - BASE RENT, COMMON GROUND, GAS, & ELECTRICITY	24,860.98
2435	V0019929 LODI UNIFIED SCHOOL DISTRICT	3/30/2026	01/26 - SUPPER, BREAKFAST, LUNCH, & SNACK	52,329.15
A030560	V0012679 Scoot Education, Inc.	3/30/2026	03/02/26-03/06/26 - SUBSTITUTES	6,619.00
P088796	AMAZ001 Amazon	3/30/2026	PLAYGROUND BALL	289.66
P088797	V0033190 VALLEY COMMUNITY COUNSELING SERVICE	3/30/2026	02/26 - SCHOOL BASED COUNSELING	2,222.50
P088798	V0018598 CHRISTY WHITE, INC	3/30/2026	FY24/25 - CHARTER SCHOOL AUDIT: RETENTION RELEASE	1,118.00
P088799	V0031972 SPEECH THERAPY ASSOCIATES	3/30/2026	02/03/26-02/26/26 - AJHA SLPA	9,114.00
P088807	AMAZ001 Amazon	3/30/2026	NITRILE GLOVES	46.74
EFT03/31/26KFHP-1M	V0012918 Kaiser Foundation Health Plan, Inc.	3/31/2026	04/26 - HEALTH PREMIUM	9,773.89
Total				204,274.02

**ASTRONAUT JOSE M HERNANDEZ ACADEMY
CREDIT CARD EXPENSES
From 03/01/26-03/31/26**

Obj Code	Object Title	Name	Document Number	Line Description	Document Date	Debit	Credit
4391	Food (Non Nutrition Program)	VISA	STD03/01/26-1025	BEST LUMPIA - LUNCH FOR MEETING	2/6/2026	\$89.65	
5911	Office Phone	VISA	STD03/01/26-1025	GOTOCONNECT - OFFICE PHONE	2/10/2026	\$309.37	
5311	Dues & Memberships	VISA	STD03/01/26-1025	APPLE - MICROSOFT 365 SUBSCRIPTION	2/14/2026	\$12.99	
4371	Custodial Supplies	VISA	STD03/01/26-1025	HOMEDEPOT - CUSTODIAL SUPPLIES	2/17/2026	\$26.55	
4391	Food (Non Nutrition Program)	VISA	STD03/01/26-1025	STARBUCKS - COFFEE FOR PARENTS MEETING	2/17/2026	\$22.00	
5931	Postage & Shipping	VISA	STD03/01/26-1025	PIRATESHIP - SHIPPING /POSTAGE	2/20/2026	\$7.88	
5311	Dues & Memberships	VISA	STD03/01/26-1025	ADOBE - ACROBAT PRO SUBSCRIPTION	2/24/2026	\$19.99	
4399	All Other Expenses	VISA	STD03/01/26-1025	SMARTANDFINAL - AFTER SCHOOL COOKING CLASS	2/26/2026	\$43.61	
5913	Mobile Phone	VISA	STD03/01/26-1025	ATT PAYMENT - CELL PHONE	2/27/2026	\$97.80	
SUBTOTAL						\$ 629.84	\$ -
GRAND TOTAL						\$	629.84

Actuals as of 3/31/2026

of months remaining in FY
 State Schedule:
 District Schedule:

12 11 10 9 8 7 6 5 4 3 2 1
 PY P-2 PY P-2 PY P-2 PY P-2 PY P-2 PY P-2 PY P-2 PY P-2 CY P-1 CY P-1 CY P-1 CY P-1
 PY P-2 PY P-2 PY P-2 PY P-2 PY P-2 PY P-2 PY P-2 CY P-1 CY P-1 CY P-1 CY P-1

	2025-26	2025-26	ACTUAL												FORECAST	Budget Variance		
	Budget	Trend	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accrual	Jul-25 - Jun-26	Better / (Worse)	% Better
3901 Other Retirement Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902 Other Benefits	-	-	100	38	162	100	100	100	100	100	100	100	100	100	100	1,200	(1,200)	100%
Total 3000 - Employee Benefits	895,026	881,959	108,288	58,119	78,403	64,212	36,614	77,437	71,682	73,612	59,384	71,615	69,692	43,444	-	812,501	82,525	9%
Total 1000-3000 - Salaries & Benefits	3,158,769	3,095,101	244,498	238,956	263,991	244,398	213,243	259,343	249,085	251,856	236,892	264,464	257,268	226,841	-	2,950,834	207,935	7%
4000 - Supplies																		
4111 Core Curricula Materials	24,814	24,814	14,320	-	-	-	-	-	-	-	-	3,498	3,498	3,498	-	24,814	-	-
4211 Books & Other Reference Materials	37,797	37,797	-	101	334	-	-	-	128	269	-	12,321	12,321	12,321	-	37,797	-	-
4311 Student Materials	34,885	40,081	16,406	4,153	2,587	2,364	124	89	984	369	921	4,028	4,028	4,028	-	40,081	(5,195)	-15%
4351 Office Supplies	11,818	11,907	581	819	1,708	227	218	790	1,034	227	1,748	1,518	1,518	1,518	-	11,907	(89)	-1%
4371 Custodial Supplies	5,759	4,759	225	570	96	353	567	53	200	127	120	816	816	816	-	4,759	1,000	17%
4391 Food (Non Nutrition Program)	8,080	9,089	-	230	22	12	332	477	153	-	33	2,610	2,610	2,610	-	9,089	(1,009)	-12%
4392 Uniforms	3,228	3,363	-	-	-	2,020	-	-	-	-	-	448	448	448	-	3,363	(135)	-4%
4393 PE & Sports Equipment	3,340	3,677	-	-	920	202	-	-	632	54	155	571	571	571	-	3,677	(337)	-10%
4395 Before & After School Program Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4399 All Other Supplies	10,540	9,094	2,333	1,640	658	1,366	323	625	1,270	94	227	186	186	186	-	9,094	1,447	14%
4390 Other Supplies	25,188	25,222	-	-	-	-	-	-	-	-	-	3,814	3,814	3,814	-	25,222	(34)	0%
4411 Non Capitalized Equipment	45,900	44,004	3,103	698	798	536	145	1,886	402	-	-	12,146	12,146	12,146	-	44,004	1,897	4%
4711 Nutrition Program Food & Supplies	208,349	193,733	-	2,543	22,902	22,135	19,516	13,427	15,605	-	38,074	14,883	22,324	22,324	-	193,733	14,616	7%
4713 CACFP Supper Food & Supplies	75,835	69,689	-	798	8,386	8,374	6,766	5,182	5,562	-	14,256	5,091	7,637	7,637	-	69,689	6,146	8%
Total 4000 - Supplies	470,345	452,006	36,968	11,553	38,410	37,589	27,992	22,529	25,969	1,140	55,534	58,115	68,103	68,103	-	452,006	18,339	4%
5000 - Operating Services																		
5211 Travel & Conferences	5,000	6,025	-	4,469	349	525	160	174	-	-	-	116	116	116	-	6,025	(1,025)	-21%
5311 Dues & Memberships	-	-	-	-	103	(103)	-	-	-	-	-	-	-	-	-	-	-	-
5451 General Insurance	21,191	27,344	27,298	46	18,107	18,107	-	-	-	(36,214)	-	-	-	-	-	27,344	(6,153)	-29%
5511 Utilities	71,903	72,000	3,453	7,029	5,630	6,842	5,134	4,325	6,613	8,402	5,883	6,229	6,229	6,229	-	72,000	(97)	0%
5521 Security Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5531 Housekeeping Services	80,750	80,750	6,353	12,212	6,106	6,106	6,106	6,106	6,106	6,106	6,106	6,480	6,480	6,480	-	80,750	-	-
5599 Other Facility Operations & Utilities	10,067	10,067	7,264	114	623	123	123	125	251	123	(223)	514	514	514	-	10,067	-	-
5611 School Rent - Private Facility	206,360	206,360	17,206	17,206	17,206	17,206	17,206	17,206	17,206	17,206	17,206	17,169	17,169	17,169	-	206,360	-	-
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5619 Other Facility Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5621 Equipment Lease	21,442	23,533	147	-	4,077	2,266	1,985	2,091	1,458	2,176	1,962	2,457	2,457	2,457	-	23,533	(2,091)	-10%
5631 Vendor Repairs	22,192	22,192	-	-	1,825	110	-	-	-	-	-	6,752	6,752	6,752	-	22,192	-	-
5812 Field Trips & Pupil Transportation	61,747	61,747	1,900	990	-	11,700	3,412	60	-	5,000	-	12,895	12,895	12,895	-	61,747	-	-
5821 Legal	12,177	10,346	-	119	248	40	-	-	1,039	553	-	2,783	2,783	2,783	-	10,346	1,830	15%
5823 Audit	12,509	18,731	-	-	5,031	-	-	-	4,194	4,194	1,118	4,194	4,194	4,194	-	18,731	(6,221)	-50%
5831 Advertisement & Recruitment	4,438	4,891	-	1,225	16	-	-	-	-	-	-	1,216	1,216	1,216	-	4,891	(452)	-10%
5841 Contracted Substitute Teachers	70,000	220,000	-	3,680	39,670	26,906	38,889	10,762	30,556	11,512	13,367	14,886	14,886	14,886	-	220,000	(150,000)	-214%
5842 Special Education Services	208,363	208,363	-	3,575	13,125	11,034	-	20,507	8,674	8,489	9,114	44,615	44,615	44,615	-	208,363	-	-
5843 Non Public School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5844 After School Services	5,250	5,250	-	-	-	-	-	-	-	-	-	1,750	1,750	1,750	-	5,250	-	-
5849 Other Student Instructional Services	107,758	107,758	-	-	-	1,925	-	-	1,275	27,185	-	25,791	25,791	25,791	-	107,758	-	-
5852 PD Consultants & Tuition	15,700	15,700	2,300	312	450	-	-	-	-	10,696	-	647	647	647	-	15,700	-	-
5854 Nursing & Medical (Non-IEP)	2,219	4,524	-	-	-	2,343	-	-	-	-	-	727	727	727	-	4,524	(2,304)	-104%
5859 All Other Consultants & Services	163,800	163,800	11,418	15,322	17,433	38,045	15,333	4,353	15,942	14,913	17,868	4,392	4,392	4,392	-	163,800	-	-
5861 Non Instructional Software	18,450	21,450	17,860	33	21,450	366	33	33	190	-	-	978	978	978	-	21,450	(3,000)	-16%
5865 Fundraising Cost	1,775	1,426	-	-	-	-	-	452	-	-	-	325	325	325	-	1,426	350	20%
5871 District Oversight Fees	29,878	29,299	-	6	-	7,604	-	-	7,128	-	-	4,854	4,854	4,854	-	29,299	579	2%
5872 Special Education Fees (SELPA)	6,359	6,363	-	77	391	652	652	652	652	652	665	548	548	548	327	6,363	(4)	0%

Actuals as of 3/31/2026

			# of months remaining in FY												Accrual	FORECAST Jul-25 - Jun-26	Budget Variance	
	2025-26	2025-26	12	11	10	9	8	7	6	5	4	3	2	1			Better / (Worse)	% Better
	Budget	Trend	ACTUAL Jul-25	ACTUAL Aug-25	ACTUAL Sep-25	ACTUAL Oct-25	ACTUAL Nov-25	ACTUAL Dec-25	ACTUAL Jan-26	ACTUAL Feb-26	ACTUAL Mar-26	Apr-26	May-26	Jun-26				
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow from Financing Activities																		
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash Balance	1,556,515	867,578	1,508,410	1,687,831	1,494,887	1,590,986	1,496,966	1,595,210	1,607,720	1,581,360	1,573,834	1,542,561	1,422,258	1,480,336	1,480,336	1,480,336		(76,179)

ASTRONAUT JOSE M HERNANDEZ ACADEMY - Financial Dashboard (April 2026)

1 Key Performance Indicators

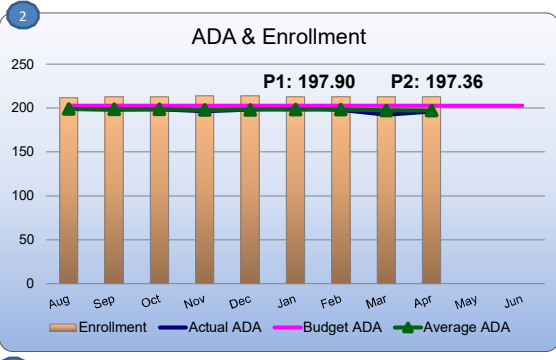
ADA vs. Budget ● Cash on Hand ●

Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Enrollment is currently 10 students below budget, resulting in a \$29K decrease in LCFF Revenue.

Forecast includes \$231K of restricted one-time funds. An additional \$173K remains available to spend through FY27/28.

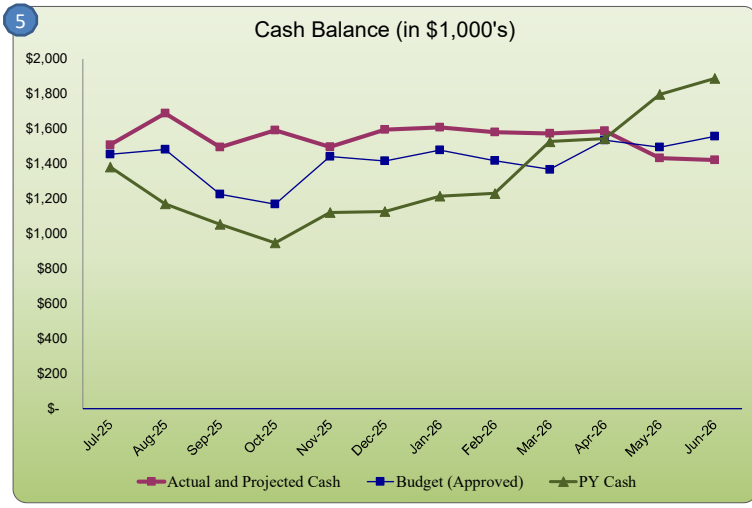


3 Attendance Analysis

	Actual through Month 9	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Month Variance B/(W)	FY 24-25	FY 23-24
Enrollment	213	213	223	(10)	214	(1)	211	217
Attendance %	92.6%	92.6%	91.0%	1.6%	92.4%	0.2%	90.5%	0.0%
Avg Daily Attendance (ADA)	197.37	197.36	202.93	(5.57)	197.09	0.27	192.56	187.04

4 Income Statement

	Actual through 04/30/26	Forecast as of 04/30/26	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Month Variance B/(W)	FY 24-25	FY 23-24
Local Control Funding Formula	2,131,485	2,958,905	2,987,765	(28,860)	2,925,273	33,632	2,779,553	2,685,363
Federal Revenue	183,240	376,563	383,055	(6,492)	374,320	2,243	429,131	400,012
State Revenue	1,227,997	1,164,900	1,247,110	(82,210)	1,360,363	(195,463)	1,189,022	1,238,421
Other Local Revenue	171,449	227,843	206,006	21,837	204,822	23,021	177,940	222,615
Grants/Fundraising	23,422	23,422	-	23,422	16,205	7,217	4,531	11,853
TOTAL REVENUE	3,737,594	4,751,634	4,823,936	(72,302)	4,880,983	(129,349)	4,580,177	4,558,264
<i>Total per ADA</i>		24,076	23,771	305	24,731	(655)	23,786	24,371
<i>w/o Grants/Fundraising</i>		23,957	23,771	186	24,649	(692)	23,762	24,307
Certificated Salaries	1,099,319	1,353,690	1,373,332	19,642	1,356,445	2,755	1,149,292	983,949
Classified Salaries	655,318	771,919	890,411	118,492	794,732	22,813	881,642	901,967
Benefits	693,923	804,447	895,026	90,580	819,816	15,369	814,052	721,287
Student Supplies	285,429	452,006	470,345	18,339	449,581	(2,425)	444,563	376,567
Operating Expenses	966,486	1,350,413	1,181,951	(168,462)	1,354,942	4,528	1,267,742	1,061,874
Other	4,955	5,945	5,945	0	5,945	0	5,945	1,956
TOTAL EXPENSES	3,705,430	4,738,420	4,817,010	78,590	4,781,461	43,040	4,563,237	4,047,600
<i>Total per ADA</i>		24,009	23,737	(272)	24,227	(218)	23,698	21,640
NET INCOME / (LOSS)	32,164	13,214	6,926	6,288	99,523	(86,309)	16,940	510,664
OPERATING INCOME	37,118	19,159	12,871	6,288	105,468	(86,309)	22,885	512,620



Year-End Cash Balance

Projected	Budget	Variance
1,421,686	1,556,515	(134,829)

6 Balance Sheet

	6/30/2025	3/31/2026	4/30/2026	6/30/2026
Assets				
Cash, Operating	1,888,618	1,573,834	1,588,633	1,421,686
Cash, Restricted	0	0	0	0
Accounts Receivable	509,109	14,499	14,499	613,510
Due From Others	0	0	0	0
Deposits/Prepays	12,157	268	1,843	12,765
Net Fixed Assets	24,890	20,431	19,935	18,944
Lease Assets	837,714	701,446	686,102	654,563
Other Assets	0	0	0	0
Total Assets	3,272,488	2,310,477	2,311,012	2,721,469
Liabilities				
A/P & Payroll	266,738	73,168	80,703	201,630
Due to Others	22,459	(588)	(588)	(380)
Deferred Revenue	612,419	0	0	339,992
Lease Liabilities	903,080	741,950	730,941	699,221
Other Liabilities	28,358	28,358	28,358	28,358
Total Debt	0	0	0	0
Total Liabilities	1,833,054	842,888	839,414	1,268,821
Equity				
Beginning Fund Bal.	1,422,494	1,439,434	1,439,434	1,439,434
Net Income/(Loss)	16,940	28,155	32,164	13,214
Total Equity	1,439,434	1,467,589	1,471,598	1,452,648
Total Liabilities & Equity	3,272,488	2,310,477	2,311,012	2,721,469

	6/30/2025	3/31/2026	4/30/2026	6/30/2026
Available Line of Credit				
Days Cash on Hand	151	120	123	110
Cash Reserve %	41.4%	33.0%	33.6%	30.0%





Astronaut Jose M Hernandez Academy Financial Analysis April 2026

Astronaut Jose M Hernandez Academy is projected to have a net income of \$71.2K in FY25-26 compared to \$7K in the board-approved budget. Reasons for this positive \$6K variance are explained below in the Income Statement section of this analysis.

Balance Sheet

As of April 30, 2026, the unrestricted cash balance was \$1.59M. By June 30, 2026, the unrestricted cash balance is projected to be \$1.42M, which represents a 30% reserve.

As of April 30, 2026, the Accounts Receivable balance was \$15K compared to \$15K in the prior month, pending receipt of FY25/26 revenue earned but not yet received.

As of April 30, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$81K, compared to \$73K in the prior month.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$4.75M, which is \$72K or 1.5% under budgeted revenue of \$4.82M. The forecast included the following significant revenue variances:

- **LCFF (8011-8098) - \$29K** decrease due to lower than budgeted ADA.
- **OTHER STATE INCOME (8300-8599) - \$82K** decrease due to the following:
 - *Expanded Learning Opportunity Program (8595) \$85K increase due to more ELOP related expenses.*
 - *State Revenue - Other (8599) \$159K decrease due to deferring unused Learning Recovery Block Grant funds for FY26-27.*
- **OTHER LOCAL REVENUE (8600-8792) - \$23K** increase attributable to fundraising events and donations.
- **PRIOR YEAR ADJUSTMENTS (8999) - \$23K** increase due to prior year SB740 funds.

Expenses

Total expenses for FY25-26 are projected to be \$4.74M which is \$79K or 1.6% over budgeted expenditures of \$4.82M. The forecast included the following significant expense variances:

CERTIFICATED SALARIES (1110-1300) - \$19K decrease due to the following:

- *Teachers' Hourly (1120) \$58K under due to outsourced support from Scoot Education.*
- *Certificated Pupil Support - Psychologist (1215) \$14K under due to Psychologist's decreased work hours.*

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.



- *Other Certificated Salaries (1900) \$12K over due to increased hours worked by Instructional Coach.*

CLASSIFIED SALARIES (2111-2900) - \$118K decrease mainly due to the following:

- *After School Staff Salaries (2121) \$76K under due to outsourced support from Scoot Education.*

EMPLOYEE BENEFITS (3111-3601) - \$91K decrease due to decreased Certificated & Classified salaries, primarily for workers' compensation insurance.

OPERATING SERVICES (5000-5999) - \$168K increase mainly due to the following:

- *Contracted Substitute Teachers (5841) \$150K over due to an increased need in after school program substitutes.*

ADA

Budget P2 ADA is 202.93 based on enrollment of 223 and a 91.0% attendance rate.

Forecast P2 ADA is 197.36 with ending enrollment of 213 and a 92.6% attendance rate.

Average ADA through Month 9 is 197.37 with ending enrollment of 213 and a 92.6% attendance rate.

Month 9 ADA is 196.25 with a 92.1% ADA rate.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

ASTRONAUT JOSE M HERNANDEZ ACADEMY

Check Register

From 03/01/2026-03/31/2026

Check #	Vendor Name	Date	Description	Amount
EFT03/03/26PAM	V0014047 Pathian Administrators	3/3/2026	03/26 - VISION PREMIUM	332.85
2423	V0017085 MATT MARTINEZ	3/4/2026	02/13/26 - TARGET - VALENTINES DAY SUPPLIES	72.42
2424	V0013355 Stericycle Inc.	3/4/2026	02/10/26 - SHREDDING SERVICES	123.45
2425	V0014325 MUTUAL OF OMAHA	3/4/2026	03/26 - LIFE & A&D INSURANCE	250.50
2426	V0012169 San Joaquin County Office of Education	3/4/2026	FY25/26 - TEACHER INDUCTION STUDENTS	37,881.00
A029864	V0012679 Scoot Education, Inc.	3/4/2026	02/17/26-02/20/26 - SUBSTITUTES	1,507.00
A029865	V0012526 LAW OFFICES OF YOUNG, MINNEY & CORR,	3/4/2026	01/26 - LEGAL SERVICES	553.00
P087199	V0033190 VALLEY COMMUNITY COUNSELING SERVICE	3/4/2026	01/26 - SCHOOL BASED COUNSELING	2,467.50
P087200	AMAZ001 Amazon	3/4/2026	GLUE, POSTER BOARDS, ERASERS, ETC	632.54
A030024	V0012679 Scoot Education, Inc.	3/11/2026	02/23/26-02/27/26 - SUBSTITUTES	6,748.00
E026943	V0016186 BRADYIFS	3/11/2026	COPY PAPER	1,533.01
E026944	V0012452 Dataflow Business Systems Inc.	3/11/2026	TONER	12.50
P087596	AMAZ001 Amazon	3/11/2026	ERASERS, MODELING CLAY, ART PAPER, ETC	471.30
P087597	AMAZ001 Amazon	3/11/2026	LARGE SILICONE MAT	33.51
P087598	AMAZ001 Amazon	3/11/2026	PAINT TRAYS	33.44
P087599	AMAZ001 Amazon	3/11/2026	FACIAL TISSUE	153.30
EFT03/17/26-UTCM	V0031162 UTILITY TELECOM GROUP LLC	3/17/2026	03/26 - INTERNET SERVICES	2,883.95
EFT03/26/26AAM	V0012997 Allied Administrators for Delta Dental	3/26/2026	04/26 - DENTAL INSURANCE	2,247.35
2427	V0012169 San Joaquin County Office of Education	3/27/2026	03/26 - STRS PAYMENT	28,910.44
2428	V0029123 VICTOR MELERO	3/30/2026	02/24/26 - AM/PM - GAS	21.62
2429	V0017887 DEANNA TOLENTINO	3/30/2026	WATER, MEATBALLS, ICE, ETC	64.74
2430	V0012443 LISETTE SILVA	3/30/2026	01/09/26 - LAKESHORE LEARNING - ART SUPPLIES	66.32
2431	V0013355 Stericycle Inc.	3/30/2026	03/10/26 - SHREDDING SERVICES	124.86
2432	V0014325 MUTUAL OF OMAHA	3/30/2026	04/26 - LIFE & A&D INSURANCE	250.50
2433	V0012711 ExED	3/30/2026	02/26 - MANAGEMENT CONTRACT FEE & CALPADS	10,525.00
2434	V0011857 The Bridge at Stockton	3/30/2026	04/26 - BASE RENT, COMMON GROUND, GAS, & ELECTRICITY	24,860.98
2435	V0019929 LODI UNIFIED SCHOOL DISTRICT	3/30/2026	01/26 - SUPPER, BREAKFAST, LUNCH, & SNACK	52,329.15
A030560	V0012679 Scoot Education, Inc.	3/30/2026	03/02/26-03/06/26 - SUBSTITUTES	6,619.00
P088796	AMAZ001 Amazon	3/30/2026	PLAYGROUND BALL	289.66
P088797	V0033190 VALLEY COMMUNITY COUNSELING SERVICE	3/30/2026	02/26 - SCHOOL BASED COUNSELING	2,222.50
P088798	V0018598 CHRISTY WHITE, INC	3/30/2026	FY24/25 - CHARTER SCHOOL AUDIT: RETENTION RELEASE	1,118.00
P088799	V0031972 SPEECH THERAPY ASSOCIATES	3/30/2026	02/03/26-02/26/26 - AJHA SLPA	9,114.00
P088807	AMAZ001 Amazon	3/30/2026	NITRILE GLOVES	46.74
EFT03/31/26KFHP-1M	V0012918 Kaiser Foundation Health Plan, Inc.	3/31/2026	04/26 - HEALTH PREMIUM	9,773.89
Total				204,274.02

ASTRONAUT JOSE M HERNANDEZ ACADEMY
CREDIT CARD EXPENSES
From 03/01/26-03/31/26

Obj Code	Object Title	Name	Document Number	Line Description	Document Date	Debit	Credit
4391	Food (Non Nutrition Program)	VISA	STD03/01/26-1025	BEST LUMPIA - LUNCH FOR MEETING	2/6/2026	\$89.65	
5911	Office Phone	VISA	STD03/01/26-1025	GOTOCONNECT - OFFICE PHONE	2/10/2026	\$309.37	
5311	Dues & Memberships	VISA	STD03/01/26-1025	APPLE - MICROSOFT 365 SUBSCRIPTION	2/14/2026	\$12.99	
4371	Custodial Supplies	VISA	STD03/01/26-1025	HOMEDEPOT - CUSTODIAL SUPPLIES	2/17/2026	\$26.55	
4391	Food (Non Nutrition Program)	VISA	STD03/01/26-1025	STARBUCKS - COFFEE FOR PARENTS MEETING	2/17/2026	\$22.00	
5931	Postage & Shipping	VISA	STD03/01/26-1025	PIRATESHIP - SHIPPING /POSTAGE	2/20/2026	\$7.88	
5311	Dues & Memberships	VISA	STD03/01/26-1025	ADOBE - ACROBAT PRO SUBSCRIPTION	2/24/2026	\$19.99	
4399	All Other Expenses	VISA	STD03/01/26-1025	SMARTANDFINAL - AFTER SCHOOL COOKING CLASS	2/26/2026	\$43.61	
5913	Mobile Phone	VISA	STD03/01/26-1025	ATT PAYMENT - CELL PHONE	2/27/2026	\$97.80	
SUBTOTAL						\$ 629.84	\$ -
GRAND TOTAL						\$	629.84

ASTRONAUT JOSE M HERNANDEZ ACADEMY

Check Register

From 04/01/2026-04/30/2026

Check #	Vendor Name	Date	Description	Amount
EFT04/03/26PAM	V0014047 Pathian Administrators	4/3/2026	04/26 - VISION PREMIUM	366.43
2436	V0016626 CA SCHOOL FINANCE AUTHORITY	4/7/2026	FY23/24 - REIMBURSEMENT TO THE CHARTER SCHOOL GRANT PROGRAM	39,771.98
2437	V0012408 Danielle Rodriguez	4/10/2026	STUDENT STORE ITEMS	88.94
2438	V0012169 San Joaquin County Office of Education	4/10/2026	03/10/26 - FIELD TRIP - BIODIVERSE SCHOOLYARDS	900.00
A030825	V0012679 Scoot Education, Inc.	4/10/2026	03/30/26-04/02/26 - SUBSTITUTES	3,851.00
E027559	V0012452 Dataflow Business Systems Inc.	4/10/2026	02/11/26-03/10/26 - PRINTER LEASE - RF39100311	1,962.01
E027560	V0016186 BRADYIFS	4/10/2026	MULTI PURPOSE CLEANER	156.06
E027561	V0022866 CENTER FOR THE COLLABORATIVE CLASSR	4/10/2026	03/19/26 - GENERAL PROFESSIONAL LEARNING SERVICES	3,200.00
P089502	AMAZ001 Amazon	4/10/2026	AIR DRY CLAY, RECORDABLE DISK, SHAVE GEL, ETC	477.49
2439	V0029123 VICTOR MELERO	4/13/2026	REIM04/28/25VM - WALMART - FLAG SET	12.10
2440	V0012711 ExED	4/16/2026	03/26 - MANAGEMENT CONTRACT FEE	10,525.00
A030942	V0012679 Scoot Education, Inc.	4/16/2026	04/06/26-04/09/26 - SUBSTITUTES	2,015.00
E027652	V0012452 Dataflow Business Systems Inc.	4/16/2026	03/11/26-04/10/26 - KYOCERA TASKALFA 6053CI RF39500977	1,797.79
E027653	V0016186 BRADYIFS	4/16/2026	WAXED LINERS	40.53
P089784	V0033190 VALLEY COMMUNITY COUNSELING SERVICE	4/16/2026	03/26 - SCHOOL BASED COUNSELING	2,520.00
P089785	V0016493 MGM TRANSPORTATION, INC	4/16/2026	04/02/26 - TRANSPORTATION - UNIVERSITY OF PACIFIC	1,620.00
P089786	V0025868 PHIL & PAUL'S PLUMBING	4/16/2026	04/26 - BATROOM REPAIRS - TOILET	155.00
EFT04/17/26UTGM	V0031162 UTILITY TELECOM GROUP LLC	4/17/2026	4/26 - MSP DESKTOP SUPPORT	2,883.95
EFT04/21/26-SHPM	V0012295 Sutter Health Plus	4/21/2026	04/26 - MEDICAL INSURANCE	6,503.95
EFT04/27/26AADM	V0012997 Allied Administrators for Delta Dental	4/27/2026	05/26 - DENTAL INSURANCE	1,924.31
174-PAIDM	V0035931 ANGIE GARIBAY	4/28/2026	04/28/26 - LAWN MOWER REPAIR	710.00
2441	V0012169 San Joaquin County Office of Education	4/29/2026	04/26 - STRS PAYMENT	28,910.36
2442	V0035769 SANCHEZ J. RUBIN	4/29/2026	REIM: LIVE SCAN SERVICE - BACKGROUND CHECK	25.00
2443	V0012635 Tiffany Larkin	4/29/2026	REIM: SMART FINAL - ICE CREAM FOR LITERACY NIGHT	35.97
2444	V0013355 Stericycle Inc.	4/29/2026	04/07/26 - SHREDDING SERVICES	130.04
2445	V0018300 SALLY LOWE	4/29/2026	REIM: SMART FINAL - ICE CREAM FOR LITERACY INTERVENTION	168.81
2446	V0014325 MUTUAL OF OMAHA	4/29/2026	05/26 - LIFE & A&D INSURANCE	250.50
2447	V0014326 New Jerusalem Elementary School District	4/29/2026	01/26-03/26 - Q3 OVERSIGHT FEES	7,216.84
EFT04/29/26-KFHM	V0012918 Kaiser Foundation Health Plan, Inc.	4/29/2026	05/26 - HEALTH PREMIUM	9,773.89
A031288	V0012679 Scoot Education, Inc.	4/30/2026	04/20/26-04/24/26 - SUBSTITUTES	6,785.00
P090662	V0031972 SPEECH THERAPY ASSOCIATES	4/30/2026	03/05/26-03/31/26 - SPEECH THERAPY SERVICES	8,071.89
P090663	AMAZ001 Amazon	4/30/2026	BOARD GAMES, TAPE, PENCILS, ETC	988.41
P090664	V0018598 CHRISTY WHITE, INC	4/30/2026	FY24/25 - TAX SERVICES: 2024 TAX RETURN	1,600.00
P090665	V0018065 ADAM GOTELLI/GOTELLI TRAINING	4/30/2026	BASKETBALL COMPETITIONS - SPRING BREAK	3,200.00
P090709	V0018065 ADAM GOTELLI/GOTELLI TRAINING	4/30/2026	FOOTBALL COMPETITIONS - SPRING BREAK	3,200.00
Total				151,838.25

ASTRONAUT JOSE M HERNANDEZ ACADEMY
CREDIT CARD EXPENSES
From 04/01/26-04/30/26

Obj Code	Object Title	Name	Document Number	Line Description	Document Date	Debit	Credit
4371	Custodial Supplies	VISA	STD04/01/26-1025	HOME DEPOT - CUSTODIAL SUPPLIES	4/1/2026	\$71.83	
4371	Custodial Supplies	VISA	STD04/01/26-1025	HOME DEPOT - CUSTODIAL SUPPLIES	4/1/2026	\$97.17	
4399	All Other Supplies	VISA	STD04/01/26-1025	OES GLOBAL - SUPPLIES FOR SCHOOL	4/1/2026	\$1,184.59	
5311	Dues & Memberships	VISA	STD04/01/26-1025	03/26 - ADOBE - ACROBAT PRO SUBSCRIPTION	4/1/2026	\$19.99	
5311	Dues & Memberships	VISA	STD04/01/26-1025	03/26 - APPLE - MICROSOFT 365 SUBSCRIPTION	4/1/2026	\$12.99	
5911	Office Phone	VISA	STD04/01/26-1025	03/26 - GO TO CONNECT - PHONE SERVICES	4/1/2026	\$309.37	
5913	Mobile Phone	VISA	STD04/01/26-1025	02/26 - ATT MOBILITY - AFTER SCHOOL PROGRAM CELL PHONE	4/1/2026	\$97.80	
5931	Postage & Shipping	VISA	STD04/01/26-1025	PIRATE SHIPPING - SHIPPING	4/1/2026	\$5.78	
5931	Postage & Shipping	VISA	STD04/01/26-1025	UPS - SHIPPING	4/1/2026	\$31.80	
SUBTOTAL						\$ 1,831.32	\$ -
GRAND TOTAL						\$	1,831.32

Actuals as of 4/30/2026

		# of months remaining in FY												Actuals as of 4/30/2026					
		12	11	10	9	8	7	6	5	4	3	2	1						
State Schedule:		PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1						
District Schedule:		PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1							
		ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL
		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accrual	FORECAST	Budget Variance	%		
2025-26														Jul-25 - Jun-26	Better / (Worse)	Better			
Budget																			
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8660 Interest & Dividend Income	24,000	-	-	-	789	2,742	2,328	2,495	4,392	2,438	2,408	3,204	3,204	-	24,000	-	-		
8662 Net Increase (Decrease) in Fair Value of	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8692 Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8695 Contributions & Events	-	-	-	6,205	-	5,000	5,000	-	7,217	-	-	-	-	-	23,422	23,422	100%		
8696 Other Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8699 All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
8792 Transfers of Apportionments - Special Ed	182,006	-	8,592	8,906	16,030	16,030	16,030	16,030	16,030	16,725	16,725	16,691	16,691	16,604	181,084	(922)	-1%		
Total 8600-8799 - Other Income-Local	206,006	-	8,592	8,906	23,024	18,772	23,358	23,525	20,422	26,380	19,133	19,895	19,895	16,604	228,506	22,500	11%		
Prior Year Adjustments																			
8999 Other Prior Year Adjustment	-	-	-	-	-	-	-	(14)	-	22,774	-	-	-	-	22,760	22,760	100%		
Total Prior Year Adjustments	-	-	-	-	-	-	(14)	-	-	22,774	-	-	-	-	22,760	22,760	100%		
TOTAL INCOME	4,823,936	633,945	211,890	173,698	432,885	330,172	416,616	392,004	361,915	416,864	367,604	393,908	361,132	259,000	4,751,634	(72,302)	-1%		
Expense																			
1000 - Certificated Salaries																			
1110 Teachers' Salaries	931,210	81,009	81,009	81,009	81,009	81,009	81,009	81,009	81,009	81,009	81,009	81,009	81,009	-	972,111	(40,900)	-4%		
1120 Teachers' Hourly	58,408	-	-	-	-	-	-	-	-	-	-	-	-	-	-	58,408	100%		
1170 Teachers' Salaries - Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1175 Teachers' Salaries - Stipend/Extra Duty	33,025	-	-	-	703	-	810	-	-	-	-	-	33,835	-	35,348	(2,323)	-7%		
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1213 Certificated Pupil Support - Guidance & C	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1215 Certificated Pupil Support - Psychologist	30,240	270	966	2,003	1,096	2,043	1,762	1,882	1,870	356	339	1,676	1,764	-	16,026	14,214	47%		
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
1300 Certificated Supervisors' & Administrato	141,460	11,572	11,572	11,572	11,572	11,572	11,572	11,572	11,572	11,572	11,572	11,572	11,572	-	138,865	2,595	2%		
1900 Other Certificated Salaries	178,988	15,491	16,102	16,603	16,027	14,679	16,223	15,447	15,951	16,442	16,441	15,967	15,967	-	191,341	(12,352)	-7%		
Total 1000 - Certificated Salaries	1,373,332	108,343	109,650	111,187	110,407	109,303	111,376	109,911	110,402	109,379	109,362	110,224	144,147	-	1,353,690	19,642	1%		
2000 - Classified Salaries																			
2111 Instructional Aide & Other Salaries	242,936	2,376	23,727	25,191	21,397	22,119	22,294	20,364	19,349	19,890	21,102	24,536	7,035	-	229,379	13,557	6%		
2121 After School Staff Salaries	209,240	804	11,858	12,563	12,466	8,556	12,278	11,873	13,388	15,339	14,398	15,541	4,513	-	133,577	75,663	36%		
2131 Classified Teacher Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
2200 Classified Support Salaries	94,135	4,572	7,812	8,253	7,279	7,524	7,654	7,702	7,413	6,141	7,927	8,126	5,893	-	86,298	7,837	8%		
2300 Classified Supervisors' & Administrators'	181,323	14,702	14,702	14,702	14,702	14,702	14,702	14,702	14,702	14,702	14,702	14,702	14,702	-	176,421	4,902	3%		
2400 Classified Office Staff Salaries	91,182	4,963	6,633	7,776	7,435	7,369	7,168	6,973	6,575	6,775	6,741	7,107	7,107	-	82,622	8,560	9%		
2900 Other Classified Salaries	71,595	451	6,456	5,916	6,500	7,057	6,434	5,879	6,414	5,282	5,894	7,339	-	-	63,622	7,973	11%		
Total 2000 - Classified Salaries	890,411	27,867	71,188	74,401	69,779	67,326	70,530	67,492	67,842	68,129	70,763	77,352	39,250	-	771,919	118,492	13%		
Total 1000-2000 - Salaries	2,263,742	136,210	180,837	185,588	180,186	176,630	181,906	177,403	178,244	177,508	180,125	187,575	183,397	-	2,125,609	138,133	6%		
3000 - Employee Benefits																			
3111 STRS - State Teachers Retirement System	262,306	18,654	18,771	18,867	16,173	18,499	19,092	18,650	18,742	18,836	18,836	21,053	27,532	-	233,705	28,601	11%		
3212 PERS - Public Employee Retirement Syste	238,719	10,261	21,875	22,737	21,230	20,840	21,699	20,885	20,978	21,055	21,761	20,738	10,523	-	234,581	4,138	2%		
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Actuals as of 4/30/2026

	2025-26 Budget	# of months remaining in FY												May-26	Jun-26	Accrual	FORECAST Jul-25 - Jun-26	Budget Variance Better / (Worse)	% Better												
		12		11		10		9		8		7								6		5		4		3		2		1	
		PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2							PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2
5844 After School Services	5,250	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5,250	-	-			
5849 Other Student Instructional Services	107,758	-	-	-	1,925	-	-	-	1,275	27,185	-	6,400	35,487	35,487	-	-	-	-	-	-	-	-	-	-	-	107,758	-	-			
5852 PD Consultants & Tuition	15,700	2,300	312	450	-	-	-	-	-	10,696	-	-	971	971	-	-	-	-	-	-	-	-	-	-	-	15,700	-	-			
5854 Nursing & Medical (Non-IEP)	2,219	-	-	-	2,343	-	-	-	-	-	-	-	1,090	1,090	-	-	-	-	-	-	-	-	-	-	4,524	(2,304)	-104%				
5859 All Other Consultants & Services	163,800	11,418	15,322	17,433	38,045	15,333	4,353	15,942	14,913	17,868	(4,653)	8,914	8,914	-	-	-	-	-	-	-	-	-	-	-	163,800	-	-				
5861 Non Instructional Software	18,450	17,860	33	-	366	33	33	190	-	-	-	1,468	1,468	-	-	-	-	-	-	-	-	-	-	-	21,450	(3,000)	-16%				
5865 Fundraising Cost	1,775	-	-	-	-	-	452	-	-	-	-	487	487	-	-	-	-	-	-	-	-	-	-	-	1,426	350	20%				
5871 District Oversight Fees	29,878	-	6	-	7,604	-	-	7,128	-	-	-	7,217	3,817	3,817	-	-	-	-	-	-	-	-	-	-	29,589	289	1%				
5872 Special Education Fees (SELPA)	6,359	-	77	391	652	652	652	652	652	652	665	686	548	548	189	-	-	-	-	-	-	-	-	-	6,363	(4)	0%				
5881 Intra-Agency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
5898 Uncategorized Expense	-	3,281	(3,281)	3,814	(1,922)	3,386	(3,851)	(478)	793	845	(1,266)	(660)	(660)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
5899 All Other Expenses	14,415	1,055	1,365	1,831	785	1,152	1,405	1,672	1,184	819	2,751	198	198	-	-	-	-	-	-	-	-	-	-	-	14,415	-	-	-			
5911 Office Phone	3,542	-	295	295	295	323	311	311	-	-	-	928	386	386	-	-	-	-	-	-	-	-	-	-	3,530	12	0%				
5913 Mobile Phone	1,223	-	175	-	84	188	-	95	-	-	-	386	195	195	-	-	-	-	-	-	-	-	-	-	1,318	(96)	-8%				
5921 Internet	1,557	7,447	(884)	3,920	(1,957)	962	964	964	964	964	964	1,000	1,000	-	-	-	-	-	-	-	-	-	-	-	16,306	(14,749)	-947%				
5923 Website Hosting	573	-	-	-	-	-	-	-	-	-	-	12	12	-	-	-	-	-	-	-	-	-	-	-	24	549	96%				
5931 Postage & Shipping	1,313	541	50	99	67	38	32	399	-	(1)	58	65	65	-	-	-	-	-	-	-	-	-	-	-	1,412	(99)	-8%				
5999 Other Communications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total 5000 · Operating Services	1,181,951	107,524	64,137	135,317	154,181	95,083	65,704	100,052	79,740	75,692	89,057	191,869	191,869	189	-	-	-	-	-	-	-	-	-	-	1,350,413	(168,462)	-14%				
6000 · Capital Outlay																															
6901 Depreciation Expense	5,945	495	495	495	495	495	495	495	495	495	495	495	495	495	-	-	-	-	-	-	-	-	-	-	-	5,945	-	-	-		
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total 6000 · Capital Outlay	5,945	495	495	495	495	495	495	495	495	495	495	495	495	495	-	-	-	-	-	-	-	-	-	-	5,945	-	-	-	-		
7000 · Other Outgo																															
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSE	4,817,010	389,486	315,141	438,214	436,664	336,813	348,071	375,601	333,231	368,613	363,595	502,342	504,489	26,159	-	-	-	-	-	-	-	-	-	-	4,738,420	78,590	2%				
NET INCOME	6,926	244,459	(103,250)	(264,516)	(3,779)	(6,640)	68,545	16,403	28,684	48,250	4,009	(108,434)	(143,357)	232,841	-	-	-	-	-	-	-	-	-	-	13,214	6,288	91%				
Operating Income	12,871	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19,159	-	-	-		
Operating Income Excluding Non-cash Lease Exp	13,773	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20,061	-	-	-		
EBITDA	12,871	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19,159	-	-	-		
Beginning Cash Balance	1,788,098	1,888,618	1,508,410	1,687,831	1,494,887	1,590,986	1,496,966	1,595,210	1,607,720	1,581,360	1,573,834	1,588,633	1,433,046	1,421,686	-	-	-	-	-	-	-	-	-	-	-	1,888,618	100,520				
Cash Flow from Operating Activities																															
Net Income	6,926	244,459	(103,250)	(264,516)	(3,779)	(6,640)	68,545	16,403	28,684	48,250	4,009	(108,434)	(143,357)	232,841	-	-	-	-	-	-	-	-	-	-	-	13,214	6,288				
Change in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prior Year Accounts Receivable	415,006	115,683	363,634	7,335	11,150	-	39,985	2,535	-	(45,711)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	494,611	79,605				
Current Year Accounts Receivable	(526,341)	-	-	-	-	-	-	-	-	-	-	-	-	(599,011)	-	-	-	-	-	-	-	-	-	-	(599,011)	(72,671)					
Change in Due from	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Change in Accounts Payable	(8,576)	(69,191)	(82,448)	59,781	85,918	(91,976)	(45,458)	18,485	(9,173)	1,924	6,516	(47,757)	142,714	25,971	-	-	-	-	-	-	-	-	-	-	(4,696)	3,880					
Change in Due to	(21,127)	(120)	(6,093)	-	-	-	-	-	-	(16,834)	-	-	-	208	-	-	-	-	-	-	-	-	-	-	(22,839)	(1,712)					
Change in Current Lease Payable	10,912	(10,646)	(23,557)	(10,726)	(10,766)	(10,806)	(10,846)	(10,887)	(61,927)	(10,968)	(11,009)	(15,640)	(16,080)	196,755	-	-	-	-	-	-	-	-	-	(7,104)	-						

Actuals as of 4/30/2026

	# of months remaining in FY																	
	12	11	10	9	8	7	6	5	4	3	2	1						
State Schedule:	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1						
District Schedule:	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1						
	2025-26	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL				FORECAST	Budget Variance	%
	Budget	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accrual	Jul-25 - Jun-26	Better / (Worse)	Better	
Change in Lease Assets	186,745	14,980	15,020	15,060	15,100	15,141	15,181	15,221	15,262	15,302	15,343	15,748	15,791		183,150	-	-	
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	
Change in Payroll Liabilities	(28,541)	(75,607)	15,620	(374)	(2,020)	(233)	30,343	(29,474)	300	16	1,019				(60,411)	(31,871)		
Change in Prepaid Expenditures	(2,723)	12,157	-	-	-	-	-	(268)	-	-	(1,575)		(10,922)		(608)	2,115		
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-				-	-		
Change in Deferred Revenue	(73,054)	(612,419)	-	-	-	-	-	-	-	-	-			339,992	(272,427)	(199,373)		
Change in OPEB / Net Pension Liability	-	-	-	-	-	-	-	-	-	-	-				-	-		
Change in Long Term Lease Liabilities	(196,755)	-	-	-	-	-	-	-	-	-	-			(196,755)	(196,755)	-		
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-				-	-		
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-				-	-		
Depreciation Expense	5,945	495	495	495	495	495	495	495	495	495	495	495	495		5,945	(0)		
Cash Flow from Investing Activities		-	-	-	-	-	-	-	-	-	-	-	-		-	-		
Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-		
Cash Flow from Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-		-	-		
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-		
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-		
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-		
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-		
Ending Cash Balance	1,556,515	1,508,410	1,687,831	1,494,887	1,590,986	1,496,966	1,595,210	1,607,720	1,581,360	1,573,834	1,588,633	1,433,046	1,421,686	1,421,686	1,421,686	(134,829)		

section 2

ACTION ITEMS

**EXCELLENT EDUCATION DEVELOPMENT BUSINESS SERVICES AGREEMENT
- NOTICE OF TERMS SUPPLEMENT**

Reference is made to that certain Excellent Education Development Business Services Agreement between El Concilio California Academies, a California nonprofit public benefit corporation (“Client”), and Excellent Education Development (“ExED”), a California nonprofit public benefit corporation, dated the 1st day of July 2025 (the “Agreement”). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

Unless ExED receives a Notice of Non-Renewal within 60 days of the date hereof, the Agreement Term is hereby extended for a period of one year from July 1st of the year in which this Notice of Terms Supplement (“Notice”) is delivered on the same terms and conditions as contained in the Agreement and as modified by any prior Notices, except as expressly set forth below.

1. SERVICE FEES AND RELATED EXPENSES.

a. ExED’s fees and related charges are hereby amended, modified, and/or supplemented as follows:

(i) Effective July 1st of the current year, ExED’s fees are hereby changed as follows:

(1) Basic Fees: The Client shall pay ExED a total of \$10,825.96 per month (i.e., \$129,912 per annum) for the Basic Services. For clarification, the Basic Fees include CALPADS Reporting fees of \$1,208.33 per month (i.e., \$14,500 per annum).

(ii) Effective July 1st of the current year, ExED’s other fees are increased as follows:

- | | | |
|-----|---|----------|
| (1) | School Finance and Accounting (if applicable) | |
| | a. Budgets for new charter petitions | \$3,850 |
| | b. Rush checks (per check) | \$41 |
| | c. Facility financing work (per hour) | \$154 |
| | d. SpendBridge AI invoicing (per invoice) | \$1.30 |
| (2) | Payroll Processing and Retirement Reporting (if applicable) | |
| | a. Late payroll submission (per pay period) | \$148 |
| | b. Supplemental payroll (per check) | \$58 |
| | c. Prior pay period adjustment (per employee) | \$350 |
| | d. STRS or PERS audit corrections (per hour) | \$154 |
| (3) | Data Management (if applicable) | |
| | a. Mid-year orientation workshops (per workshop) | \$225 |
| | b. The Client transitions to a new SIS – 1 School | |
| | i. Transition to Aeries or PowerSchool | \$3,550 |
| | ii. Transition to Another SIS | \$5,900 |
| | c. The Client transitions to a new SIS – 2+ Schools | |
| | i. Transition to Aeries or PowerSchool | \$7,100 |
| | ii. Transition to Another SIS | \$11,800 |

(4) The Supplemental Fee Schedule (per hour)

- a. VP or Director \$154
- b. Manager \$88
- c. Other Staff \$58

1. **AGREEMENT IN FULL FORCE IN EFFECT; NOTICE OF NON-RENEWAL REQUIRED TO TERMINATE.**

- a. The Agreement remains in full force and effect, on its original terms and conditions, except as may be modified by this (and any prior) Notices. The Agreement, together with this Notice (and any prior Notices), shall be taken together and construed as the complete agreement of the parties. If Client does not wish to extend the Term of the Agreement as described in this Notice, Client is required by the terms of the Agreement to deliver a Notice of Non-Renewal to ExED no later than 60 days from the date of this Notice.

We thank you for our long-standing partnership,

ExED:

By: Tait G. Anderson

Dated: April 30, 2026

Name: Tait G. Anderson

Title: CFO/COO

section 3

Astronaut Jose M. Hernandez Academy

3.1 Principal Reports

Principal Report

EI CONCILIO CALIFORNIA ACADEMIES

PRINCIPAL REPORT

May 2026

- Open Enrollment continues. We are promoting at local preschools and community centers nearby. We currently have **210** students intending to return for the 2025-2026 school year.
- We are completing our i-Ready EOY assessment for our Kinder - 2nd graders. Our 3rd-8th graders are completing CAASPP testing in math, reading, and science. We will have school wide data for iReady by the end of May and CAASPP in October.
- The CACFP Administrative Review was conducted this week. A CACFP Administrative Review (AR) is a mandatory, periodic evaluation conducted by state agencies or the USDA to ensure organizations participating in the Child and Adult Care Food Program (CACFP) are complying with all federal and state regulations, properly managing funds, and serving nutritious meals. We serve supper to our students during our Afterschool Program. There were no findings and we passed.
- Study Trips:
 - **4th:** Ports Game May, 2026
 - Entrance Cost: \$480 (30 people @ \$16)
 - Bus Cost: \$150 RTD
- Chronic Absenteeism:
 - Currently averaging 14-17 students per day in the month of March and April

Respectfully,

Donita Drulias-Daumer

section 4

BOARD OF DIRECTORS

4.1 BOD Annual Calendar

4.2 BOD Contact Sheet



Board Meeting Calendar FY 2025 - 2026

Aug 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sep 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Nov 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Dec 2025						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jan 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Feb 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Mar 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Apr 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jun 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Jul 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



Board of Directors 2026

BOARD CHAIR

Jose Rodriguez

209.644.2600

jrod@elconcilio.org

BOARD MEMBER

John Solis

209.601.1249

John.solis00@gmail.com

BOARD TREASURER

Vanessa Castro-Drivon

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vdrivon@comcast.net

BOARD MEMBER

Ruben Harper

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Rubenharper16@gmail.com

BOARD SECRETARY

Cynthia Aguilar

209.513.7341

Cynthia.aguilar246@yahoo.com

BOARD MEMBER

Marie Jo Fernandez

209.830.6363

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BOARD MEMBER

John Freeman

925.766.5281

jfreeman@calwater.com

**BYLAWS
OF
EL CONCILIO CALIFORNIA ACADEMIES**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. **NAME.** The name of this Corporation is El Concilio California Academies.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. **PRINCIPAL OFFICE OF THE CORPORATION.** The principal office for the transaction of the activities and affairs of the Corporation is located at 703 East Swain Road, Stockton, CA 95207, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. **OTHER OFFICES OF THE CORPORATION.** The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. **GENERAL AND SPECIFIC PURPOSES.** The purpose of the Corporation is to manage, operate, guide, direct and promote growth of one or more public charter schools in the State of California, including but not limited to Delta Bridges Charter School (“Charter School”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

**ARTICLE V
DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

**ARTICLE VI
CORPORATION WITHOUT MEMBERS**

Section 1. CORPORATION WITHOUT MEMBERS. The Corporation shall have no members within the meaning of the Nonprofit Corporation Law.

**ARTICLE VII
BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and

require from them security for faithful service.

- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.
- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3. APPOINTED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years with a maximum of two (2) consecutive years and until a successor director has been designated and qualified. The initial Board of Directors shall consist of five (5) Board of Directors for a term of three (3) years.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years with a maximum of two (2) consecutive years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 11.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in

accordance with the terms and provisions of the Brown Act. A two-way teleconference location shall be established at each schoolsite and each resource center.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the Vice-Chairman is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a

Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Except for the Chairman of the Board and Vice-Chair, officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8. PRESIDENT/CHIEF EXECUTIVE OFFICER. The President, also known as the Chief Executive Officer, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting

was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER/TREASURER. The Chief Financial Officer, also known as the Treasurer, shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest

Code have been fulfilled.

**ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS**

Section 1. LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

**ARTICLE XII
INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

**ARTICLE XIII
INSURANCE**

Section 1. INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

**ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** The Corporation will comply with Corporations Code section 6322.

ARTICLE XVII BYLAW AMENDMENTS

Section 1. **BYLAW AMENDMENTS.** The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

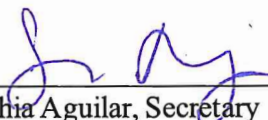
**ARTICLE XVIII
FISCAL YEAR**

Section 1. **FISCAL YEAR OF THE CORPORATION.** The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the El Concilio California Academies, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of the Corporation as adopted by the Board of Directors on July 12, 2022; and that these bylaws have not been amended or modified since that date.

Executed on July 12, 2022 at 1:28 pm, California.
Stockton



Cynthia Aguilar, Secretary

4860-2589-8533, v. 1

Revised Date
06/10/2025

Signature
Directors

Title
Board of Directors/Chair