

Agenda Item 1.
CALL TO ORDER/AGENDA

Subject:

1.1 Pledge of Allegiance

1.2 Agenda: Items to be removed from the agenda or changes to the agenda will be made at this time.

Action Requested:

1.1 None

1.2 Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

1.2 A trustee, administrator or a member of the public may request that an item be removed from the agenda or the order of the agenda be changed at the pleasure of the Board.

Agenda items may be added to the agenda if an "emergency situation" exists or "immediate action" is needed.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 2.
CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

2.1 Approval of Warrants for NU-Siskiyou Charter School (0613, 0616, 0617)

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

This is a monthly process. The warrants and payroll totals are inspected and clarification is given if needed. See attached.

Fiscal Implications:

Warrants: NU-Siskiyou Charter School - \$11,240.19

Contact Person/s: Shari Lovett, Kelley Withers

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0613

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0613	5263.34	
	Batch Total		

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator: Kelley Withers Date: 6/4/25
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All

From batch: 0613

To batch: 0613

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU J82901
 2425 ACCOUNTS PAYABLE PRELIST

ACCOUNTS PAYABLE PRELIST
 BATCH: 0613 ACCOUNTS PAYABLE
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.24 06/04/25 13:06 PAGE 2

<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description		FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS		Liq Amt	Net Amount	

000182 (CONTINUED)

PV-250040	05/30/2025	MATERIALS AND SUPPLIES		62-7825-0-4300-1110-1000-000-00000	NN			14.98
				SUPPLIES				
		TOTAL PAYMENT AMOUNT				1,223.81 *		1,223.81

000331/00 SIERRA SPRINGS
 P.O BOX 660579
 DALLAS, TX 75266

PO-250028	05/30/2025	24395994 053025		1 62-0000-0-4300-0000-8100-000-00000	NN P	9.00		9.00
				SUPPLIES				
		TOTAL PAYMENT AMOUNT				9.00 *		9.00

000007/00 SISKIYOU COUNTY OFFICE OF ED
 609 SOUTH GOLD STREET
 YREKA, CA 96097

PO-250227	05/21/2025	INVOICE# 250675		1 62-3010-0-5864-0000-2150-000-00000	NN F	1,175.00		1,175.00
				CO-OP / SCOE				
PO-250227	05/21/2025	INVOICE# 250675		2 62-4035-0-5864-0000-2150-000-00000	NN F	1,175.00		1,175.00
				CO-OP / SCOE				
PO-250228	05/23/2025	INVOICE# 250721		1 62-0000-0-5800-1110-1000-000-00000	NN F	387.12		387.12
				PROFES'L/CONSULTG SVCS/OP EXP				
		TOTAL PAYMENT AMOUNT				2,737.12 *		2,737.12

000052/00 STAPLES ADVANTAGE
 PO BOX 660409
 DALLAS, TX 75266-0409

PO-250229	05/28/2025	INVOICE# 6033114308		1 62-0000-0-4300-0000-2700-000-00000	NN P	63.85		63.85
				SUPPLIES				
PO-250229	05/28/2025	INVOICE# 6033114309		1 62-0000-0-4300-0000-2700-000-00000	NN F	34.18		18.48
				SUPPLIES				
PO-250230	06/02/2025	ORDER# 7658693627		1 62-0000-0-4300-0000-2700-000-00000	NN F	227.87		191.36
				SUPPLIES				
		TOTAL PAYMENT AMOUNT				273.69 *		273.69

043 NORTHERN UNITED SISKIYOU J82901
 2425 ACCOUNTS PAYABLE PRELIST

ACCOUNTS PAYABLE PRELIST
 BATCH: 0613 ACCOUNTS PAYABLE << Open >>
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.24 06/04/25 13:06 PAGE 3

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef						
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount		
000023/00	UBEO	000000000													
	PO BOX 301062														
	LOS ANGELES, CA	90030-1062													
PO-250011	06/03/2025	INVOICE# 491239	1	62-0000-0-5600-1110-1000-000-00000	NN	P						402.87	402.87		
				RENTALS, LEASES & REPAIRS,N.C.											
PO-250011	06/03/2025	INVOICE# 491239	2	62-0000-0-5600-0000-2700-000-00000	NN	P						120.86	120.86		
				RENTALS, LEASES & REPAIRS,N.C.											
PO-250011	06/03/2025	INVOICE# 491239	3	62-0000-0-5600-0000-7200-000-00000	NN	P						51.80	51.80		
				RENTALS, LEASES & REPAIRS,N.C.											
				TOTAL PAYMENT AMOUNT									575.53 *	575.53	
000016/00	YREKA TRANSFER LLC														
	303 YAMA STREET														
	YREKA, CA 96097														
PO-250008	05/28/2025	INVOICE# INV106905	1	62-0000-0-5550-0000-8100-000-00000	NN	P						190.00	190.00		
				DISPOSAL/GARBAGE REMOVAL											
				TOTAL PAYMENT AMOUNT									190.00 *	190.00	
				TOTAL FUND PAYMENT									5,263.34 **	5,263.34	
				TOTAL BATCH PAYMENT									5,263.34 ***	0.00	5,263.34
				TOTAL DISTRICT PAYMENT									5,263.34 ****	0.00	5,263.34
				TOTAL FOR ALL DISTRICTS:									5,263.34 ****	0.00	5,263.34
				Number of checks to be printed:									9, not counting voids due to stub overflows.	5,263.34	

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0616

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0616	1,239.22	
	Batch Total		

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator: Kelley Wuthers Date: 6/9/25
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All

From batch: 0616

To batch: 0616

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU J83716
 2425 ACCOUNTS PAYABLE PRELIST

ACCOUNTS PAYABLE PRELIST
 BATCH: 0616 2425 ACCOUNTS PAYABLE << Open >>
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount	
000152/00	BAY ALARM COMPANY PO BOX 51041 LOS ANGELES, CA 90051-5337	000000000						
PO-250015	06/04/2025	INVOICE# 1021066	1	62-0000-0-5500-0000-8100-000-00000	NN P	144.18	144.18	
				OPERATION & HOUSEKEEPING SERV				
		TOTAL PAYMENT AMOUNT			144.18 *		144.18	
000295/00	JOHN SMITH SANITATION 6284 4TH STREET DUNSMUIR, CA 96025							
PO-250018	06/01/2025	INVOICE# 174709	1	62-0000-0-5550-0000-8100-000-00000	NN P	28.50	28.50	
				DISPOSAL/GARBAGE REMOVAL				
		TOTAL PAYMENT AMOUNT			28.50 *		28.50	
000033/00	KIRK MILLER 724 BUENA VISTA COURT MOUNT SHASTA, CA 96067							
PV-250042	06/06/2025	OFFICE SUPPLIES PACKING BOXES		62-0000-0-4300-1110-2700-000-00000	NN		214.95	
				SUPPLIES				
		TOTAL PAYMENT AMOUNT			214.95 *		214.95	
000012/00	NORTH STATE PARENT PO BOX 1602 MT. SHASTA, CA 96067							
PO-250005	06/01/2025	INVOICE# 75161	2	62-0000-0-5800-0000-2700-000-00000	NN P	275.00	275.00	
				PROFES'L/CONSULTG SVCS/OP EXP				
		TOTAL PAYMENT AMOUNT			275.00 *		275.00	
000061/00	PITNEY BOWES GLOBAL FINANCIAL PO BOX 981026 BOSTON, MA 02298-1026	000000000						
PO-250012	06/09/2025	ACCT:8000-9090-0069-5077	5	62-0000-0-5930-1110-1000-000-00000	NN P	144.59	144.59	
				COMMUNICATION - POSTAGE/METER				
		TOTAL PAYMENT AMOUNT			144.59 *		144.59	

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 43 District Name: Northern United Siskiyou Charter School BATCH 0617

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
	Northern United Siskiyou Charter School BATCH 0617	4737.63	
	Batch Total		

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator: Kelley Withers Date: 6/17/25
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

Batch status: A All

From batch: 0617

To batch: 0617

Include Revolving Cash: Y

Include Address: Y

Include Object Desc: Y

Include Vendor TIN: Y

043 NORTHERN UNITED SISKIYOU J85135
 ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST
 BATCH: 0617 ACCOUNTS PAYABLE
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

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 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS				Liq Amt	Net Amount

000159/00	DONNIE ALLEN 1715 LICHENS ROAD MONTAGUE, CA 96064							
PV-250043	06/12/2025	CERTIPORT	62-6266-0-5200-1110-1000-000-00000 NN				747.00	747.00
			TRAVEL & CONFERENCE					
		TOTAL PAYMENT AMOUNT		747.00 *				747.00

000013/00	PACIFIC POWER PO BOX 26000 PORTLAND, OR 97256-0001							
PO-250006	06/04/2025	ACCT#64034125-002-8 423 YREKA	1 62-0000-0-5520-0000-8100-000-00000 NN P				865.20	865.20
			ELECTRICITY					
		TOTAL PAYMENT AMOUNT		865.20 *				865.20

000014/00	SHASTA VALLEY PEST CONTROL 467 SOUTH 7TH ST MONTAGUE, CA 96064	822402374						
PO-250007	06/10/2025	6/10/25-6 MT. SHASTA	1 62-0000-0-5800-0000-8100-000-00000 NY P				40.00	40.00
			PROFES'L/CONSULTG SVCS/OP EXP					
PO-250007	06/11/2025	6/11/25-2 505 YREKA	1 62-0000-0-5800-0000-8100-000-00000 NY P				40.00	40.00
			PROFES'L/CONSULTG SVCS/OP EXP					
PO-250007	06/11/2025	6/11/25-1 423 YREKA	1 62-0000-0-5800-0000-8100-000-00000 NY P				40.00	40.00
			PROFES'L/CONSULTG SVCS/OP EXP					
		TOTAL PAYMENT AMOUNT		120.00 *				120.00

000007/00	SISKIYOU COUNTY OFFICE OF ED 609 SOUTH GOLD STREET YREKA, CA 96097							
PO-250232	06/03/2025	INVOICE# 250789	1 62-0000-0-5800-1110-1000-000-00000 NN F				3,000.00	3,000.00
			PROFES'L/CONSULTG SVCS/OP EXP					
		TOTAL PAYMENT AMOUNT		3,000.00 *				3,000.00

043 NORTHERN UNITED SISKIYOU J85135
 ACCOUNTS PAYABLE

ACCOUNTS PAYABLE PRELIST
 BATCH: 0617 ACCOUNTS PAYABLE
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 L.00.24 06/17/25 09:38 PAGE 2
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount

000063/00	YREKA ACE HARDWARE	000000000											
	9045 ADAMS AVENUE												
	HUNTINGTON BEACH, CA 92646												

PO-250233	06/13/2025	INVOICE# 353881	1	62-0000-0-4300-0000-8110-000-00000	NN	F						5.43	5.43
				SUPPLIES									
				TOTAL PAYMENT AMOUNT				5.43	*				5.43
				TOTAL FUND	PAYMENT			4,737.63	**				4,737.63
				TOTAL BATCH PAYMENT				4,737.63	***		0.00		4,737.63
				TOTAL DISTRICT PAYMENT				4,737.63	****		0.00		4,737.63
				TOTAL FOR ALL DISTRICTS:				4,737.63	****		0.00		4,737.63

Number of checks to be printed: 5, not counting voids due to stub overflows. 4,737.63

Agenda Item 2.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

2.2 Approval of Minutes

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The minutes from prior meetings are inspected, corrected if needed, and approved. This is a routine monthly process for the Board. The minutes for the June 11, 2025 board meetings are attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

Northern United Charter Schools
Board of Directors Regular Board Meeting

Minutes

June 11, 2025

Members Present: Rosemary Kunkler, Jere Cox, Brian Payton

Members Absent: Jessica Ramirez

Staff: Shari Lovett, Colleen Allen, Greta de la Pedraja, Lynda Speck, Tamara McFarland, Rebekah Davis, Kelley Withers, Jennifer Rand, Kirk Miller, and Lisa Ambrosini

Guests: Barbara Boerger

- 1.0 **CALL TO ORDER:** Rosemary Kunkler called the meeting to order at 4:03 pm.
 - 1.1 **PLEDGE OF ALLEGIANCE**
 - 1.2 **ADOPT THE AGENDA:** A motion to approve the agenda as posted was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Brian Payton-Aye, and Rosemary Kunkler-Aye. Motion carries.
- 2.0 **INTERVIEW/APPOINTMENT:**
 - 2.1 **Interview of NUCS Board Member Candidates:** Rosemary Kunkler provided an overview of the NUCS Board and organizational structure to candidate Barbara Boerger. Board members interviewed Barbara Boerger.
 - 2.2 **Consideration of Appointment of New NUCS Board Member:** Board discussion. A motion to appoint Barbara Boerger as the new Siskiyou board member for NUCS was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye, and Rosemary Kunkler-Aye. Motion carries.
 - 2.3 **NUCS Board Member Oath of Office:** Barbara Boerger was sworn in by Rosemary Kunkler.
- 3.0 **CONSENT AGENDA**
 - 3.1 **Consideration of Approval of Warrants and Payroll for NU-Humboldt Charter School**
 - 3.2 **Consideration of Approval of Warrants and Payroll for NU-Siskiyou Charter School (0521, 0529)**
 - 3.3 **Consideration of Approval of Board Minutes for May 14, 2025**

A motion to approve the consent agenda as posted was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Barbara Boerger-Aye, and Rosemary Kunkler-Aye. Motion carries.
- 4.0 **PUBLIC COMMENTS:** None
- 5.0 **ACTION ITEMS TO BE CONSIDERED:**
 - 5.1 **Approval of the NUCS Extracurricular Club Policy:** Shari Lovett reminded the board that this was a second reading, and explained the need for the policy in response to an

increasing demand for clubs at our schools. A motion to approve the NUCS Extracurricular Club Policy was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Barbara Boerger-Aye, and Rosemary Kunkler-Aye. Motion carries.

- 5.2 Approval of Title IX Policy Prohibiting Discrimination on the Basis of Sex:** Shari Lovett explained the policy. A motion to approve the NUCS Title IX Policy Prohibiting Discrimination on the Basis of Sex was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Barbara Boerger-Aye, and Rosemary Kunkler-Aye. Motion carries.
- 5.3 Approval of Harassment, Intimidation, Discrimination, and Bullying Policy:** Shari Lovett explained the policy. A motion to approve the NUCS Harassment, Intimidation, Discrimination, and Bullying Policy was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Barbara Boerger-Aye, and Rosemary Kunkler-Aye. Motion carries.
- 5.4 Approval of 2025-2026 Consolidated Application for Funding for NU-HCS:** Shari Lovett explained the annual application for federal funding. A motion to approve the 2025-2026 Consolidated Application for Funding for NU-HCS was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Barbara Boerger-Aye, and Rosemary Kunkler-Aye. Motion carries.
- 5.5 Approval of 2025-2026 Consolidated Application for Funding for NU-SCS:** Shari Lovett explained the annual application for federal funding. A motion to approve the 2025-2026 Consolidated Application for Funding for NU-SCS was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Barbara Boerger-Aye, and Rosemary Kunkler-Aye. Motion carries.
- 5.6 Appointment of School Director as a Voting Member Representing the Independently Reporting Charter Schools on the Humboldt/Del Norte SELPA Policy Council:** Shari Lovett explained how the vacancy came about through several years of effort, and the details of how the position will function to represent charter schools at SELPA. A motion to approve the Appointment of School Director as a Voting Member Representing the Independently Reporting Charter Schools on the Humboldt/Del Norte SELPA Policy Council was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Barbara Boerger-Aye, and Rosemary Kunkler-Aye. Motion carries.
- 5.7 Approval of WASC Mid-Cycle Report for NU-HCS:** Shari Lovett explained that this report, due 3 years after our last accreditation visit, was a check-in mid-way to our next 6-year accreditation visit. Shari and others noted how much progress has been made in those three years. A motion to approve the WASC Mid-Cycle Report for NU-HCS was made by Jere Cox and seconded by Brian Payton. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Barbara Boerger-Aye, and Rosemary Kunkler-Aye. Motion carries.
- 5.8 Approval of WASC Mid-Cycle Report for NU-SCS:** Shari Lovett explained that this report, due 3 years after our last accreditation visit, was a check-in mid-way to our next 6-year accreditation visit. A motion to approve the WASC Mid-Cycle Report for NU-SCS was made by Brian Payton and seconded by Jere Cox. Vote taken: Jere Cox-Aye, Brian Payton-Aye, Barbara Boerger-Aye, and Rosemary Kunkler-Aye. Motion carries.

6.0 NEXT BOARD MEETING:

6.1 Possible Agenda Items: upcoming public hearings on LCAP, budget, and EPA for both Humboldt and Siskiyou; installment of new Board Secretary; food agreements; lease; forms CS-1 and CS-7

6.2 Next Board Meeting Date: June 25, 2025 at 4pm, June 26, 2025 at 4pm

7.0 ADJOURNMENT: Rosemary Kunkler adjourned the meeting at 5:18pm.

Agenda Item 2.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

2.3 Resignations, Hires, Leaves and Change of Assignments

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The Board will approve all new hires, resignations and leaves throughout the year.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck



Northern United Charter Schools

Resignations, Hires, and Leaves

June 30, 2025

RESIGNATIONS			
NAME	DATE	LOCATION	COMMENTS
Lynda Speck	6/30/2025	Admin Wing	Retirement
Ana Juan	6/12/2025	Cutten Learning Center	Resigned
Jason Plume	6/12/2025	Eureka Learning Center	Non-renewal
Miranda (Riley) Filbey	6/12/2025	Cutten Learning Center	Resigned
Althea Jones	6/20/2025	Cutten Resource Center	Non-renewal
Kristal Jackson	6/20/2025	Yreka Learning Center	Resigned
Annalee Head	6/12/2025	Yreka Learning Center	Resigned
Cathie Shermer	6/12/2025	Cutten Resource Center	Resigned
Mitch Block	6/20/2025	Cutten Resource Center	Retirement (see Change of Assignments)

HIRES			
NAME	DATE	LOCATION	COMMENTS
Nancy Randall	5/5/2025	Cutten Learning Center	Instructional Aide
Amber Orozco	8/21/2025	Eureka Learning Center	History Teacher
Cori Merrill	8/21/2025	Cutten Learning Center	3rd/4th Teacher
Tamara McFarland	6/4/2025	Admin Wing	Human Resources Director
Tulsi Lagares	8/21/2025	Cutten Learning Center	Instructional Aide/Cheer Coach
Micah Kaufmann	8/21/2025	Cutten Learning Center	Instructional Aide
Tamara Barney	8/18/2025	Cutten Resource Center	Psychologist Intern

LEAVES			
NAME	DATE	LOCATION	COMMENTS
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CHANGE OF ASSIGNMENTS			
NAME	DATE	LOCATION	COMMENTS
Aiden Lovett	8/18/2025	Cutten Resource Center	from Wellness Coach to CS Coordinator
Mitch Block	8/18/2025	Cutten Resource Center	Supervisor to Psychologist Intern
Laura Walkner	8/22/2025	Yreka Learning Center	Specialized Academic Instructor

Agenda Item 2.
CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

2.4 Consideration of Approval of Williams' Uniform Complaint, Quarterly Report for NU-SCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

NU-SCS reports any complaints regarding the provision of textbooks and instructional materials, teacher vacancy or mis-assignment, and/or facilities conditions. The Board approves these reports each quarter. No complaints were received in the last quarter. See attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Northern United – Siskiyou Charter School

Person completing this form: Shari Lovett Title: School Director

Quarterly Report Submission Date: October 2024
(check one) January 2025
 April 2025
 July 2025

Date for information to be reported publicly at governing board meeting: June 25, 2025

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Shari Lovett
Print Name of District Superintendent


Signature of District Superintendent

June 25, 2025
Date

Agenda Item 3.

PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:

3.1 Comments by the Public

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Board members or staff may choose to respond briefly to Public Comments.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rosemary Kunkler

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.1 Public Hearing: 2025-2026 Education Protection Account Expenditure Plan for NU-HCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

Proposition 30 created an Education Protection Account (EPA) in November of 2012 to receive and disburse revenues derived from the incremental increases in taxes imposed by the proposition. When the school receives a disbursement of these funds, they may not be used for salaries or benefits for administrators or any other administrative cost, and each school declares how it intends to use these funds. At NU-HCS, all of the funds go toward instruction.

The Board is legally required to have a public hearing prior to adopting the EPA Resolution each year. The EPA Resolution will be considered for adoption in the action item section of the agenda.

Fiscal Implications:

The school will receive \$64,968 in EPA funds for 2025-26.

Contact Person/s: Shari Lovett, Kelley Withers



Northern United - Humboldt Charter School PUBLIC HEARING NOTICE

There will be a Public Hearing concerning the Northern United - Humboldt Charter School's 2025-2026 Education Protection Account (EPA) proposed Budget Expenditures during the regular monthly meeting of the Board of Directors on Wednesday, June 25, 2025, 4:00 p.m. Public comment is welcome. A review copy of the proposed EPA Expenditure Plan will be available for public inspection with the Board Meeting Packet documents on the School's website at www.nucharters.org or any of our facilities listed below on Friday, June 20, 2025.

Posted: May 19, 2025

Posted at the following locations:

www.nucharters.org

2120 Campton Road, Suite H, Eureka

1539 F Street, Arcata

5 Cemetery Road, Briceland

2020 Campton Road, Eureka

4620 Meyers Ave., Eureka

72 The Terrace, Willow Creek

Agenda Item 4.
PUBLIC HEARINGS

Subject:

4.2 Public Hearing: 2025-2026 Education Protection Account Expenditure Plan for NU-SCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

Proposition 30 created an Education Protection Account (EPA) in November of 2012 to receive and disburse revenues derived from the incremental increases in taxes imposed by the proposition. When the school receives a disbursement of these funds, they may not be used for salaries or benefits for administrators or any other administrative cost, and each school must declare how it intends to use these funds in schools. At NU-SCS, all of the funds go toward instruction.

The Board is legally required to have a public hearing prior to adopting the EPA Resolution each year. The EPA Resolution will be considered for adoption in the action item section of the agenda.

Fiscal Implications:

The school will receive \$25,808 in EPA funds for 2025-26.

Contact Person/s: Shari Lovett, Kelley Withers



Northern United - Siskiyou Charter School PUBLIC HEARING NOTICE

There will be a Public Hearing concerning the Northern United - Siskiyou Charter School's 2025-2026 Education Protection Account (EPA) Proposed Budget Expenditures during the regular monthly meeting of the Board of Directors on Wednesday, June 25, 2025, 4:00 p.m. Public comment is welcome. A review copy of the proposed EPA Expenditure Plan will be available for public inspection with the Board Meeting Packet documents on the School's website at www.nucharters.org or 423 S. Broadway, Yreka or 2409 S. Mt. Shasta Blvd, Mt. Shasta on Friday, June 20, 2025.

Posted: May 19, 2025

Posted at the following locations:

www.nucharters.org

423 S. Broadway, Yreka

2409 S. Mt. Shasta Blvd, Mt. Shasta

Agenda Item 4.
PUBLIC HEARINGS

Subject:

4.3 Public Hearing: 2025-2026 Final Budget Adoption for NU-HCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The Board is legally required to have a public hearing prior to adoption of the Final Budget each year in order that the public can give input on the budget prior to adoption. The Final Budget will be considered for adoption at the next Board meeting.

Fiscal Implications:

As shown in budget

Contact Person/s: Shari Lovett, Kelley Withers



Northern United - Humboldt Charter School PUBLIC HEARING NOTICE

There will be a Public Hearing concerning the Northern United - Humboldt Charter School's 2025-2026 proposed Local Control and Accountability Plan (LCAP) and Budget during the regular monthly meeting of the Board of Directors on Wednesday, June 25, 2025, 4:00 p.m. Public comment is welcome. A review copy of the proposed LCAP and Budget will be available for public inspection with the Board Meeting Packet documents on the School's website at www.nucharters.org or any of our facilities listed below on Friday, June 20, 2025.

Posted: May 19, 2025

Posted at the following locations:

www.nucharters.org

2120 Campton Road, Suite H, Eureka

1539 F Street, Arcata

5 Cemetery Road, Briceland

2020 Campton Road, Eureka

4620 Meyers Ave., Eureka

72 The Terrace, Willow Creek

Charter Number: 1957

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

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

Signed: Shari Lovett
Charter School Official

Date: 6/26/2025

(Original signature required)

Printed Name: Shari Lovett

Title: School Director

For additional information on the budget report, please contact:

Charter School Contact: Kelley Withers

Name: Chief Business Official

Title: (707)445-2660 x 130

Telephone: kwithers@nuarters.org

E-mail Address

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,733,312.00	4,716,854.00	-0.3%
2) Federal Revenue		8100-8299	268,483.00	289,182.00	7.7%
3) Other State Revenue		8300-8599	1,319,260.00	633,529.00	-52.0%
4) Other Local Revenue		8600-8799	665,834.00	699,064.00	5.0%
5) TOTAL, REVENUES			6,986,889.00	6,338,629.00	-9.3%
B. EXPENSES					
1) Certificated Salaries		1000-1999	2,198,116.00	2,290,327.00	4.2%
2) Classified Salaries		2000-2999	903,214.00	917,662.00	1.6%
3) Employee Benefits		3000-3999	1,774,031.00	1,928,566.00	8.7%
4) Books and Supplies		4000-4999	554,670.00	267,943.00	-51.7%
5) Services and Other Operating Expenses		5000-5999	1,437,760.00	1,423,951.00	-1.0%
6) Depreciation and Amortization		6000-6999	30,400.00	30,400.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	12,484.00	21,787.00	74.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			6,910,675.00	6,880,636.00	-0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			76,214.00	(542,007.00)	-811.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			76,214.00	(542,007.00)	-811.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,524,004.00	2,600,218.00	3.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,524,004.00	2,600,218.00	3.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,524,004.00	2,600,218.00	3.0%
2) Ending Net Position, June 30 (E + F1e)			2,600,218.00	2,058,211.00	-20.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	668,221.00	434,954.00	-34.9%
c) Unrestricted Net Position		9790	1,931,997.00	1,623,257.00	-16.0%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	2,861,012.40		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) In Banks		9120	0.00		
c) In Revolving Cash Account		9130	0.00		
d) With Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	2,676.13		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	5,479.25		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
a) Land		9410	0.00		
b) Land Improvements		9420	119,270.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	(116,852.93)		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	534,363.00		
j) Accumulated Amortization-Lease Assets		9465	(136,763.00)		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			3,269,184.85		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	114,258.92		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	399,534.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			513,792.92		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(G11 + H2) - (I7 + J2)			2,755,391.93		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	4,668,344.00	4,653,028.00	-0.3%
Education Protection Account State Aid - Current Year		8012	64,968.00	63,826.00	-1.8%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,733,312.00	4,716,854.00	-0.3%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	65,007.00	85,706.00	31.8%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	72,597.00	72,597.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	98,277.00	98,277.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	11,231.00	11,231.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	21,371.00	21,371.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			268,483.00	289,182.00	7.7%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	37,952.00	37,952.00	0.0%
Mandated Costs Reimbursements		8550	9,906.00	9,906.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	88,998.00	90,636.00	1.8%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	52,653.00	52,653.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6367	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,129,751.00	442,382.00	-60.8%
TOTAL, OTHER STATE REVENUE			1,319,260.00	633,529.00	-52.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	4,164.00	4,164.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	28,236.00	28,236.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	472,352.00	468,629.00	-0.8%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	161,082.00	198,035.00	22.9%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			665,834.00	699,064.00	5.0%
TOTAL, REVENUES			6,986,899.00	8,338,629.00	-9.3%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,638,424.00	1,650,240.00	0.7%
Certificated Pupil Support Salaries		1200	137,262.00	197,510.00	43.9%
Certificated Supervisors' and Administrators' Salaries		1300	191,504.00	204,580.00	6.8%
Other Certificated Salaries		1800	230,936.00	237,997.00	3.1%
TOTAL, CERTIFICATED SALARIES			2,198,116.00	2,290,327.00	4.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	139,590.00	159,193.00	14.0%
Classified Support Salaries		2200	177,005.00	179,546.00	1.4%
Classified Supervisors' and Administrators' Salaries		2300	302,692.00	358,514.00	18.4%
Clerical, Technical and Office Salaries		2400	183,204.00	165,920.00	-9.4%
Other Classified Salaries		2900	100,723.00	54,489.00	-45.9%
TOTAL, CLASSIFIED SALARIES			903,214.00	917,662.00	1.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	562,436.00	579,812.00	3.1%
PERS		3201-3202	253,461.00	264,530.00	4.4%
OASDI/Medicare/Alternative		3301-3302	108,427.00	111,106.00	2.5%
Health and Welfare Benefits		3401-3402	825,579.00	948,145.00	14.8%
Unemployment Insurance		3501-3502	1,545.00	1,610.00	4.2%
Workers' Compensation		3601-3602	22,583.00	23,363.00	3.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,774,031.00	1,928,566.00	8.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	34,320.00	34,320.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	302,227.00	211,783.00	-29.9%
Noncapitalized Equipment		4400	215,623.00	19,340.00	-91.0%
Food		4700	2,500.00	2,500.00	0.0%
TOTAL, BOOKS AND SUPPLIES			554,670.00	267,943.00	-51.7%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	24,722.00	24,722.00	0.0%
Travel and Conferences		5200	102,066.00	85,351.00	-16.4%
Dues and Memberships		5300	19,845.00	19,845.00	0.0%
Insurance		5400-5450	93,765.00	118,329.00	26.2%
Operations and Housekeeping Services		5500	53,114.00	55,477.00	4.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	315,473.00	303,301.00	-3.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	803,723.00	791,520.00	-1.5%
Communications		5900	25,052.00	25,406.00	1.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,437,760.00	1,423,951.00	-1.0%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	23,854.00	23,854.00	0.0%
Amortization Expense-Lease Assets		6910	6,546.00	6,546.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			30,400.00	30,400.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to County Offices		7142	12,484.00	21,787.00	74.5%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			12,484.00	21,787.00	74.5%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			6,910,675.00	6,880,636.00	-0.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,733,312.00	4,716,854.00	-0.3%
2) Federal Revenue		8100-8299	268,483.00	269,182.00	7.7%
3) Other State Revenue		8300-8599	1,319,260.00	633,529.00	-52.0%
4) Other Local Revenue		8600-8799	665,834.00	699,064.00	5.0%
5) TOTAL, REVENUES			6,986,869.00	6,338,629.00	-9.3%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		3,786,689.00	3,708,151.00	-2.1%
2) Instruction - Related Services	2000-2999		1,426,596.00	1,528,247.00	7.1%
3) Pupil Services	3000-3999		753,994.00	652,033.00	-13.5%
4) Ancillary Services	4000-4999		4,311.00	11,510.00	187.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		530,453.00	564,323.00	6.4%
8) Plant Services	8000-8999		396,148.00	394,585.00	-0.4%
9) Other Outgo	9000-9999	Except 7600-7699	12,484.00	21,787.00	74.5%
10) TOTAL, EXPENSES			8,910,675.00	6,880,636.00	-0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			76,214.00	(542,007.00)	-811.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			76,214.00	(542,007.00)	-811.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,524,004.00	2,800,218.00	3.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,524,004.00	2,800,218.00	3.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,524,004.00	2,800,218.00	3.0%
2) Ending Net Position, June 30 (E + F1e)			2,600,218.00	2,058,211.00	-20.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	668,221.00	434,954.00	-34.9%
c) Unrestricted Net Position		9790	1,931,997.00	1,623,257.00	-16.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6266	Educator Effectiveness, FY 2021-22	51,869.00	0.00
6300	Lottery: Instructional Materials	67,553.00	55,457.00
6332	CA Community Schools Partnership Act - Implementation Grant	83,094.00	145,294.00
6782	Arts, Music, and Instructional Materials Discretionary Block Grant	57,483.00	0.00
7338	Dual Enrollment Opportunities	184,674.00	105,193.00
7810	Other Restricted State	228,379.00	115,587.00
9010	Other Restricted Local	15,089.00	13,443.00
Total, Restricted Net Position		688,221.00	434,954.00

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT

ALL FUNDS

BUDGET ADOPTION WORKING BUDGET

FISCAL YEAR 2025-26

6/9/2025

	General Fund/TRANS			SPECIAL REVENUE FUNDS			OTHER FUND TYPES			Total All Funds
	Unrestricted	Restricted	Total	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay	Retiree Fund	
A. REVENUES										
Local Control Funding Formula	\$ 4,716,854		\$ 4,716,854	\$	\$	\$	\$	\$	\$	\$ 4,716,854
Federal Sources		289,182	289,182							289,182
Other State Sources	73,585	559,944	633,529							633,529
Other Local Sources	494,929	204,135	699,064							699,064
Total Revenue	5,285,368	1,053,261	6,338,629							6,338,629
B. EXPENDITURES										
Certificated Salaries	1,714,889	575,438	2,290,327							2,290,327
Classified Salaries	796,609	121,053	917,662							917,662
Employee Benefits	1,359,774	568,792	1,928,566							1,928,566
Supplies	149,333	118,610	267,943							267,943
Services & Other Operating	1,033,730	390,221	1,423,951							1,423,951
Capital Outlay	30,400		30,400							30,400
Other Outgo	18,560	3,227	21,787							21,787
Support Costs	(18,988)	18,988								
Total Expenditures	5,084,307	1,796,329	6,880,636							6,880,636
C. EXCESS REVENUES (EXPENDITURES)	201,061	(743,068)	(542,007)							(542,007)
D. OTHER FINANCING SOURCES/USES										
Interfund Transfers In										
Interfund Transfers Out										
Other Sources										
Other Uses										
Contributions	(509,801)	509,801								
Total Other Sources (Uses)	(509,801)	509,801								
E. FUND BALANCE INCREASE (DECREASE)	(308,740)	(233,267)	(542,007)							(542,007)
F. ADJUSTED BEGINNING BALANCE	1,931,997	668,221	2,600,218							2,600,218
G. ENDING BALANCE	\$ 1,623,257	\$ 434,954	\$ 2,058,211	\$	\$	\$	\$	\$	\$	\$ 2,058,211

MULTI-YEAR BUDGET PROJECTION

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT											6/9/2025
ALL FUNDS	General		General	SPECIAL REVENUE FUNDS			OTHER FUND TYPES				Total
BUDGET ADOPTION MULTI-YEAR PROJECTIO	Fund/TRANS	Fund/TRANS	Fund/TRANS	Cafeteria	Special	Bond	County School	Capital	Retiree	Capital	Total
FISCAL YEAR 2026-27	Unrestricted	Restricted	Total	Fund	Reserves	Construction	Facilities	Outlay	Fund	Facilities	All Funds
A. REVENUES											
Local Control Funding Formula	\$ 4,877,684	\$	\$ 4,877,684	\$	\$	\$	\$	\$	\$	\$	\$ 4,877,684
Federal Sources		289,182	289,182								289,182
Other State Sources	73,585	559,944	633,529								633,529
Other Local Sources	495,098	204,135	699,233								699,233
Total Revenue	5,446,367	1,053,261	6,499,628								6,499,628
B. EXPENDITURES											
Certificated Salaries	1,695,126	576,431	2,271,557								2,271,557
Classified Salaries	751,834	58,564	810,398								810,398
Employee Benefits	1,384,435	490,358	1,874,793								1,874,793
Supplies	148,749	156,941	305,690								305,690
Services & Other Operating	992,775	420,084	1,412,859								1,412,859
Capital Outlay	30,400		30,400								30,400
Other Outgo	18,560	3,227	21,787								21,787
Support Costs	(18,988)	18,988									
Total Expenditures	5,002,891	1,724,593	6,727,484								6,727,484
C. EXCESS REVENUES (EXPENDITURES)	443,476	(671,332)	(227,856)								(227,856)
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(512,569)	512,569									
Total Other Sources (Uses)	(512,569)	512,569									
E. FUND BALANCE INCREASE (DECREASE)	(69,093)	(158,763)	(227,856)								(227,856)
F. ADJUSTED BEGINNING BALANCE	1,623,257	434,954	2,058,211								2,058,211
G. ENDING BALANCE	\$ 1,554,164	\$ 276,191	\$ 1,830,355	\$	\$	\$	\$	\$	\$	\$	\$ 1,830,355

MULTI-YEAR BUDGET PROJECTION

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT											6/9/2025
ALL FUNDS	General			SPECIAL REVENUE FUNDS			OTHER FUND TYPES				Total
BUDGET ADOPTION MULTI-YEAR PROJECTIO	Fund/TRANs	Fund/TRANs	Fund/TRANs	Cafeteria	Special	Bond	County School	Capital	Retiree	Capital	All Funds
FISCAL YEAR 2027-28	Unrestricted	Restricted	Total	Fund	Reserves	Construction	Facilities	Outlay	Fund	Facilities	
A. REVENUES											
Local Control Funding Formula	\$ 5,044,397		\$ 5,044,397	\$	\$	\$	\$	\$	\$	\$	\$ 5,044,397
Federal Sources		289,182	289,182								289,182
Other State Sources	73,585	559,944	633,529								633,529
Other Local Sources	495,276	204,135	699,411								699,411
Total Revenue	5,613,258	1,053,261	6,666,519								6,666,519
B. EXPENDITURES											
Certificated Salaries	1,738,527	587,727	2,326,254								2,326,254
Classified Salaries	772,196	59,964	832,160								832,160
Employee Benefits	1,443,860	502,870	1,946,730								1,946,730
Supplies	148,749	110,213	258,962								258,962
Services & Other Operating	1,058,934	282,492	1,341,426								1,341,426
Capital Outlay	30,400		30,400								30,400
Other Outgo	18,560	3,227	21,787								21,787
Support Costs	(18,988)	18,988									
Total Expenditures	5,192,238	1,565,481	6,757,719								6,757,719
C. EXCESS REVENUES (EXPENDITURES)	421,020	(512,220)	(91,200)								(91,200)
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(541,346)	541,346									
Total Other Sources (Uses)	(541,346)	541,346									
E. FUND BALANCE INCREASE (DECREASE)	(120,326)	29,126	(91,200)								(91,200)
F. ADJUSTED BEGINNING BALANCE	1,554,164	276,191	1,830,355								1,830,355
G. ENDING BALANCE	\$ 1,433,838	\$ 305,317	\$ 1,739,155	\$	\$	\$	\$	\$	\$	\$	\$ 1,739,155

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT
CASH FLOW WORKSHEET – GENERAL FUND (INCLUDES RESERVE)
2025-2026

Actuals through the month of:	0	1	2	3	4	5	6	7	8	9	10	11	12	Accruals
Before FY start	July	August	September	October	November	December	January	February	March	April	May	June		
Beginning Cash	2,463,673	2,974,733	3,387,165	3,651,028	3,857,525	3,309,069	2,799,046	2,677,457	2,596,277	2,426,955	2,264,848	2,076,339		
Local Control Funding Formula	700,252	700,252	716,208	700,252	-	15,957	280,101	316,406	332,362	316,406	316,406	248,742	73,511	
Federal Revenues	-	-	10,890	-	2,500	53,008	4,548	-	13,697	4,548	39,311	28,457	132,222	
State Revenues	11,606	11,606	11,606	34,265	1,486	-	9,100	5,262	5,262	27,921	5,262	463,575	46,579	
Local Revenues	45,854	51,815	59,735	58,399	29,848	31,377	33,434	177,566	35,412	38,038	35,484	97,832	4,269	
Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	
Receivables	38,396	-	-	20,186	0	-	94,386	94	-	-	(0)	-	-	
1000	47,974	51,462	216,216	215,318	223,067	231,512	207,696	210,337	205,119	202,360	215,897	263,369	-	
2000	44,364	51,220	71,878	86,151	84,379	88,212	71,775	94,686	82,075	82,028	86,773	74,121	-	
3000	49,131	50,848	158,519	163,429	163,700	167,232	169,770	163,682	162,013	160,747	156,745	362,749	-	
4000	-	43,241	22,563	35,212	12,995	11,195	16,515	13,382	12,804	15,950	11,802	72,284	-	
5000	143,580	154,469	65,401	106,495	98,149	112,213	77,401	98,420	94,044	87,936	113,753	272,089	-	
6000	-	-	-	-	-	-	-	-	-	-	-	30,400	-	
7000	-	-	-	-	-	-	-	-	-	-	-	21,787	-	
TF in	-	-	-	-	-	-	-	-	-	-	-	-	-	
TF out	-	-	-	-	-	-	-	-	-	-	-	-	-	
Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	
Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
TRANS Note Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	
Prepaid Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	
Cash Balance	2,974,733	3,387,165	3,651,028	3,857,525	3,309,069	2,799,046	2,677,457	2,596,277	2,426,955	2,264,848	2,076,339	1,818,147		

Total Projected Receivables (including deferred appropriations if any): 256,581
Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: **\$1,818,147**

**Northern United Humboldt Charter School
 Budget Three Year Review
 2025-26, 2026-27 & 2027-28
 Budget Adoption**

This transmittal document is provided as supporting information to the 2025-26 Budget Adoption cycle for Northern United Humboldt Charter School. The document consists of the budget year and two subsequent years.

Enrollment and Average Daily Attendance (ADA)

Enrollment projections are based on current year enrollment and attendance trends. We used a 97% attendance rate for the revenue projections in all three years. Current year ADA of 319.13 is based upon enrollment estimate of 329 students.

2026-2027 & 2027-2028

Both years assume ADA of 319.13 based on an estimated enrollment of 329.

Revenues

With the exception of Special Education and Local Revenues, revenues are calculated using the Local Control Funding Formula (LCFF) Calculator with Department of Finance (DOF) COLA for the first two budget years. Below is a summary of LCFF Revenue components for all budget years:

Components of LCFF By Object Code			
	2025-26	2026-27	2027-28
8011 - State Aid	\$4,653,028	\$4,813,858	\$4,980,571
8012 - EPA	\$63,826	\$63,826	\$63,826
8021-8089, 8096 – Property Taxes	\$	\$	\$
TOTAL FUNDING	\$4,716,854	\$4,877,684	\$5,044,397

Federal Revenues

Title I – ESSA Part A Low Income revenue is projected to be in the amount of \$98,277 and maintain that level for the two multi-years.

Title II - Improving Teacher Quality revenue is projected to be in the amount of \$11,231 and maintain that level for the two multi-years.

Title IV – Student Support and Enrichment revenue is projected to be in the amount of \$10,000 and maintain that level for the two multi-years.

The Rural and Low-Income Schools (RLIS) revenue is projected to be in the amount of \$11,371 and maintain that level for the two multi-years.

Special Ed Grant Entitlement -Individuals with Disabilities Education Act (IDEA) is projected to maintain Budget Adoption level of \$85,706 in all three budget years.

Other State Revenues

Lottery revenue of \$191 per ADA unrestricted and \$82 per ADA restricted is based on 2025-26 estimated P-2 ADA adjusted for annual, is projected to be \$63,412 unrestricted and \$27,224 restricted.

Mandate Block Grant funding was added to the budget for all three years in the amount of \$9,906.

Other Local Revenues

Local interest revenue is budgeted at \$4,164 for 2025-2026 and maintain that level for the two multi-years.

Local revenue for the business services MOU with Pacific View Charter School has been added to all three years.

The Special Ed transfer of apportion from the County Office of Education is projected to be \$198,035 and maintain that level for the two multi-years.

Expenditures:

Personnel

2025-2026

Certificated

In 2025-2026, total Certificated salaries and wages are projected to be \$2,290,327.

Classified

In 2025-2026, total Classified salaries and wages are projected to be \$917,662.

2026-2027 & 2027-2028

Certificated

The first Multi-Year budget projects a decrease in Certificated salaries and wages of \$18,770 due to the removal of the Wellness Coach Grant, a reduction of 1.2 FTE certificated teachers and step increases. The second Multi-Year budget projects an increase in Certificated salaries and wages of \$54,697 due to step increases.

Classified

The first Multi-Year budget projects a decrease in Classified salaries and wages of \$107,264 due to the removal of the Wellness Coach Grant, a reduction of 1.3 FTE clerical staff and step increases. The second Multi-Year budget projects an increase in Classified salaries and wages of \$21,762 due to step increases.

Statutory benefits are based on state and federal guidelines and information on individual participation in retirement plans.

The California State Teachers' Retirement System (STRS) budgeted rates are 19.10% in 2025-2026, 19.10% in 2026-2027 and 19.10% in 2027-2028. The California Public Employees' Retirement System (PERS) budgeted rates are 26.81% in 2025-2026, 26.90% in 2026-2027 and 27.80% in 2027-2028.

The Workers Compensation Rate is 0.74% in all three budget years.

The Health and Welfare expense budget is based on current projections for JPA rates in 2025-2026 and employee participation in benefits plans. The subsequent budget year projections are based on the continued cap of Spruce Tiered Plans.

Other Expenditures:

Other expenditures are based on prior year patterns and estimated chargeback information from the SELPA.

Agenda Item 4.
PUBLIC HEARINGS

Subject:

4.4 Public Hearing: 2025-2026 Final Budget Adoption for NU-SCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The Board is legally required to have a public hearing prior to adoption of the Final Budget each year in order that the public can give input on the budget prior to adoption. The Final Budget will be considered for adoption at the next Board meeting.

Fiscal Implications:

As shown in budget

Contact Person/s: Shari Lovett, Kelley Withers



Northern United - Siskiyou Charter School PUBLIC HEARING NOTICE

There will be a Public Hearing concerning the Northern United - Siskiyou Charter School's 2025-2026 proposed Local Control and Accountability Plan (LCAP) and Budget during the regular monthly meeting of the Board of Directors on Wednesday, June 25, 2025, 4:00 p.m. Public comment is welcome. A review copy of the proposed LCAP and Budget will be available for public inspection with the Board Meeting Packet documents on the School's website at www.nucharters.org or 423 S. Broadway, Yreka or 2409 S. Mt. Shasta Blvd, Mt. Shasta on Friday, June 20, 2025.

Posted: May 19, 2025

Posted at the following locations:

www.nucharters.org

423 S. Broadway, Yreka

2409 S. Mt. Shasta Blvd, Mt. Shasta

Charter Number: 1958

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

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

Signed: _____



Date: _____

6/26/2025

Charter School Official

(Original signature required)

Printed Name: Shari Lovett

Title: Director

For additional information on the budget report, please contact:

Charter School Contact:

Kelley Withers

Name

CBO

Title

707-445-2660 Ext 130

Telephone

kwithers@nuarters.org

E-mail Address

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	129.04	129.04	129.04	129.04	129.04	129.04
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	129.04	129.04	129.04	129.04	129.04	129.04
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	129.04	129.04	129.04	129.04	129.04	129.04

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	1,925,028.00	1,971,500.00	2.4%
2) Federal Revenue		8100-8299	67,752.00	67,752.00	0.0%
3) Other State Revenue		8300-8599	821,404.00	265,484.00	-57.7%
4) Other Local Revenue		8600-8799	44,756.00	39,756.00	-11.2%
5) TOTAL, REVENUES			2,858,940.00	2,344,492.00	-18.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	700,863.00	694,900.00	-0.9%
2) Classified Salaries		2000-2999	177,986.00	163,024.00	-8.4%
3) Employee Benefits		3000-3999	468,063.27	487,763.28	4.2%
4) Books and Supplies		4000-4999	228,539.00	107,499.00	-53.0%
5) Services and Other Operating Expenses		5000-5999	805,461.00	952,172.00	18.2%
6) Depreciation and Amortization		6000-6999	38,508.00	38,508.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	21,186.00	21,186.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			2,440,606.27	2,465,052.28	1.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			418,333.73	(120,560.28)	-128.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			418,333.73	(120,560.28)	-128.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,476,454.13	1,894,787.86	28.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,476,454.13	1,894,787.86	28.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,476,454.13	1,894,787.86	28.3%
2) Ending Net Position, June 30 (E + F1e)			1,894,787.86	1,774,227.58	-6.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	45,399.70	45,399.70	0.0%
b) Restricted Net Position		9797	545,786.32	416,271.60	-23.7%
c) Unrestricted Net Position		9790	1,303,601.84	1,312,556.28	0.7%
G. ASSETS					
1) Cash					
a) In County Treasury		9110	1,989,492.37		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	3,859.52		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
a) Land		9410	0.00		
b) Land Improvements		9420	77,215.00		
c) Accumulated Depreciation - Land Improvements		9425	(184,724.30)		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	155,809.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	158,186.00		
j) Accumulated Amortization-Lease Assets		9465	(77,988.00)		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			2,121,669.59		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	(2,927.91)		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	1,202.45		
6) Long-Term Liabilities					
a) Subscription Liability		9660	82,918.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
a) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			81,192.54		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(G11 + H2) - (I7 + J2)			2,040,477.05		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	1,877,975.00	1,924,447.00	2.5%
Education Protection Account State Aid - Current Year		8012	25,808.00	25,808.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	21,245.00	21,245.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,925,028.00	1,971,500.00	2.4%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	1,488.00	1,488.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	44,731.00	44,731.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	5,110.00	5,110.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	16,423.00	16,423.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			67,752.00	67,752.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	4,538.00	4,538.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	33,783.00	35,228.00	4.3%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 26)	6770	8590	21,904.00	21,904.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	761,179.00	203,814.00	-73.2%
TOTAL, OTHER STATE REVENUE			821,404.00	265,484.00	-67.7%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	5,000.00	5,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	10,000.00	5,000.00	-50.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	29,756.00	29,756.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers in from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			44,756.00	39,756.00	-11.2%
TOTAL, REVENUES			2,858,940.00	2,344,492.00	-18.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	548,975.00	544,850.00	-0.8%
Certificated Pupil Support Salaries		1200	76,500.00	76,500.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	75,388.00	73,550.00	-2.4%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			700,863.00	694,900.00	-0.9%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	5,400.00	5,670.00	5.0%
Classified Support Salaries		2200	8,541.00	9,009.00	5.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	117,510.00	123,550.00	5.1%
Other Classified Salaries		2900	46,535.00	24,795.00	-46.7%
TOTAL, CLASSIFIED SALARIES			177,986.00	163,024.00	-8.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	158,123.27	157,476.93	-0.4%
PERS		3201-3202	69,094.67	71,722.73	3.8%
OASDI/Medicare/Alternative		3301-3302	29,888.79	29,026.42	-2.9%
Health and Welfare Benefits		3401-3402	204,089.95	222,588.00	9.1%
Unemployment Insurance		3501-3502	440.68	428.98	-2.7%
Workers' Compensation		3601-3602	6,425.91	6,520.22	1.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			468,063.27	487,763.28	4.2%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	20,000.00	24,094.00	20.5%
Books and Other Reference Materials		4200	3,705.00	3,705.00	0.0%
Materials and Supplies		4300	107,546.00	79,700.00	-25.9%
Noncapitalized Equipment		4400	97,288.00	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			228,539.00	107,499.00	-53.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	38,252.00	38,252.00	0.0%
Dues and Memberships		5300	18,304.00	18,304.00	0.0%
Insurance		5400-5450	46,068.00	58,000.00	25.9%
Operations and Housekeeping Services		5500	35,800.00	37,700.00	5.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	164,628.00	169,134.00	2.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	490,674.00	619,047.00	26.2%
Communications		5900	11,735.00	11,735.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			805,461.00	952,172.00	18.2%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	38,508.00	38,508.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			38,508.00	38,508.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to County Offices		7142	21,186.00	21,186.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			21,186.00	21,186.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			2,440,606.27	2,465,052.28	1.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	1,925,028.00	1,971,500.00	2.4%
2) Federal Revenue		8100-8299	67,752.00	67,752.00	0.0%
3) Other State Revenue		8300-8599	821,404.00	265,484.00	-67.7%
4) Other Local Revenue		8600-8799	44,756.00	39,756.00	-11.2%
5) TOTAL, REVENUES			2,858,940.00	2,344,492.00	-18.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		1,324,261.60	1,308,859.02	-1.2%
2) Instruction - Related Services	2000-2999		476,473.87	486,023.37	2.0%
3) Pupil Services	3000-3999		208,854.48	213,380.42	2.2%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		169,694.98	190,875.00	12.5%
8) Plant Services	8000-8999		240,135.34	244,728.47	1.9%
9) Other Outgo	9000-9999	Except 7600-7699	21,186.00	21,186.00	0.0%
10) TOTAL, EXPENSES			2,440,606.27	2,465,052.28	1.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			418,333.73	(120,560.28)	-128.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			418,333.73	(120,560.28)	-128.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,476,454.13	1,894,787.86	28.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,476,454.13	1,894,787.86	28.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,476,454.13	1,894,787.86	28.3%
2) Ending Net Position, June 30 (E + F1e)			1,894,787.86	1,774,227.58	-6.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	45,399.70	45,399.70	0.0%
b) Restricted Net Position		9797	545,786.32	416,271.60	-23.7%
c) Unrestricted Net Position		9790	1,303,601.84	1,312,556.28	0.7%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
3010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	.36	.03
6266	Educator Effectiveness, FY 2021-22	19,716.30	.30
6300	Lottery: Instructional Materials	23,440.67	27,316.67
6331	CA Community Schools Partnership Act - Planning Grant	13,464.38	13,464.38
6332	CA Community Schools Partnership Act - Implementation Grant	(.46)	(.76)
6383	Golden State Pathways Program	377,967.26	306,917.05
6500	Special Education	.45	.45
6546	Mental Health-Related Services	221.00	221.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	39,094.43	.43
6770	Arts and Music In Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	17,360.57	18,082.69
7810	Other Restricted State	57,380.20	50,128.20
9010	Other Restricted Local	141.16	141.16
Total, Restricted Net Position		545,786.32	416,271.60

NORTHERN UNITED - SISKIYOU CHARTER SCHOOL

ALL FUNDS BUDGET ADOPTION WORKING BUDGET FISCAL YEAR 2025-26	General			SPECIAL REVENUE FUNDS			OTHER FUND TYPES			6/18/2025	Total All Funds
	Fund/TRANs Unrestricted	Fund/TRANs Restricted	Fund/TRANs Total	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay	Retiree Fund	Capital Facilities	
A. REVENUES											
Local Control Funding Formula	\$ 1,971,500		\$ 1,971,500	\$	\$	\$	\$	\$	\$	\$	\$ 1,971,500
Federal Sources		67,752	67,752								67,752
Other State Sources	29,185	236,299	265,484								265,484
Other Local Sources	10,000	29,756	39,756								39,756
Total Revenue	2,010,685	333,807	2,344,492								2,344,492
B. EXPENDITURES											
Certificated Salaries	571,850	123,050	694,900								694,900
Classified Salaries	138,229	24,795	163,024								163,024
Employee Benefits	382,765	104,998	487,763								487,763
Supplies	74,300	33,199	107,499								107,499
Services & Other Operating	702,639	249,533	952,172								952,172
Capital Outlay	38,508		38,508								38,508
Other Outgo	21,186		21,186								21,186
Support Costs	(5,727)	5,727									
Total Expenditures	1,923,750	541,302	2,465,052								2,465,052
C. EXCESS REVENUES (EXPENDITURES)	86,935	(207,495)	(120,560)								(120,560)
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(77,981)	77,981									
Total Other Sources (Uses)	(77,981)	77,981									
E. FUND BALANCE INCREASE (DECREASE)	8,954	(129,514)	(120,560)								(120,560)
F. ADJUSTED BEGINNING BALANCE	1,349,002	545,786	1,894,788								1,894,788
G. ENDING BALANCE	\$ 1,357,956	\$ 416,272	\$ 1,774,228	\$	\$	\$	\$	\$	\$	\$	\$ 1,774,228

MULTI-YEAR BUDGET PROJECTION

NORTHERN UNITED - SISKIYOU CHARTER SCHOOL											
ALL FUNDS											
BUDGET ADOPTION MULTI-YEAR PROJECTIO											
FISCAL YEAR 2026-27											
	General	General	General	SPECIAL REVENUE FUNDS			OTHER FUND TYPES				Total
	Fund/TRANS	Fund/TRANS	Fund/TRANS	Cafeteria	Special	Bond	County School	Capital	Retiree	Capital	All Funds
	Unrestricted	Restricted	Total	Fund	Reserves	Construction	Facilities	Outlay	Fund	Facilities	
A. REVENUES											
Local Control Funding Formula	\$ 2,037,764	\$	\$ 2,037,764	\$	\$	\$	\$	\$	\$	\$	\$ 2,037,764
Federal Sources		67,752	67,752								67,752
Other State Sources	29,719	236,463	266,182								266,182
Other Local Sources	10,022	29,756	39,778								39,778
Total Revenue	2,077,505	333,971	2,411,476								2,411,476
B. EXPENDITURES											
Certificated Salaries	582,060	123,050	705,110								705,110
Classified Salaries	140,776	24,795	165,571								165,571
Employee Benefits	397,461	105,021	502,482								502,482
Supplies	74,300	28,105	102,405								102,405
Services & Other Operating	704,524	192,259	896,783								896,783
Capital Outlay	38,508		38,508								38,508
Other Outgo	21,186		21,186								21,186
Support Costs	(12,284)	12,284									
Total Expenditures	1,946,531	485,514	2,432,045								2,432,045
C. EXCESS REVENUES (EXPENDITURES)	130,974	(151,543)	(20,569)								(20,569)
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(77,999)	77,999									
Total Other Sources (Uses)	(77,999)	77,999									
E. FUND BALANCE INCREASE (DECREASE)	52,975	(73,544)	(20,569)								(20,569)
F. ADJUSTED BEGINNING BALANCE	1,357,956	416,272	1,774,228								1,774,228
G. ENDING BALANCE	\$ 1,410,931	\$ 342,728	\$ 1,753,659	\$	\$	\$	\$	\$	\$	\$	\$ 1,753,659

MULTI-YEAR BUDGET PROJECTION

NORTHERN UNITED - SISKIYOU CHARTER SCHOOL											6/18/2025
ALL FUNDS	General Fund/TRANS			SPECIAL REVENUE FUNDS			OTHER FUND TYPES				Total
BUDGET ADOPTION MULTI-YEAR PROJECTIO	Unrestricted	Restricted	Total	Cafeteria Fund	Special Reserves	Bond Construction	County School Facilities	Capital Outlay	Retiree Fund	Capital Facilities	All Funds
FISCAL YEAR 2027-28											
A. REVENUES											
Local Control Funding Formula	\$ 2,107,437	\$	\$ 2,107,437	\$	\$	\$	\$	\$	\$	\$	\$ 2,107,437
Federal Sources		67,752	67,752								67,752
Other State Sources	29,167	236,125	265,292								265,292
Other Local Sources	9,934	29,756	39,690								39,690
Total Revenue	2,146,538	333,633	2,480,171								2,480,171
B. EXPENDITURES											
Certificated Salaries	592,270	123,050	715,320								715,320
Classified Salaries	143,323	24,795	168,118								168,118
Employee Benefits	414,761	105,245	520,006								520,006
Supplies	74,300	28,105	102,405								102,405
Services & Other Operating	706,503	192,259	898,762								898,762
Capital Outlay	38,508		38,508								38,508
Other Outgo	21,186		21,186								21,186
Support Costs	(12,284)	12,284									
Total Expenditures	1,978,567	485,738	2,464,305								2,464,305
C. EXCESS REVENUES (EXPENDITURES)	167,971	(152,105)	15,866								15,866
D. OTHER FINANCING SOURCES/USES											
Interfund Transfers In											
Interfund Transfers Out											
Other Sources											
Other Uses											
Contributions	(78,178)	78,178									
Total Other Sources (Uses)	(78,178)	78,178									
E. FUND BALANCE INCREASE (DECREASE)	89,793	(73,927)	15,866								15,866
F. ADJUSTED BEGINNING BALANCE	1,410,931	342,728	1,753,659								1,753,659
G. ENDING BALANCE	\$ 1,500,724	\$ 268,801	\$ 1,769,525	\$	\$	\$	\$	\$	\$	\$	\$ 1,769,525

NORTHERN UNITED - HUMBOLDT CHARTER SCHOOL DISTRICT
CASH FLOW WORKSHEET – GENERAL FUND (INCLUDES RESERVE)
2025-2026

	0	1	2	3	4	5	6	7	8	9	10	11	12	
Actuals through the month of:	Before FY start	July	August	September	October	November	December	January	February	March	April	May	June	Accruals
Beginning Cash	1,833,536	1,994,474	2,127,308	2,253,645	2,348,510	2,157,093	1,975,314	1,975,314	#####	1,868,880	1,832,233	1,800,144	1,756,246	
Local Control Funding Formula	281,696	281,696	288,148	281,696	-	6,452	112,679	130,862	143,523	133,967	133,967	138,046	38,768	
Federal Revenues	-	-	-	-	2,500	19,170	2,569	-	1,278	2,569	17,892	8,777	12,997	
State Revenues	4,651	4,651	4,651	13,458	681	-	3,903	2,109	2,109	10,916	2,109	198,128	18,120	
Local Revenues	4,626	4,699	4,784	6,008	318	335	3,254	3,774	2,258	2,286	3,497	2,182	1,735	
Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	
Receivables	837	-	-	1,008	0	-	4,716	5	-	-	-	-	-	
1000	14,556	15,614	65,601	65,329	67,680	70,242	63,016	63,818	62,234	61,397	65,505	79,908	-	
2000	7,881	9,099	12,769	15,305	14,990	15,671	12,751	16,821	14,581	14,572	15,415	13,168	-	
3000	12,426	12,860	40,092	41,334	41,402	42,295	42,937	41,398	40,976	40,655	39,643	91,745	-	
4000	-	17,348	9,052	14,127	5,214	4,491	6,626	5,369	5,137	6,399	4,735	29,000	-	
5000	96,010	103,291	43,732	71,211	65,631	75,035	51,757	65,812	62,886	58,801	76,065	181,941	-	
6000	-	-	-	-	-	-	-	-	-	-	-	-	38,508	-
7000	-	-	-	-	-	-	-	-	-	-	-	-	21,186	-
TF in	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TF out	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payables	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TRANS Note Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Balance	1,994,474	2,127,308	2,253,645	2,348,510	2,157,093	1,975,314	1,925,347	1,868,880	1,832,233	1,800,144	1,756,246	1,647,922		

Total Projected Receivables (including deferred appropriations if any): 71,620
Final Projected Cash Balance General/Charter Fund, TRANS, Reserve: **\$1,647,922**

**Northern United Siskiyou Charter School
Budget Three Year Review
2025-26, 2026-27 & 2027-28
Budget Adoption**

This transmittal document is provided as supporting information to the 2025-26 Budget Adoption cycle for Northern United Siskiyou Charter School. The document consists of the budget year and two subsequent years.

Enrollment and Average Daily Attendance (ADA)

Enrollment projections are based on current year enrollment and attendance trends. We used a 95% attendance rate for the revenue projections in all three years. Current year ADA of 129.04 is based upon enrollment estimate of 136 students.

2026-2027 & 2027-2028

Both years assume ADA of 129.04 based on an estimated enrollment of 136.

Revenues

With the exception of Special Education and Local Revenues, revenues are calculated using the Local Control Funding Formula (LCFF) Calculator with Department of Finance (DOF) COLA for the first two budget years. Below is a summary of LCFF Revenue components for all budget years:

Components of LCFF By Object Code			
	2025-26	2026-27	2027-28
8011 - State Aid	\$1,924,447	\$1,990,711	\$2,060,384
8012 - EPA	\$25,808	\$25,808	\$25,808
8021-8089, 8096 – Property Taxes	\$21,245	\$21,245	\$21,245
TOTAL FUNDING	\$1,971,500	\$2,037,764	\$2,107,437

Federal Revenues

Title I – ESSA Part A Low Income revenue is projected to be in the amount of \$44,731 and maintain that level for the two multi-years.

Title II - Improving Teacher Quality revenue is projected to be in the amount of \$5,110 and maintain that level for the two multi-years.

Title IV – Student Support and Enrichment revenue is projected to be in the amount of \$10,000 and maintain that level for the two multi-years.

The Rural and Low-Income Schools (RLIS) revenue is projected to be in the amount of \$6,423 and maintain that level for the two multi-years.

Other State Revenues

Lottery revenue of \$191 per ADA unrestricted and \$82 per ADA restricted is based on 2025-26 estimated P-2 ADA adjusted for annual, is projected to be \$24,647 unrestricted and \$10,581 restricted.

Mandate Block Grant funding was added to the budget in the amount of \$4,538.

Other Local Revenues

Local interest revenue is budgeted at \$5,000 for 2025-2026 and maintain that level for the two multi-years.

The Special Ed transfer of apportion from the County Office of Education is projected to be \$29,756 and maintain that level for the two multi-years.

Expenditures:

Personnel

2025-2026

Certificated

In 2025-2026, total Certificated salaries and wages are projected to be \$694,900.

Classified

In 2025-2026, total Classified salaries and wages are projected to be \$163,024.

2026-2027 & 2027-2028

Certificated

The first Multi-Year budget projects an increase in Certificated salaries and wages of \$10,210 due to step increases. The second Multi-Year budget projects an increase in Certificated salaries and wages of \$10,210 due to step increases.

Classified

The first Multi-Year budget projects an increase in Classified salaries and wages of \$2,547 due to step increases. The second Multi-Year budget projects an increase in Classified salaries and wages of \$2,547 due to step increases.

Statutory benefits are based on state and federal guidelines and information on individual participation in retirement plans.

The California State Teachers' Retirement System (STRS) budgeted rates are 19.10% in 2025-2026, 19.10% in 2026-2027 and 19.10% in 2027-2028. The California Public Employees' Retirement System (PERS) budgeted rates are 26.81% in 2025-2026, 26.90% in 2026-2027 and 27.80% in 2027-2028.

The Workers Compensation Rate is 0.74% in all three budget years.

The Health and Welfare expense budget is based on current projections for JPA rates in 2025-2026 and employee participation in benefits plans. The subsequent budget year projections are based on the continued cap of Spruce Tiered Plans.

Other Expenditures:

Other expenditures are based on prior year patterns and estimated chargeback information from the SELPA.

Agenda Item 4.
PUBLIC HEARINGS

Subject:

4.5 Public Hearing: 2025-2026 Budget Overview for Parents and Local Control and Accountability Plan with 2024-2025 Annual Update for NU-HCS

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

The Board is legally required to have a public hearing prior to the approval of the Local Control and Accountability Plan (LCAP). The LCAP will be considered for approval at the next Board meeting.

Using data and input from educational partners, the LCAP attempts to capture and reduce to writing what our school does well and areas for growth. It represents the goals of all educational partners and includes the resources the school allocates to reach these goals.

The administrative staff in cooperation with our business office, and the Humboldt County Office of Education (HCOE) have developed the 2025-26 LCAP.

This document was developed in coordination with the development of the 2025-2026 school budget. The draft has been reviewed by HCOE.

The LCAP has two goals:

1. Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.
2. Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

In addition to the LCAP, this item also includes a Budget Overview for Parents and Annual Updates of the 2024-2025 LCAP.

Fiscal Implications:

The LCAP and budget mirror each other.

Contact Person/s: Shari Lovett



Northern United - Humboldt Charter School PUBLIC HEARING NOTICE

There will be a Public Hearing concerning the Northern United - Humboldt Charter School's 2025-2026 proposed Local Control and Accountability Plan (LCAP) and Budget during the regular monthly meeting of the Board of Directors on Wednesday, June 25, 2025, 4:00 p.m. Public comment is welcome. A review copy of the proposed LCAP and Budget will be available for public inspection with the Board Meeting Packet documents on the School's website at www.nucharters.org or any of our facilities listed below on Friday, June 20, 2025.

Posted: May 19, 2025

Posted at the following locations:

www.nucharters.org

2120 Campton Road, Suite H, Eureka

1539 F Street, Arcata

5 Cemetery Road, Briceland

2020 Campton Road, Eureka

4620 Meyers Ave., Eureka

72 The Terrace, Willow Creek

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern United - Humboldt Charter School

CDS Code: 12101240137364

School Year: 2025-26

LEA contact information:

Shari Lovett

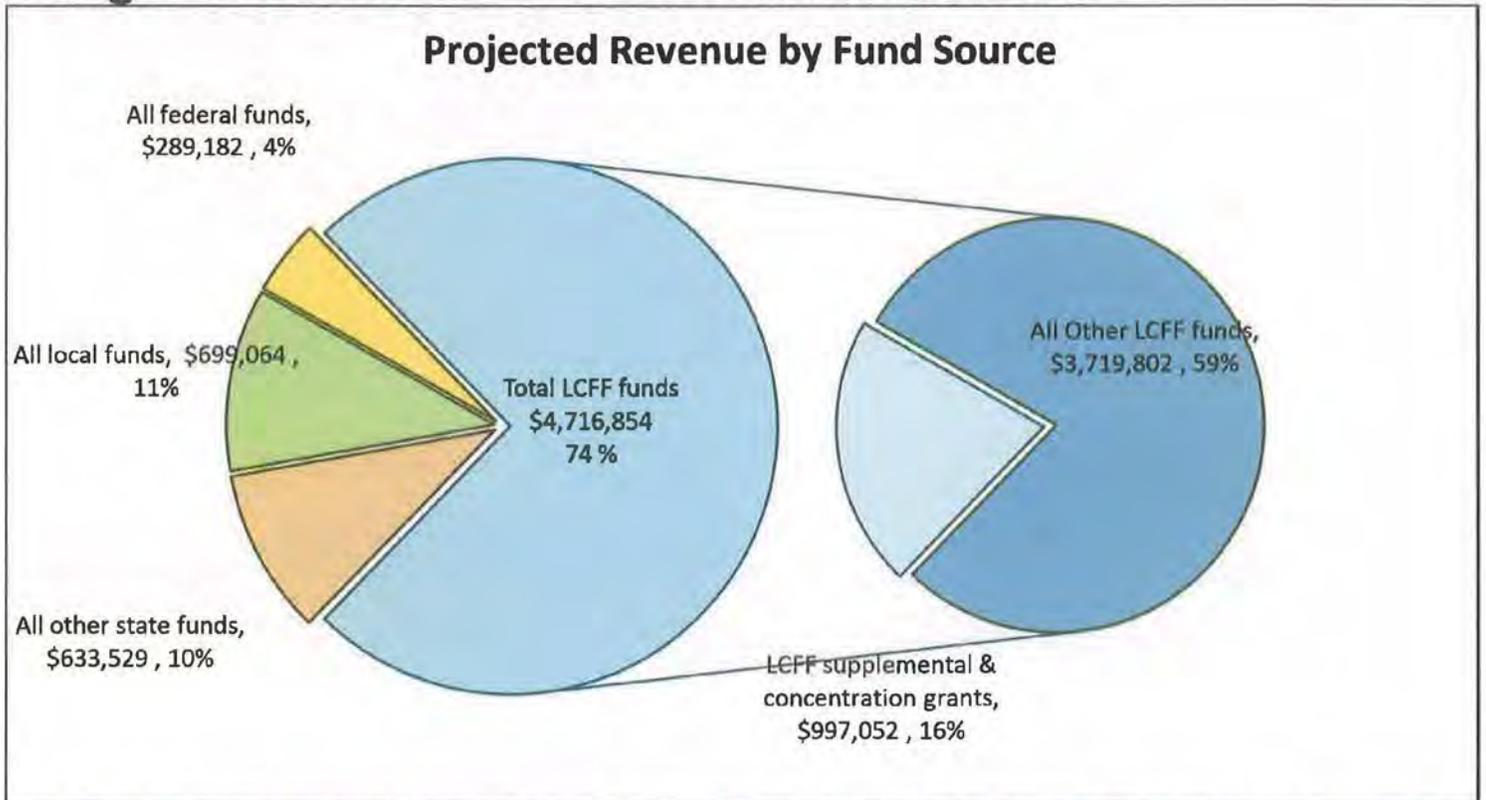
Director

slovett@nuarters.org

(707) 445-2660 Ext. 110

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

Budget Overview for the 2025-26 School Year



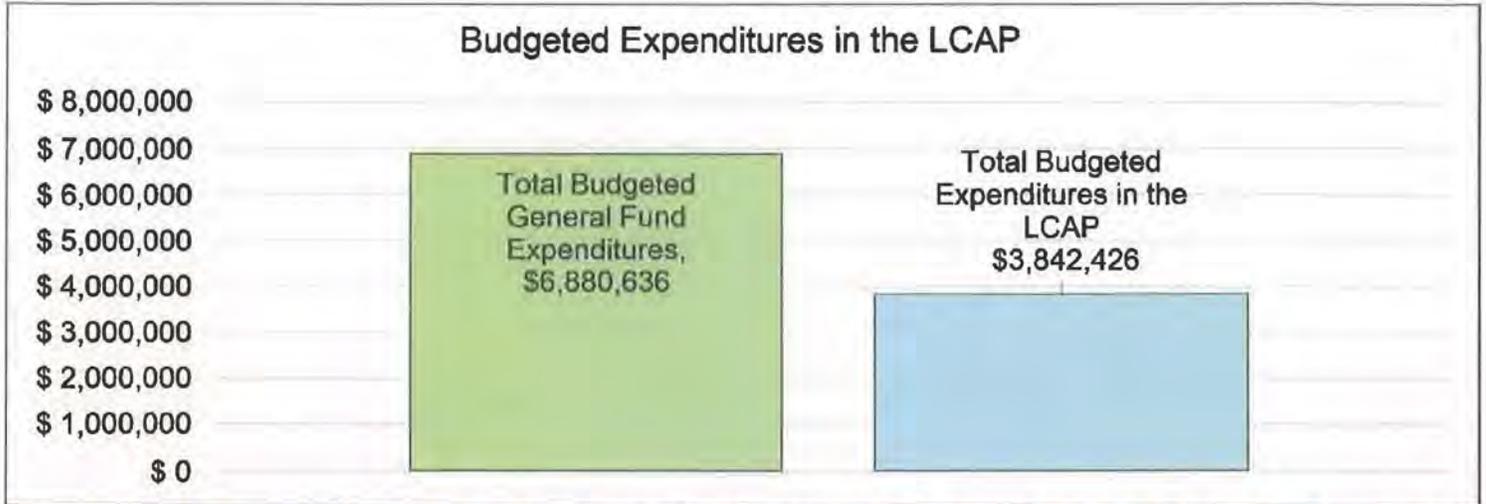
This chart shows the total general purpose revenue Northern United - Humboldt Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northern United - Humboldt Charter School is \$6,338,629, of which \$4,716,854 is Local Control Funding Formula (LCFF), \$633,529 is other state funds, \$699,064 is local funds, and \$289,182 is federal funds. Of the \$4,716,854 in LCFF Funds, \$997,052

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 Northern United - Humboldt Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Northern United - Humboldt Charter School plans to spend \$6,880,636 for the 2025-26 school year. Of that amount, \$3,842,426.00 is tied to actions/services in the LCAP and \$3,038,210 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

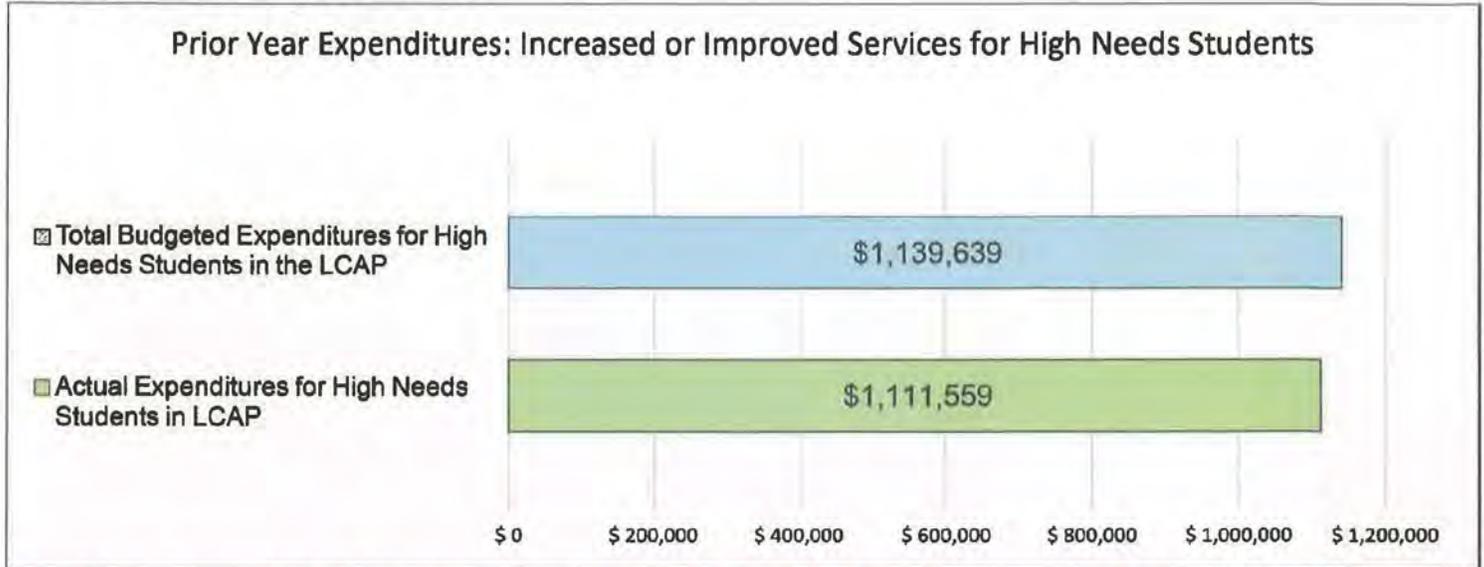
Director and Administration expenses, curriculum, supplies, utilities, leases, maintenance expenses, audit fees, legal fees, insurance and central business expenses.

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

In 2025-26, Northern United - Humboldt Charter School is projecting it will receive \$997,052 based on the enrollment of foster youth, English learner, and low-income students. Northern United - Humboldt Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northern United - Humboldt Charter School plans to spend \$1,189,796.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Northern United - Humboldt Charter School's LCAP budgeted \$1,139,639 for planned actions to increase or improve services for high needs students. Northern United - Humboldt Charter School actually spent \$1,111,559 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$28,080 had the following impact on Northern United - Humboldt Charter School's ability to increase or improve services for high needs students:

All services were still provided. The funding shifted because we received additional grants to support our CTE program that were added after budget adoption.

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
Northern United - Humboldt Charter School	Shari Lovett Director	slovett@nuarters.org (707) 445-2660 Ext. 110

Plan Summary [2025-26]

General Information

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

Northern United - Humboldt Charter School petitioned Humboldt County Office Education to become the first countywide benefit charter in Humboldt County. Northern United - Humboldt Charter School's petition was approved on February 14, 2018. Northern United - Humboldt Charter School serves students in grades TK-12, with six facilities throughout Humboldt County. We are WASC accredited and are an AVID certified school. We offer our students a variety of instructional opportunities including field trips, enrichment classes, concurrent and dual enrollment, and CTE pathways. Northern United – Humboldt Charter School students are educated through personalized learning programs. Within that context, students may receive their instruction through home-based learning or through attendance at a learning center. Students who select home-based learning meet with their teacher on a schedule that accommodates their educational needs. They may also participate in classes with other students at one of our facilities. Students who chose to attend one of our learning centers meet with their teachers on a more regular basis. Because all of our students are independent study, parents play a vital role in their student's education. The program parents select determines the degree to which the parent is involved. The parents can become the primary facilitators of their child's learning program if they choose. Professional learning and parent education are available and encouraged. We work with all of our students and parents by providing them with educational resources, a credentialed teacher, and access to a team of educational staff. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning. Northern United - Humboldt Charter School provides a safe environment and positive culture for our students. We utilize PBIS, a behavioral framework, to help support our students achieve improved social and academic outcomes. We are an ALICE-certified school with staff who are trained in active shooter response. To help support the social/emotional needs of our students, we offer an Outdoor Resiliency Building Education program, as well as counselors and a school psychologist.

Reflections: Annual Performance

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

Part 1:

Based on the California School Dashboard and local data, Northern United - Humboldt Charter School shows large growth in the chronic absentee rate. However, student performance, particularly for social economically disadvantages students, falls below desired levels in ELA and math. Our high school students continue to show growth. Completion rates for UC/CSU A-G course requirements, CTE pathways, our AP Passing Rate and the College and Career Indicator all showed improvement. To improve, we need to continue our focus on targeted interventions to support struggling students, expand access to rigorous coursework, and enhance support for diverse student populations.

Part 2:

2023 Dashboard (Data must remain in the plan for the full 3 year cycle)

Lowest Performance Level (Student Group Performance LEA/School Level)

- Chronic Absenteeism: Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White

The 2023 California School Dashboard data reveals concerning disparities in chronic absenteeism rates. While the overall rate is 17.1%, students from socioeconomically disadvantaged backgrounds (SED) show a higher rate of 20.9%, those identifying as Two or More Races have a notably higher rate of 37.1% and students with disabilities have a rate of 36.4%. In contrast, White students exhibit a lower rate of 13.2%. These disparities underscore the need for targeted interventions to address barriers to attendance, particularly for marginalized student groups, and promote equitable attendance practices to ensure all students have the opportunity to succeed. These targeted interventions are evidenced in Actions 2.1 and 2.2 are directed toward this indicator and these targeted groups.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Teachers, Principals, Administrators, Other School Personnel</p>	<p>We distributed two different surveys for all staff to complete. The surveys focused on school climate, family engagement, California state standards curriculum and implementation. The surveys were distributed to all staff. The School Climate and Engagement Survey and the Implementation of State Standards Survey were all distributed on January 9, 2025, March 14, 2025 and again at a staff meeting on March 14, 2025. In total, we received 53 staff responses.</p> <p>Input was also solicited through LCAP meetings held at our learning centers. These meetings occurred on September 19th, December 11th, December 18th, March 20th, and April 21st. Total staff attendees: 9 teachers; 1 principals; 2 administrators; 3 other school personnel</p> <p>Additionally, a Parent/Community Advisory Council (PAC) meets with the purpose of seeking guidance and input on the LCAP. This group is made up of nine members, including 4 staff members, and met on October 8th, December 10th, February 11th and May 13th.</p> <p>All staff had the opportunity to give feedback at Northern United Charter Schools' Board meetings. A midyear LCAP report was given to the Board and to the public on February 12, 2025. A public hearing was held on June 25, 2025, with plan adoption on June 26, 2025.</p>

Educational Partner(s)	Process for Engagement
	Northern United - Humboldt Charter School does not have a bargaining unit.
Humboldt/Del Norte SELPA	Consultation with our SELPA was completed in May 2025.
Parents, Students	<p>We distributed one survey for parents and students. The survey focused on school climate and family engagement. The surveys were distributed to all parents, including those with students who are included in our subgroups (SED, SWD, Two or More Races, White). The School Climate Survey and Family Engagement Survey was distributed on March 14, 2025 through email and on Parent Square and was posted on the school website. The survey was also emailed to teachers and the teachers were asked to give them to parents and students. In total, we received feedback to our surveys from 44 parents and 16 students.</p> <p>Input was also solicited through LCAP meetings held at our learning centers. These meetings occurred on September 19th, December 11th, December 18th, March 20th, April 21st and April 23rd. A total of 57 parents and 46 students attended.</p> <p>Listening sessions and student interviews were also held at two of our learning centers.</p> <p>Additionally, a Parent/Community Advisory Council (PAC) meets with the purpose of seeking guidance and input on the LCAP. This group is made up of nine members, including 3 parents and 2 students, and met on October 8th, December 10th, February 11th and May 13th.</p> <p>Parents had the opportunity to give feedback at Northern United Charter Schools' Board meetings. A midyear LCAP report was given to the Board and to the public on February 12, 2025. A public hearing was held on June 25, 2025, with plan adoption on June 26, 2025.</p> <p>Northern United - Humboldt Charter School does not have an ELAC group due to the low number of EL students.</p>

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

As a result of our educational partner's feedback, we included College and Career opportunities, including employing a College and Career Coordinator and increasing CTE pathways. We also received feedback regarding academic intervention. To address this, we added actions related to implementing targeted intervention programs and support services for underperforming students, particularly those in the Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD) groups.

We also received feedback regarding the social/emotional wellbeing of our students. In an effort to support students social/emotional needs, we will continue to employ a social/emotional counselor, as well as implementing our Outdoor Resiliency Building Experiences program. We also heard that we need to work to foster a culture of collaboration and transparency by involving educational partners in the development, implementation, and evaluation of school initiatives. This will be addressed through our Community School action.

By addressing our goals, NU-HCS will be able to improve academic achievement across all student groups, enhance the overall learning environment, and increase community involvement in decision-making processes, ultimately leading to a more positive school climate and better academic outcomes for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Upon reflection of our current and historical student performance data on the California School Dashboard, our local data, and feedback from educational partners, we determined that we need to focus on the academic progress of our students. It seeks to strengthen learning, teaching, and leadership within the school by adopting a comprehensive strategy that considers feedback from educational partners and lessons from previous LCAP cycles. Additionally, due to the continued impacts of the COVID-19 pandemic and related facility closures, many students have experienced gaps in their learning. Focusing on student performance must be a central focus for our school. The actions and metrics chosen will help us achieve this goal by placing emphasis on academic rigor, state standards, a broad course study, and college readiness. This approach underlines our commitment to continuous improvement, adaptability, and addressing identified growth areas such as engaging learning experiences, personalized education paths, and enhanced teacher-student interactions in innovative ways to ensure each student can achieve their best.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Reading Assessment Growth	The baseline will be determined with a new local assessment during the 2024-2025 school year. 2023-2024 Renaissance Growth Analysis (Fall to Spring):	The average achievement percentile (across all grades in Reading was 51.9 in Fall and 51.6 in Winter. The average achievement percentile (across all grades) in		Average achievement percentile growth (Fall to Winter): 70	Baseline was determined during the 2024-2025 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		76% of students Met or Exceeded growth target in Reading (Parsec GO)	Reading has decreased by 0.3.			
1.2	Local Math Assessment Growth	The baseline will be determined with a new local assessment during the 2024-2025 school year. 2023-2024 Renaissance Growth Analysis (Fall to Spring): 73% of students Met or Exceeded growth target in Math (Parsec Go)	The average achievement percentile (across all grades) in Math was 48 in Fall and 43.6 in Winter. The average achievement percentile (across all grades) in Math has decreased by 4.4.		Average achievement percentile growth (Fall to Winter): 60	Baseline was determined during the 2024-2025 school year.
1.3	ELA CAASPP Scores	All: 1.5 points below standard SED: 12.1 points below standard (2023 Dashboard)	All: 6.3 points below standard SED: 14.2 points below standard (2024 Dashboard)		All: 5 points above standard SED: 5 points above standard	All: Decreased by 4.8 points SED: Decreased by 2.1 points
1.4	Math CAASPP Scores	All: 31.9 points below standard SED: 39 points below standard (2023 Dashboard)	All: 33.3 points below standard SED: 39.7 points below standard (2024 Dashboard)		All: 5 points above standard SED: 5 points above standard	All: Decreased by 1.4 points SED: Decreased by .7 of a point
1.5	CA Science Test Scores	All: 33.76% met or exceeded SED: 40.35% met or exceeded	All: 27.27% met or exceeded SED: 15.39% met or exceeded		All: 50% met or exceeded SED: 50% met or exceeded	All: Decrease in met or exceeded by 6.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 14.29% met or exceeded (2023 CAASPP-ELPAC)	SWD: Too few to report (2024 CAASPP-ELPAC)		SWD: 50% met or exceeded	SED: Decrease in met or exceeded by 24.96% SWD: Unknown - too few to report
1.6	English Learner Progress	Too few to report	Too few to report		100% making progress toward English proficiency	Too few to report
1.7	English Learner Reclassification Rate	33% reclassified (CalPads)	Too few to report		50% reclassified	Too few to report
1.8	CTE Pathway Completion Rate	7.7% completion rate (2023 Dashboard)	14.8% completion rate (2024 Dashboard)		15% completion rate	Increase by 7.1%
1.9	UC or CSU Entrance Requirement Rate	19.2% completion rate (2023 Dataquest)	48.1% completion rate (2024 Dashboard)		30% completion rate	Increase by 28.9% Outcome met
1.10	Advanced Placement Passing Rate (Score of 3 or higher)	0 students took an AP test (College Board)	50% passing rate (College Board)		50% passing	Increase by 50% Outcome met
1.11	Early Assessment Program (EAP) Rate	36.85% scoring at Level 3 or 4 (2023 Dataquest)	48.68% scoring at Level 3 or 4 (2024 Dataquest)		50% scoring at Level 3 or 4	Increase by 11.83%

Goal Analysis [2024-25]

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

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

All actions were implemented as planned, except Goal 1, Action 3. Due to receiving the Middle College, Early College grant, we were able to spend more than originally planned for this action.

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.

Goal 1, Action 3 - We received a Middle College, Early College grant which allowed us to provide additional dual enrollment professional development for our College and Career Director resulting in spending \$38,803 more than originally budgeted.

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

Based on the most current metrics, the effectiveness of these actions shows mixed results across initiatives:

1.1 Instruction (Employ highly qualified teachers)

The implementation of highly qualified teaching staff has shown early signs of positive impact. According to the 2023–2024 Renaissance Growth Analysis, 86% of students met or exceeded growth targets in Reading, a 10% improvement from the previous year. However, the average achievement percentile slightly decreased (51.9 to 51.6), suggesting that while students are meeting growth targets, their relative national standing remains stagnant. This implies instruction is effective in promoting individual growth but may need enhancement to raise overall achievement levels. However, because we switched to a new local assessment (IXL) in 2025-2026, we'll have to continue to monitor the effectiveness of this action.

1.2 Academic Intervention (Tutors, aides, intervention staff)

Academic intervention strategies have shown promising gains, especially in math. The percentage of students meeting or exceeding growth targets increased from 73% to 83%, though the average percentile in Math dropped from 48 to 43.6, a decrease of 4.4 points. This highlights that while many students are progressing, overall performance lags, indicating a need to strengthen or adjust intervention strategies to ensure both growth and proficiency.

1.3 College and Career Readiness (Support staff, CTE pathways)

This area has seen notable success, particularly in postsecondary preparation. The CTE Pathway completion rate rose from 7.7% to 14.8%, nearly meeting the 15% target. More significantly, the UC/CSU eligibility rate jumped from 19.2% to 48.1%, far surpassing the 30% target. Similarly, the AP passing rate increased from 0% to 50%, and the EAP proficiency rose by 11.83%. These data indicate strong effectiveness of college and career readiness initiatives in improving long-term student outcomes.

1.4 Special Education Services (Employ special education staff)

While staffing has improved support for students with disabilities, performance data remains limited. In Science, performance among Students with Disabilities (SWD) is not reportable due to low numbers, though overall results declined (e.g., SWD scores dropped or were too few to report). This suggests that while services may be in place, more targeted support and data tracking are needed to assess and improve academic outcomes for SWD.

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.

In the coming year, there is a change in Metrics 1.1 and 1.2. This is due to a change in the local reading and math assessment now being used. When the LCAP was first created (2023-2024 school year), NU-HCS had adopted Renaissance as the local assessment tool being used for both reading and math. During the 2024-2025 school year, NU-HCS adopted a new local assessment tool (IXL) for both reading and math. As a result, the metric, including the baseline date, needed to change.

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	Instruction	Employ highly qualified teachers	\$1,407,352.00	No
1.2	Academic Intervention	Implement academic intervention (intervention staff/tutors/instructional aides)	\$889,958.00	Yes
1.3	College and Career Readiness	Develop college and career readiness (college and career support staff, CTE pathways)	\$175,567.00	Yes
1.4	Special Education Services	Employ special education staff	\$762,917.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Promoting school climate and student/parent engagement can only occur when the mental health needs of our community are met. Based on the California School Dashboard and our local data from metrics related to school climate and engagement, responses indicated that additional support and interventions are needed. The actions and metrics chosen will help us achieve this goal by placing emphasis on community engagement, school connectedness, parent communication, and school satisfaction. This goal was formulated to cultivate an inclusive setting where students, families, and staff feel safe and encouraged to reach high standards. This goal focusing on providing all students with suitable learning conditions, by emphasizing the importance of pupil engagement, school climate, and course access as outlined in CA State Priorities 3, 5, 6, and 7. It reflects a commitment to improving the overall school experience based on feedback from our community and learnings from the California Community Engagement Initiative (CEI), addressing identified needs for a more supportive, engaging, and inclusive educational environment. This goal aims to foster stronger collaborations with educational partners, focusing on Priority 3 (Parental Involvement) to deepen the engagement of families in the educational process. This strategy is designed to empower the entire school community, emphasizing the role of parents in understanding and meeting state standards and addressing individual student needs, thereby directly influencing student success in a comprehensive manner. This approach underlines NU-HCS's dedication to not just academic excellence but also to the emotional and social well-being of its school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Involvement	Seek parent input in decision making,	Seek parent input in decision making,		Continue to seek parent input in	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		including promotion of parent participation in programs for unduplicated pupils and special need subgroups (2023-24 Local data)	including promotion of parent participation in programs for unduplicated pupils and special need subgroups (2024-25 Local data)		decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups	
2.2	Attendance Rate	95.64% attendance rate (CalPads P2)	97.18% attendance rate (CalPads P2)		98% attendance rate	Increased by 1.54%
2.3	Chronic Absenteeism Rate	All: 17.1% chronic absenteeism rate SED: 20.9% chronic absenteeism rate Two or More Races: 37.1% chronic absenteeism rate White: 13.2% chronic absenteeism rate SWD: 36.4% chronic absenteeism (2023 Dashboard)	All: 8% chronic absenteeism rate SED: 9.8% chronic absenteeism rate Two or More Races: 3.1% chronic absenteeism rate White: 8% chronic absenteeism rate SWD: 25% chronic absenteeism (2024 Dashboard)		All: 5% chronic absenteeism rate SED: 5% chronic absenteeism rate White: 5% chronic absenteeism rate SWD: 5% chronic absenteeism rate	All: Decreased by 9.1% SED: Decreased by 19.1% Two or More Races: Decreased by 34% White: Decreases by 5.2% SWD: Decreased by 11.4%
2.4	Middle School Dropout Rate	0% dropout rate (CalPads ODS 8.1b)	0% dropout rate (CalPads ODS 8.1b 2024)		0% dropout rate	Maintained
2.5	High School Dropout Rate	7.7% dropout rate (CalPads ODS 8.1b)	2.3% dropout rate (CalPads ODS 8.1b 2024)		0% dropout rate	Decreased by 5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	High School Graduation Rate	All: 92.3% graduation rate (2023 Dashboard)	All: 85.2% graduation rate (2024 Dashboard)		All: 100% graduation rate	Decreased by 7.1%
2.7	Suspension Rate	All: .6% suspension rate SED: 1.9% suspension rate (2023 Dashboard)	All: 1.9% suspension rate SED: 2.2% suspension rate SWD: 6.3% suspension rate Two or more races: 5.5% (2024 Dashboard)		All: 0% suspension rate SED: 0% suspension rate	All: Increased by 1.3% SED: Increased by .3% Two or More Races: Increased by 5.5% White: Increases by 1% SWD: Increased by 4.4%
2.8	Expulsion Rate	0% expulsion rate (2023 Dataquest)	0% expulsion rate (2024 Dataquest)		0% expulsion rate	Maintained
2.9	Sense of Safety and School Connectedness	Students: 91.65% feel safe 80% feel connected to the school Parents/Guardians: 100% feel their children are safe 82.6% feel connected to the school Staff: Sense of safety - No baseline data 81.9% feel connected to their students (2023-24 Local survey)	Students: 68.8% feel safe at school 62.6% feel welcome and included in school Parents/Guardians : 97.8% feel school is a welcoming environment for them Staff: 92% feel school helps staff build trusting and		Students: 100% feel safe 100% feel welcome and included in school Parents/Guardians : 100% feel school is a welcoming environment for them Staff: 100% feel school is a welcoming environment for all families	Students: Feel safe: Decrease by 22.85% Feel welcome and included in school: Baseline established 2024-2025 Parents/Guardians : Feel school is a welcoming environment for them: Baseline established 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			respectful relationships with families			Staff: Feel school helps staff build trusting and respectful relationships with families: Baseline established 2024-2025
2.10	Pupil Access to a Broad Course of Study	All pupils are enrolled in a broad course of study as defined in ED Code 51220 (2023-24 Local data)	All pupils are enrolled in a broad course of study as defined in ED Code 51220 (2024-25 Local data)		All pupils are enrolled in a broad course of study as defined in ED Code 51220	Maintained
2.11	Teachers, Instructional Materials, and Facilities	91.67% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair (2023-24 Local data)	95.24% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair (2024-25 Local data)		100% of teachers are fully credentialed, all students have access to standards-aligned instructional materials, and facilities are in good repair	Percent of teachers fully credentialed increased by 3.57% and all other metrics were maintained
2.12	Implementation of State Standards	Academic content standards, including English learners, are fully implemented (2023-24 Local data)	Academic content standards, including English learners, are fully implemented		Academic content standards, including English learners, are fully implemented	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024-25 Local data)			

Goal Analysis [2024-25]

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

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

All actions were implemented as planned.

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.

All funds were spent as planned.

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

Overall, all actions were effective based on Metrics 2.1, 2.2, 2.3, 2.4, 2.5, 2.8, 2.9, 2.10, 2.11, 2.12. All of these metrics were either maintained at our desired outcome level or improved from the previous year.

Unfortunately, despite the fact that Northern United – Humboldt Charter School has taken several steps to improve school climate and community involvement, metrics 2.6 and 2.7 did not show progress. The high school graduation rate (Metric 2.7) decreased and the suspension rate (Metric 2.7) increased.

The employment of a social/emotional counselor (Action 2.1) and the implementation of a behavioral intervention program (Action 2.2) were intended to reduce suspensions and promote a positive, supportive school environment. However, recent data shows that the suspension rate increased across all student groups, with particularly high rates among Students with Disabilities (6.3%) and students identifying as Two or More Races (5.5%)—indicating limited effectiveness of these actions to date.

The food program (Action 2.3) has contributed to improved access to nutrition but did not significantly impact measurable outcomes tied to behavior or engagement. The Community School approach (Action 2.4) has made initial strides in enhancing family and community engagement, but its full benefits are yet to be realized and require further development.

Additionally, the graduation rate declined from 92.3% in 2023 to 85.2% in 2024, a 7.1% drop. This suggests a need for more targeted supports to retain and graduate students, particularly as the school aims for 100% graduation. While actions have laid a foundation, the metrics highlight that additional, more intensive efforts are necessary to effectively meet Goal 2.

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

Metric 2.9 changed because we found that our community prefers one survey rather than two. This prompted us to combine two surveys previously used. Additionally, some of the questions were changed. In the 2024-2025 school year, this new survey was used for Metric 2.9.

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	SEL Support	Employ social/emotional counselor	\$104,824.00	Yes
2.2	Behavioral Intervention	Implement behavioral intervention program (ORBE staff, vendors)	\$98,686.00	Yes
2.3	Food Program	Offer food program (food services staff, vending agreements, food)	\$215,323.00	Yes
2.4	Community School	Implement a Community School approach (Community School staff, materials and supplies)	\$187,799.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$997,052	\$104,439.00

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
26.804%	0.000%	\$0.00	26.804%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Academic Intervention</p> <p>Need: Our unduplicated student groups are underperforming as compared to students as a whole on the CAASPP ELA and math assessments, as well as the CA science test.</p> <p>Scope:</p>	By implementing academic interventions, we will be able to provide targeted intervention for specific gaps in learning for unduplicated students. The needs of our unduplicated students were considered first by an analysis of our data that showed these students were underperforming in academic areas. By implementing academic interventions, unduplicated students will have access to the appropriate curriculum and staff in order to achieve academic expectations. These interventions may include personalized tutoring,	ELA and Math CAASPP Scores, CA Science Test Scores, Local Assessment Growth, English Learner Progress, English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	small group instruction, differentiated learning activities, and academic counseling. Providing academic interventions on an LEA-wide or schoolwide basis ensures that all students receive the support they need to succeed academically, regardless of their background or individual challenges. This comprehensive approach not only improves CAASPP scores but also fosters a culture of academic excellence and equity within the school community, ultimately enhancing overall student achievement and success for unduplicated students.	
1.3	<p>Action: College and Career Readiness</p> <p>Need: Our unduplicated students are underperforming in CTE pathway completion rate, UC/CSU entrance requirement rate and EAP rate as compared to all of our students.</p> <p>Scope: LEA-wide</p>	By improving our college and career readiness program, unduplicated students will receive more academic, college/career, and transition plan guidance. The focus will be placed on post-secondary transitional planning in order to ensure the success of unduplicated students after high school. Because our unduplicated students are not meeting their expected academic progress, we considered how increasing college and career staff so that unduplicated students will receive more academic, college/career, and transition plan guidance their overall academic success rate will improve. Unduplicated students will receive more academic, college/career, and transition plan guidance. The focus will be placed on postsecondary transition planning in order to ensure the success of unduplicated students after high school. By equipping unduplicated students with the necessary skills, knowledge, and resources to succeed in post-secondary education and careers, schools can increase CTE pathway completion rates, improve UC/CSU entrance requirement rates, boost AP passing rates, and enhance EAP rates. By providing additional	CTE Pathway Completion Rate, UC or CSU Entrance Requirement Rate, Advanced Placement Passing Rate, Early Assessment Program Rate

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
		college and career support, all students will benefit, but the strategies will be principally directed to unduplicated students. Providing college and career readiness development on an LEA-wide or schoolwide basis ensures that all students have access to the support they need to achieve their academic and career goals, fostering a culture of achievement and opportunity within the school community.	
2.1	<p>Action: SEL Support</p> <p>Need: Our unduplicated students have a higher chronic absenteeism, dropout and suspension rates than all students.</p> <p>Scope: LEA-wide</p>	Employing a social/emotional counselor and providing SEL support addresses high chronic absenteeism rates by identifying root causes, providing personalized support, promoting a positive school climate, and fostering collaboration. The social/emotional counselor and providing SEL support helps unduplicated students' behavioral and emotional needs. Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease. Because our unduplicated students are overrepresented in many of our school metrics, including dropout rate, suspension rate, and chronic absenteeism, employing an additional school counselor will benefit and add to the unduplicated students' success. Offering these services on an LEA-wide or schoolwide basis	Attendance Rate, Chronic Absenteeism Rate, Middle and High School Dropout Rate, High School Graduation Rate, Sense of Safety and School Connectedness, Suspension Rate, Expulsion Rate

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
		ensures consistency, early intervention, efficient resource allocation, and cultural competence, benefiting a larger number of students across various grade levels and backgrounds.	
2.2	<p>Action: Behavioral Intervention</p> <p>Need: Our unduplicated students have a higher chronic absenteeism, dropout and suspension rates than all students.</p> <p>Scope: LEA-wide</p>	<p>Implementing behavioral interventions can effectively address high chronic absenteeism, dropout and suspension rates in unduplicated students by targeting specific behaviors that contribute to absenteeism. These interventions may include setting clear expectations for attendance, implementing positive reinforcement strategies for attendance, providing targeted support for students with attendance challenges, and offering incentives for improved attendance. By expanding our ORBE program, additional unduplicated students will participate in resiliency building education. Implementing behavioral intervention is essential to academic progress, in particular for our unduplicated students. Homeless, foster youth and low-income students may need additional interventions to help eliminate barriers to success. By addressing behavior-related factors that impact attendance, such as truancy or disengagement, we can help students develop healthier attendance habits and reduce chronic absenteeism rates. Providing behavioral interventions on an LEA-wide or schoolwide basis ensures consistency in approach and allows for early identification and support for students at risk of chronic absenteeism, ultimately improving overall attendance rates and promoting a positive school environment. By implementing behavioral interventions, all students, especially homeless, foster and low-income students will benefit, however, these actions are principally directed toward unduplicated youth.</p>	Attendance Rate, Chronic Absenteeism Rate, Middle and High School Dropout Rate, High School Graduation Rate, Sense of Safety and School Connectedness, Suspension Rate, Expulsion Rate

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
2.3	<p>Action: Food Program</p> <p>Need: Our unduplicated students have a higher chronic absenteeism and lower attendance rate.</p> <p>Scope: LEA-wide</p>	<p>Providing a food program can address high chronic absenteeism rates by tackling underlying issues related to hunger and food insecurity. By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success. Unduplicated students, especially those with low income, have food insecurity as a barrier to learning. Because of this, these students were considered first. All students benefit from a food program, however, unduplicated students will receive the greatest benefit by removing this barrier that might otherwise stand in the way of their academic success. Lack of access to nutritious meals can significantly impact a student's ability to attend school regularly. By offering a food program, schools can ensure that students have access to nutritious meals throughout the day, reducing hunger-related barriers to attendance. This not only improves physical health but also enhances cognitive function and concentration, leading to better academic performance and increased motivation to attend school, thus resulting in a better attendance rate. Implementing a food program on an LEA-wide or schoolwide basis ensures that all students, regardless of socioeconomic status, have access to essential nutrition, thus promoting equitable opportunities for academic success and reducing chronic absenteeism rates across the board. All students benefit from a food program, however, unduplicated students will receive the greatest benefit by removing this barrier that might otherwise stand in the way of their academic success. Offering a food program will increase</p>	Attendance Rate, Chronic Absenteeism Rate

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
		student engagement for all students, but will principally benefit the unduplicated students.	

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.

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to increase our instructional aide staff. Based on feedback from our educational partners, it is clear that we need extra instructional aides to support students with any academic learning gaps. This additional tutoring will be principally targeted toward unduplicated youth, including foster youth, English learners, and low-income students.

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

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	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,719,802	997,052	26.804%	0.000%	26.804%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,015,710.00	\$536,237.00	\$7,646.00	\$282,833.00	\$3,842,426.00	\$3,400,043.00	\$442,383.00

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	Instruction	All Students with Disabilities	No			All Schools		\$1,407,352.00	\$0.00	\$1,407,352.00				\$1,407,352.00	
1	1.2	Academic Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$878,780.00	\$11,178.00	\$765,426.00			\$124,532.00	\$889,958.00	
1	1.3	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$116,378.00	\$59,189.00	\$116,086.00	\$59,481.00			\$175,567.00	
1	1.4	Special Education Services	Students with Disabilities	No			All Schools		\$628,717.00	\$134,200.00	\$418,562.00	\$251,005.00	\$7,646.00	\$85,704.00	\$762,917.00	
2	2.1	SEL Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$104,080.00	\$744.00	\$104,824.00				\$104,824.00	
2	2.2	Behavioral Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$82,686.00	\$16,000.00	\$98,686.00				\$98,686.00	
2	2.3	Food Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$72,623.00	\$142,700.00	\$104,774.00	\$37,952.00		\$72,597.00	\$215,323.00	
2	2.4	Community School	All	No			All Schools		\$109,427.00	\$78,372.00		\$187,799.00			\$187,799.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,719,802	997,052	26.804%	0.000%	26.804%	\$1,189,796.00	0.000%	31.985 %	Total:	\$1,189,796.00
								LEA-wide Total:	\$1,189,796.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$765,426.00	
1	1.3	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$116,086.00	
2	2.1	SEL Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,824.00	
2	2.2	Behavioral Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$98,686.00	
2	2.3	Food Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,774.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,480,204.00	\$3,598,626.00

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	Instruction	No	\$1,281,443.00	1363148
1	1.2	Academic Intervention	Yes	\$751,271.00	757653
1	1.3	College and Career Readiness	Yes	\$111,372.00	150175
1	1.4	Special Education Services	No	\$698,575.00	682805
2	2.1	SEL Support	Yes	\$100,129.00	100263
2	2.2	Behavioral Intervention	Yes	\$108,686.00	114686
2	2.3	Food Program	Yes	\$178,730.00	179897
2	2.4	Community School	No	\$249,998.00	249999

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,017,962	\$1,139,639.00	\$1,111,559.00	\$28,080.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Intervention	Yes	\$751,271.00	757653		
1	1.3	College and Career Readiness	Yes	\$111,372.00	94155		
2	2.1	SEL Support	Yes	\$100,129.00	100263		
2	2.2	Behavioral Intervention	Yes	\$108,686.00	90139		
2	2.3	Food Program	Yes	\$68,181.00	69349		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,715,350	1,017,962	0	27.399%	\$1,111,559.00	0.000%	29.918%	\$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.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

- 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).

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