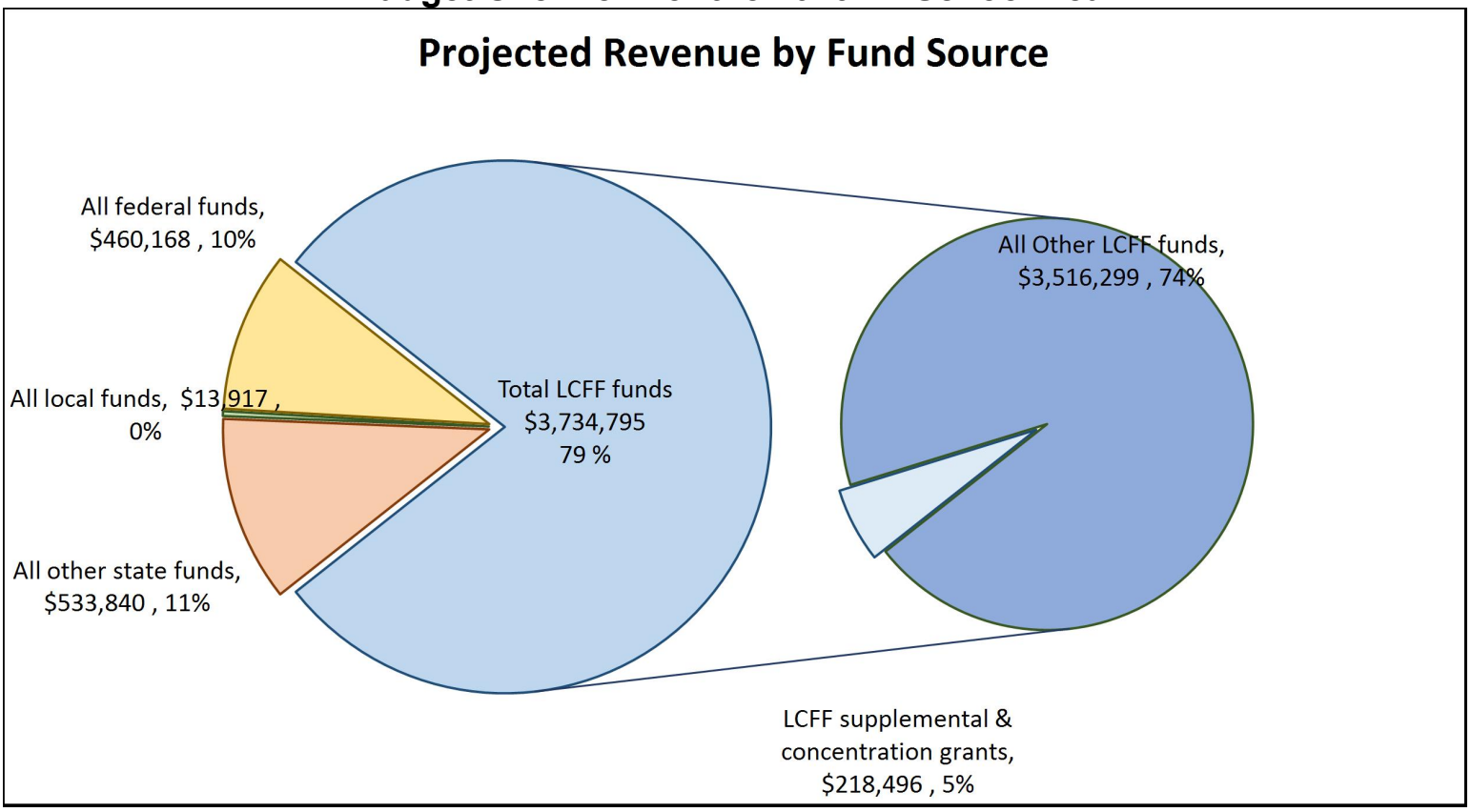
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SPARK Academy
CDS Code: 39 77388 0165548
School Year: 2026-27
LEA contact information:
Brenda L. Scholl
Executive Director
bscholl@riacademies.net
209-229-4700

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

Budget Overview for the 2026-27 School Year

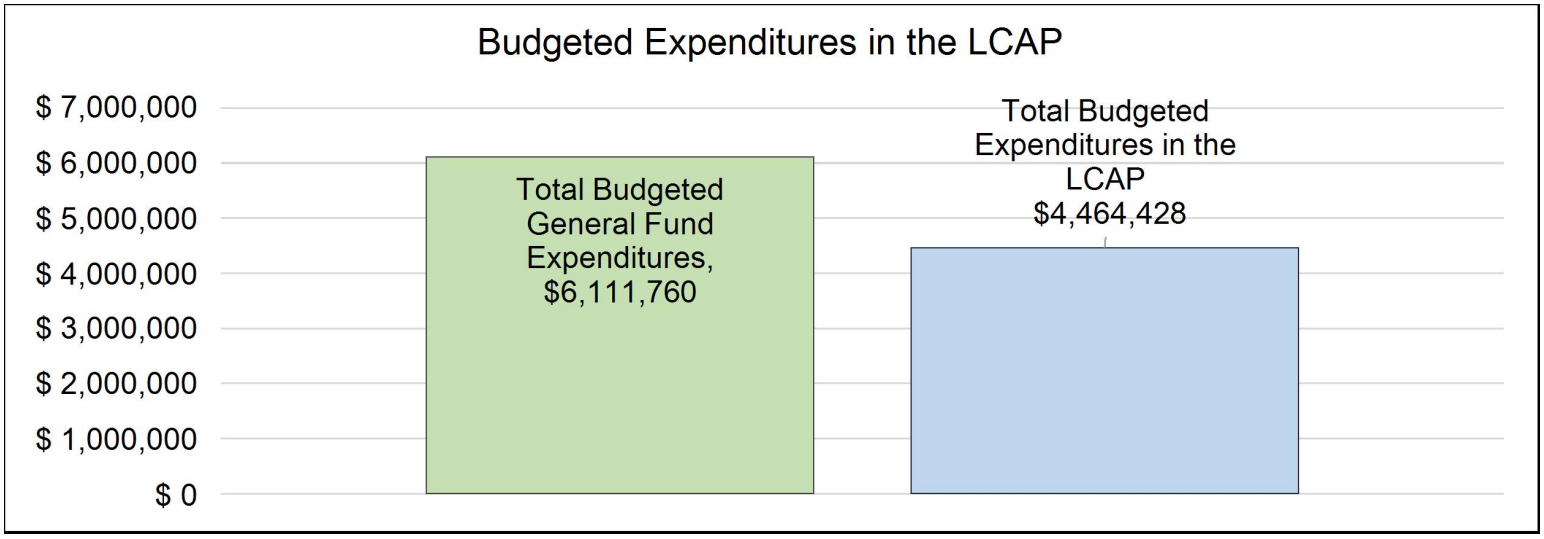


This chart shows the total general purpose revenue SPARK Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SPARK Academy is $4,742,720, of which $3,734,795 is Local Control Funding Formula (LCFF), $533,840 is other state funds, $13,917 is local funds, and $460,168 is federal funds. Of the $3,734,795 in LCFF Funds, $218,496 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 SPARK Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: SPARK Academy plans to spend $6,111,760 for the 2026-27 school year. Of that amount, $4,464,428 is tied to actions/services in the LCAP and $1,647,332 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budgeted Expenditures that are not included in the LCAP include:
Salary & Benefits: Non-Classroom Based Employees

- Consultants
- Stipends

Substitute Costs

- Long- Term Subs for Teachers on Medical/Maternity Leave
- Campus Monitors
- Instructional Aides

Facility Costs & Repairs

Banking Costs & Fees

Safety/Security Services

- Bay Alarm

Leases of equipment

- Printing and Reproduction
- Postage and delivery

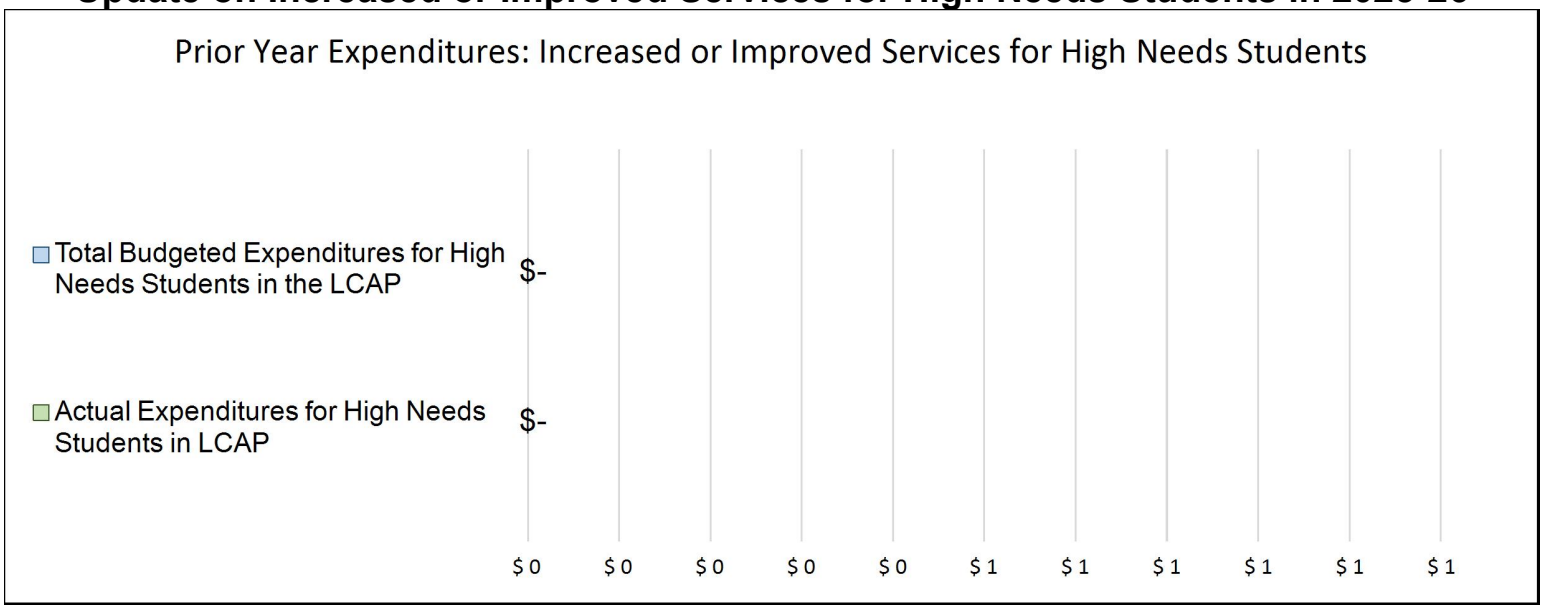
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, SPARK Academy is projecting it will receive $218,496 based on the enrollment of Foster Youth, English learner, and low-income students. SPARK Academy must describe how it intends to increase or improve services for

high needs students in the LCAP. SPARK Academy plans to spend $835,263 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, SPARK Academy's LCAP budgeted $0 for planned actions to increase or improve services for high needs students. SPARK Academy actually spent $0 for actions to increase or improve services for high needs students in 2025-26.

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
SPARK Academy	Brenda L. Scholl Executive Director	bscholl@riacademies.net 209-229-4700

Plan Summary [2026-27]

General Information

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

SPARK Academy, an Independent, directed funded Public Charter School, will open its doors in August 2026. SPARK Academy is authorized by the Banta Unified School District and is one of four schools under the River Islands Academies Charter Management Organization.

Mission Statement: The mission of the River Islands Academies is to provide students in grades TK-8 with a specialized, integrated, technology-based curriculum and experiential learning opportunities; thereby preparing students for postsecondary education and the world of work.

Motto: COLLEGE BOUND

Vision:
River Islands Academies are high quality educational program for students in grades TK-8. The school will educate the whole child through a curriculum that integrates technology with core academics, in a positive learning environment. Students will complete a course of study enabling them to have educational and career choices beyond high school.

At River Islands Academies WE challenge ourselves to: Increase the academic performance of ALL Students Develop effective educators Plan purposeful, deliberate actions, focused on the school's goals and priorities Work collaboratively to accomplish more than what is possible alone Be accountable, individually and as a group, for results, actions, and decisions Commit to excellence and be disciplined to

continually strive for improvement Students in grades kindergarten through 2nd grade are issued an iPad mini and students in grades 3-8 are provided a chrome book. One to one devices are utilized to access online curriculum and the learning management system for assignments and projects.

Student Demographics:
Ethnicity
xx% American Indian or Alaskan Native
xx% Filipino
x% African American
x% Caucasian
x% Hispanic
x% Asian
x% Pacific Islander
x% Two or More

Program
x% English Learners
x% Low Socio-Economic
X% Foster Youth
X% Unduplicated Students

River Islands Academies' goal is to promote learning, discovery and personal growth among all members of the school community - students, teachers, administrators and parents - and to maintain high academic standards while addressing a wide range of learning abilities and needs. SPARK Academy places an equal emphasis on character development and academic achievement, seeking to instill respect and compassion in all learners. We recognize that the implicit messages contained in the school environment are as powerful a part of the curriculum as the explicit course of study. We believe that in education, process is as important as measurable results.

SPARK Academy will have a Principal and Assistant Principal who will provide leadership for students and staff. We will encourage parents to volunteer at school for five hours per month per child.

Grades Served:
2026-27: TK-7

Number of Students:
2026-27 projected enrollment: 300

Reflections: Annual Performance

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

N/A

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

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
Teachers/Principals/ Administrators/ Staff	Staff will participate in the self-reflection of Priority 2, Implementation of State Academic Standards, providing input by grade level. Weekly feedback and voice is given to the teachers during Wednesday professional development sessions where staff participates in the evaluation and implementation of school programs and services. Annually, the staff will provide year-end feedback that assists the administration in planning for the next year and then informs them of whether to continue or adjust programs or practices for the next school year.
Parents	Educational Partner input and voice is solicited from parents/families continuously throughout the school year. Coffee and Chat sessions will be held monthly on the Thursday after the Tuesday RIA Board Meeting. These meetings are designed for parents to provide input on various programs and services being offered, provide suggestions of new ideas, and give feedback on areas of improvement. Parents ask for information on various topics, and those requests often drive the agenda for the following meeting, allowing school staff to collect and report on areas of interest. Parental input is also sought out through our annual LCAP parent survey. This survey is pushed out to families annually April, asking parents a variety of aspects regarding instruction, program and staff. Parents also have the opportunity to give open feedback or give suggestions on services they would like to see the Academies implement.
Students	Students will be surveyed in grades TK-7. Students in grades 3-7 have the opportunity to complete the online survey independently. In

Educational Partner(s)	Process for Engagement
	contrast, students in grades TK-2 completed the survey as a class, led by their teacher, who tabulates and reports results. The survey asks students to share their thoughts on SPARK Academy, their teachers, current offerings, and personal feelings of connectedness, comfort, and value. The survey is conducted annually in April, and results are collected within a week. Results are then shared with the LCAP Advisory Committee, the Governing Board, and staff.
LCAP Advisory Committee- Teachers, Administrators, Principals, Parents	The LCAP Committee mets in the fall to do an LCAP 101 session for our members. We review the different parts of the LCAP, what state vs local indicators are, and then tested their knowledge with a fun game. The midyear meeting reviews the LCAP process for the year, reviewing proposed goals, actions and services. The committee also reviews and reflects on SBAC assessment data and English Learner Progress data from the CA Dashboard. Since SPARK is new, other local data will be provided for this reflection. In Spring the committee reviews data from student and parent surveys. Based on their analysis of this data, committee members will identify key successes and areas of need for the school site. Their insights directly informed the reflections in the Local Indicators and contribute to the development of actions outlined in the LCAP.
Governing Board	Throughout the school year, multiple plans are developed, reviewed, and approved by the Governing Board as part of the LCAP process. Data from the LCAP surveys is presented to the Board during the June Board meeting. Prior to this, the public hearing for the LCAP takes place. Additionally, the draft LCAP is shared with the LCAP Advisory Committee and made available on the school website for public review. The final LCAP was subsequently presented and formally approved by the Governing Board.

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

As mentioned above, based on feedback we will focus on sharing resources with our partners school wide so parents can easily access support to assist their children as needed. An Action/Service was added in Goal 3, 3.18 to address this request, providing to support to parents as we work to become better educational partners through workshops, meetings and resources. We will continue to promote parent involvement through our volunteer program.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	River Islands Academies (RIA) will strategically, and transparently allocate resources based on their ability to sustain dynamic teaching and learning and realize continuous improvement in all areas of our program.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

RIA recognizes that maintaining high-quality learning environments and highly competent staffing is necessary to ensure student success. This goal was created to be in each school's LCAP in the Academies to cover shared costs/expenses that we designed to meet the needs of each school and its staff and students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1 Basic Services A: Staff B: Materials & Supplies C: Facilities	A: 100% of Teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials were provided to each classroom for each student, verified by inventory lists. C: Facility remained in good repair, verified by the FIT tool.	N/A SPARK Academy opens in 26-27	N/A SPARK Academy opens in 26-27	A: 100% of Teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials were provided to each classroom for each student, verified by inventory lists. C: Facility remained in good	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					repair, verified by the FIT tool.	

Goal Analysis [2025-26]

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

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

SPARK Academy will open in August 2026. There is no data to analyze from the 2025-26 school year.

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

SPARK Academy will open in August 2026. There is no data to analyze from the 2025-26 school year.

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

SPARK Academy will open in August 2026. There is no data to analyze from the 2025-26 school year.

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

SPARK Academy will open in August 2026. There is no data to analyze from the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Academies Staff	1.1 Shared costs of staff who service all Academies Schools (Admin, Clerical, IT, Nurse) salaries and benefits	$324,720.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	1.2 Academies Facilities & Operations	1.2 Rent, water, phone, internet, electricity, and waste	$408,703.00	No
1.3	1.3 Academies Contract Services	1.3 Counselor/Therapist, Gardening, Maintenance, Custodial, Student Information System, and IT	$433,988.00	No
1.4	1.4 Service Fees	1.4 Auditing, Back Office, Legal, Insurance, Payroll, and District Oversight	$132,869.00	No
1.5	1.5 Recruitment & Marketing	1.5 Job Fair fees, release time costs, and marketing costs of materials to promote the Academies	$2,000.00	No
1.6	1.6 SPED Contract Services	1.6 Psych, Speech, OT, behaviorist	$183,525.00	No
1.7	1.7 Academies Communication Tools	1.7 Website and app	$2,000.00	No
1.8	1.8 Professional Development and Coaching	1.8 Professional Development and Coaching in CCSS Math and ELA/ELD, lesson design, assessment and technology. Expanded learning program support, planning, and coaching.	$49,296.00	No
1.9	1.9 Management/Training Programs	1.9 Online training system to deliver state mandated trainings to staff electronically. The management system will enable HR to track personnel documentation and proactively oversee business operations.	$1,975.00	No
1.10	1.10 RIA Home Office Travel & Conference	1.10 Travel & Conference expenses for RIA staff	$2,575.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SPARK Academy will develop, sustain and enhance quality instructional programs to raise student achievement.	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 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal of RIA schools is to improve and support student learning in order to raise student achievement for all students. Providing a strong supportive learning program will help ensure that students are prepared for secondary education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1 Basic Services A. Teacher Assignments B. Instructional Materials C. Facility Status	A: 100% of Teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials were provided to each classroom for each student, verified by inventory lists.	N/A SPARK Academy will open in August of 2026	N/A SPARK Academy will open in August of 2026	A: 100% of Teachers were properly credentialed and assigned verified by credential lists. B: Sufficient Instructional Materials were provided to each classroom for each student, verified by inventory lists.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		C: Facility remained in good repair verified by the FIT tool.			C: Facility remained in good repair verified by the FIT tool.	
2.2	Priority 2 Implementation of State Standards A.Professional Development/ Instructional Materials B. Technology C. EL access to CA/EL standards	A: Aligned curriculum and Professional Development is provided, verified by inventory lists and PD schedules. B: Teachers use technology to deliver daily Common Core-aligned lessons and assignments, verified by teacher lesson plans and student work. C: English Learners are provided with integrated ELD within their classrooms and designated ELD in small group lessons with our EL Instructional Aide.	N/A SPARK Academy will open in August of 2026	N/A SPARK Academy will open in August of 2026	A: Aligned curriculum and Professional Development is provided, verified by inventory lists and PD schedules. B: Teachers use technology to deliver daily Common Core aligned lessons and assignments, verified by teacher lesson plans and student work. C: English Learners are provided with integrated ELD within their classrooms and designated ELD in small group lessons with our EL Instructional Aide.	
2.3	Priority 3 Parental Involvement	A, B, C: Parent participation, including parents of unduplicated	N/A	N/A	A, B, C: Parent participation, including parents	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	A. Seek parent input in making decisions for the LEA B. Promote parental participation in programs for unduplicated student C. Promote parental participation in programs for students with disabilities.	and exceptional needs students, in classroom/school volunteer program will be encouraged and promoted. Participation logs and efforts will be documented at the school site.	SPARK Academy will open in August of 2026	SPARK Academy will open in August of 2026	of unduplicated and exceptional needs students, in classroom/school volunteer program will be encouraged and promoted. Participation logs and efforts will be documented at the school site.	
2.4	Priority 4 Pupil Achievement A: Performance on State Assessments B: % of Proficient EL C: EL Reclassification Rate NA: API, College/Career, AP exams, EAP results	A: ELA standard met or exceeded: A baseline will be established during the 26-27 school year. Math standard met or exceeded: A baseline will be established during the 26-27 school year. B: EL Progress: A baseline will be established during the 26-27 school year. C: EL Reclassification Rate: data will be established during the 26-27 school year. N/A: API, College/Career, AP exams, EAP results	N/A SPARK Academy will open in August of 2026	N/A SPARK Academy will open in August of 2026	A: ELA standard met or exceeded: A baseline will be established during the 26-27 school year. Math standard met or exceeded: A baseline will be established during the 26-27 school year. B: EL Progress: A baseline will be established during the 26-27 school year. C: EL Reclassification Rate: data will be established during	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					the 26-27 school year. N/A: API, College/Career, AP exams, EAP results	
2.5	Priority 7 Course Access A. Abroad course of study B. Programs/Services developed and provided to unduplicated pupils C. Programs/Services developed and provided to individuals with exceptional need	A, B, C: All students, including unduplicated and students with exceptional needs, have access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.	N/A SPARK Academy will open in August of 2026	N/A SPARK Academy will open in August of 2026	A, B, C: All students, including unduplicated and students with exceptional needs, have access to the rigorous curriculum and assignments through their individual devices, verified by class assignments and class schedules.	

Goal Analysis [2025-26]

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

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

N/A SPARK Academy will open in August of 2026. There is no data to analyze from the 2025-26 school year.

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

N/A SPARK Academy will open in August of 2026. There is no data to analyze from the 2025-26 school year.

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

N/A SPARK Academy will open in August of 2026. There is no data to analyze from the 2025-26 school year.

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

N/A SPARK Academy will open in August of 2026. There is no data to analyze from the 2025-26 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Professional Development and Coaching	2.1 Professional Development and Coaching in CCSS Math and ELA/ELD, lesson design, assessment and technology. Maintain continual learning for teachers and paraprofessionals through release time, after school workshops, webinars, etc.	$0.00	No
2.2	2.2 Conference and Workshop Expenses	2.2 Conference Expenses: K-8 teachers and administrators will attend conferences, workshops and trainings to increase knowledge and skills in a variety of content areas. Information learned will be shared with the other staff and the Governing Board.	$5,000.00	No
2.3	2.3 Certificated Staff	2.3 Retain/Maintain number of certificated teachers to maintain class sizes. Teachers will be hired to accommodate growth and replace leaving staff as needed.	$1,464,557.00	No
2.4	2.4 Paraprofessionals and Instructional Aides	2.4 Classroom paraprofessionals and instructional aides to support classrooms and school programs, as needed. To include training and materials.	$256,383.00	Yes
2.5	2.5 Residents, Intern & Induction Programs	2.5 Resident Program for potential teachers: Resident Stipend Materials & Supplies	$10,780.00	No

Action #	Title	Description	Total Funds	Contributing
		Induction Program for new teachers: County fees for Induction Program Stipends for Induction Support Providers Intern Programs Stipends for Intern Teacher Support Providers		
2.6	2.6 Core and Supplement Curriculum; Program/license Subscriptions; Library	2.6 Purchase core and supplemental curriculum and renew subscriptions as data indicates. Ensure that new classrooms, to accommodate growth, are set up and equip with grade appropriate instructional materials. Library start-up	$200,000.00	No
2.7	2.7 Support Personnel training	2.7 Costs to provide training and shadow time for support personnel	$1,000.00	No
2.8	2.8 School Technology (Student devices, Classroom, Teacher, Office & Campus)	2.8 Maintain reliable one-to-one device inventory and software for student access to core and supplemental curriculum. Purchase student devices and software to accommodate replacements as needed. Maintain classroom technology, updates as needed (to include the installation of new boards and professional development for staff use) including Teacher technology. office/admin staff technology; campus wide technology	$50,000.00	No
2.9	2.9 Multiple Language Learner Services	2.9 Continued Professional Development and Coaching to assist with implementation of research based effective instruction to English Learners. Coordination of annual assessments, staff: student support/services	$31,156.00	Yes
2.10	2.10 Release time expenses for Professional Development	2.10 Provide substitutes for release time for teachers as needed to participate in Lesson Study, Professional Learning Community Opportunities in the all curricular areas	$5,625.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	2.11 After School Student Support	2.11 After School tutoring: Additional tutoring with Instructional Aides will be provided for 2 additional days per week for students identified as needed additional support.	$16,741.00	No
2.12	2.12 Local Assessment Program/System	2.12 Gain historical on-going student academic data; maintain computer based assessment program.	$8,194.00	No
2.13	2.13 Program Administrator	2.13 Administrator/instructional coach to assist staff with curriculum and instructional strategy implementation, coordination of professional development and other administrative duties.	$0.00	Yes
2.14	Intervention Teacher	2.14 Intervention Teacher to provide specialized instruction for students who are below grade level and at risk for retention. This teacher will work in coordination with our Education Specialist and Classroom Teachers to determine student participation eligibility.	$0.00	
2.15	2.15 Instructional Material & Supplies	2.15 Consumable materials for classroom and school wide events/projects	$18,200.00	No
2.16	2.16 After school tutoring (Mondays)	2.16 All instructional Staff provides after school tutoring to identified students within their classes. Students will receive intensive support to address student learning needs.	$150,416.00	Yes
2.17	2.17 Special Education Services Staff	2.17 Special Education Services that we are providing by "in-house" providers vs contracted out.	$130,806.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SPARK Academy will provide a safe and welcoming learning environment that fosters a respectful and collaborative culture for students, parents, and staff.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

EPIC Academy knows that by fostering a respectful, inclusive and collaborative culture, it will ensure the social emotional well-being, and a safe environment for all children. Creating such an environment takes the help of many parties working together; staff, parents and students working together towards common goals and ideas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3 Parental Involvement A. Seek parent input in making decisions for the LEA B. Promote parental participation in programs for unduplicated student C. Promote parental participation in programs for students with disabilities.	A, B, C: Parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program will be encouraged and promoted. Participation logs and efforts will be documented at the school site.	N/A SPARK Academy will open in August of 2026	N/A SPARK Academy will open in August of 2026	A, B, C: Parent participation, including parents of unduplicated and exceptional needs students, in classroom/school volunteer program will be encouraged and promoted. Participation logs and efforts will be documented at the school site.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 5 Student Engagement A: Attendance rate B: Chronic Absence Rate C: Middle School Dropout Rate High School Dropout and High School Graduation Rates: not applicable to a K-8 school	A: Attendance rate baseline will be established during the 2026-27 school year. B: Chronic Absence rate baseline will be established during the 2026-27 school year. C: Middle School Dropout rate baseline will be established during the 2026-27 school year.	N/A SPARK Academy will open in August of 2026	N/A SPARK Academy will open in August of 2026	A: Attendance rate baseline will be established during the 2026-27 school year. B: Chronic Absence rate baseline will be established during the 2026-27 school year. C: Middle School Dropout rate baseline will be established during the 2026-27 school year.	
3.3	Priority 6 School Climate A: Suspension Rate B: Expulsion Rate C: Survey Results	A: Suspension baseline will be established during the 2026-27 school year. B: Chronic Absence baseline will be established during the 2026-27 school year. C: Expulsion baseline will be established during the 2026-27 school year. D: Student Survey: Students will be annually surveyed for	N/A SPARK Academy will open in August of 2026	N/A SPARK Academy will open in August of 2026	A: Suspension baseline will be established during the 2026-27 school year. B: Chronic Absence baseline will be established during the 2026-27 school year. C: Expulsion baseline will be established during the 2026-27 school year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		feedback on school climate; a baseline will be established in 26-27.			D: Student Survey: Students will be annually surveyed for feedback on school climate; a baseline will be established in 26-27.	
3.4	Priority 8 Other Pupil Outcomes A: Student Enrollment B: Student Participation in Academic Competitions	A: Student Enrollment for 26-27 is estimated to be about 300 students B: Student Participation in Academic Competitions in 26-27 is estimated to be about 20 students	N/A SPARK Academy will open in August of 2026	N/A SPARK Academy will open in August of 2026	A: Student Enrollment for 26-27 is estimated to be about 300 students B: Student Participation in Academic Competitions in 26-27 is estimated to be about 20 students	

Goal Analysis [2025-26]

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

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

N/A SPARK Academy will open in August of 2026. There is no data to analyze from the 2025-26 school year.

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

N/A SPARK Academy will open in August of 2026. There is no data to analyze from the 2025-26 school year.

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

N/A SPARK Academy will open in August of 2026. There is no data to analyze from the 2025-26 school year.

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

N/A SPARK Academy will open in August of 2026 and this will be the first year for this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Student Character Program	3.1 Character education program with all staff participating in recognizing students good character. Instructional materials will be purchased for staff, as needed. Teachers will provide instructional time for character education on a daily or weekly basis. Prizes for good character recognition will be given. "Brag Tags" will be used school-wide, to recognize good student behavior/character within classroom or on the school grounds on an on-going monthly basis. Assemblies to support the Character program will be scheduled.	$11,500.00	No
3.2	3.2 Office Staff Professional Development	3.2 Continue to work with office staff on public relations and creating a welcoming culture encouraging parent volunteerism.	$600.00	No
3.3	3.3 Enrichment Programs & Middle School Success Classes	3.3 Provide opportunities for after school programs such as sports, science olympiad, robotics, chess club, running club and sailing club. Materials, resources and stipends for staff for after school programs and middle school success classes	$19,000.00	No
3.4	3.4 College Bound	3.4 Continue to support a school-wide "College Bound" school theme by having each class adopt a college to study and immerse in their classroom culture. Purchase materials in support of "College Bound" theme.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	3.5 Counseling & Therapy	3.5 Support students social and emotional well-being with individual, small group counseling and individual therapy.	$0.00	No
3.6	3.6 Emergency Communication Tools & School Safety Equipment	3.6 Review, monitor, implement and maintain a school safety plan and purchase security equipment as needed.	$5,900.00	No
3.7	3.7 Parent Volunteer Appreciation/Staff Appreciation	3.7 Staff demonstrates appreciation of volunteers through positive interaction and End of Year Appreciation Celebration. Staff appreciation costs to acknowledge the staff's hard work through out the year	$3,000.00	No
3.8	3.8 Student Awards and Recognition	3.8 Provide opportunities to acknowledge/reward student success in academics and extracurricular activities.	$2,000.00	No
3.9	3.9 School check in system	3.9 A self check-in system will be supported for school visitors/volunteers. The system emergency component will be utilized with staff during emergency procedures/situations.	$1,519.00	No
3.10	3.10 School Nurse	3.10 A school Nurse will be on site 2 days a week to address the health needs of students, create medical plans as needed and train the staff as needed. The nurse will be able to follow up with families regarding medical issues and impact said issues have on the education of students. A School Nurse will add an additional facet to our team, enabling us to better address the needs of the whole child.	$0.00	No
3.11	3.11 Student Incentives	3.11 Expenses for student incentive programs and events (AR goals, end of season sports)	$2,000.00	No
3.12	3.12 Field Trips & Student Camps	3.12 Expenses for grade level field trips: transportation, admission fees, supplies	$72,543.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	3.13 Virtual Student management system	3.13 Go Guardian costs/license	$3,772.00	No
3.14	3.14 Classified Staff	3.14 Cost to maintain classified personnel needed to ensure a smoothly run office and school site (salaries & benefits)	$442,048.00	Yes
3.15	3.15 Community Support, Trainings, Resources, and Engagement	3.15 Coordinated support will be provided to parents to better support their students with the instructional program at home. Workshop/Speakers will be planned to provide parents with information on how to best support their children and how to engage with the school as partners in education.	$2,500.00	No
3.16	3.16 Attendance Support	3.16: Attendance Support will include funds necessary to prioritize communicating with families who have students that are chronically absent, and acknowledge students for good attendance.	$6,537.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$218,496	$

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
5.850%	0.000%	$0.00	5.850%

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
2.4	**Action:** 2.4 Paraprofessionals and Instructional Aides **Need:** Unduplicated student group state and local test scores and school connectedness rates need improvement **Scope:**	Paraprofessionals and Instructional Aides will be in classrooms to provide teachers more opportunities to provide small group instruction for all students, including unduplicated students. Their presence in the classroom also lowers the adult-to-student ratio and provides students with another staff member to connect with, in turn, feeling more connected to their school site.	A: Annual ELA and Math SBAC Scores B: Triennial NWEA MAP ELA and Math Scores C: Annual Student Survey Results on student comfortability with staff members/ connectedness to school site

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		
2.13	**Action:** 2.13 Program Administrator **Need:** Unduplicated student group attendance rates and school connectedness rates need improvement **Scope:** LEA-wide	Program Administrators, i.e Assistant Principals, have many responsibilities within a school site, but a major role is guiding all students through the social and emotional aspects of their schooling. They provide a listening ear to student concerns, help students learn from their mistakes, and ensure students feel valued and connected to their school site.	A: Attendance Data B: Number of students who have a behavior logged in our Student Information System and are not suspended C: Student Survey Results on connectedness to school site and feeling safe at school
2.16	**Action:** 2.16 After school tutoring (Mondays) **Need:** Unduplicated student group state and local test scores, progress reports, and report cards show they need additional support accessing grade level instruction and showing proficiency in grade level standards **Scope:** LEA-wide	After school tutoring is provided for all students, including unduplicated students, who need additional support to grasp a grade level standard/ concept. Tutoring students are invited by their classroom teacher to receive the additional support so they do not fall behind.	A: Annual ELA and Math SBAC Scores B: Triennial NWEA MAP ELA and Math Scores C: Positive progression of Report Cards and Progress Reports
3.14	**Action:** 3.14 Classified Staff **Need:** Unduplicated student group attendance and school connectedness rates need improvement	Campus Monitors and Office Staff have many responsibilities within a school site. They are specifically integral in ensuring the safety, connectedness, and comfortability of all students, including unduplicated students. Their presence offers more opportunities for students to feel more connected and provide a listening ear to help problem solve issues with peers. It is our hope that	A: Attendance Rate B: Chronic Absenteeism Rate C: Annual Student Climate Survey (connectedness,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	students who feel more connected to their school site and have positive peer relationships will be more likely to attend school consistently.	safety, comfortability with staff, etc.)
3.16	**Action:** 3.16 Attendance Support **Need:** Unduplicated student group attendance rates need improvement **Scope:** LEA-wide	A key component of our attendance support action is having an office technician focus in on students who are frequently tardy and/or absent. They communicate with student families to ensure families know the importance of attending school, that they are missed when they do not attend, and to remove any barriers the families might be facing in sending their student to school.	A: Attendance Rate B: Chronic Absenteeism Rate C: Frequency of truancy letters D: SART Meetings

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
2.9	**Action:** 2.9 Multiple Language Learner Services **Need:** Our Multiple Language Learners need focused instruction to increase their English acquisition within the classroom and specialized programs **Scope:** Limited to Unduplicated Student Group(s)	This action is designed to enable teachers to provide integrated ELD in the classroom and delegate an ELD aide to provide designated ELD to Multiple Language Learners. This includes professional development specifically pertaining to ELD for our teachers and ELD aide, and the Lexia English program to help students practice language acquisition and track progress for grouping.	A: ELPI Levels B: Reclassification Rate

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.

EPIC Academy is a single-school Charter opening in August of 2026, with grades TK-7. For the 2026-27 school year, our projected enrollment is 300. The Actions/Service 2.9 described below, is principally directed and most effective in meeting the individual and specific needs of our MLL students.

A/S 2.9 English Learner Services: After reviewing student data, it was determined that English learners were performing below the level of all students in the area of ELA throughout grade levels. To address this concern, an on-line program, LEXIA English, was introduced to use with English Learner to address language acquisition skills. Teachers were trained on how the program works, and ways that they could incorporate in into their daily schedules to ensure that EL students would have consistent use of the program. In addition to the integrated ELD that classroom teachers provide, LEXIA English tracks student progress through use of the program and then groups students for additional designated ELD lessons. A staff member was hired to manage these designated ELD groups, and provide weekly lessons to students to address their specific language acquisition needs and targets. To address the language acquisition needs of students the action is effective by including all instructional staff in on-going monitoring for English Learners. Professional development being provided school wide ensures that all English Learners will be placed with a teacher who has received training on instructional strategies and programs to address their specific learning needs.

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.

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 classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,734,795	218,496	5.850%	0.000%	5.850%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,440,327.00	$0.00	$0.00	$51,277.00	$4,464,428.00	$3,015,184.00	$1,449,244.00

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	1.1 Academies Staff	All	No			All Schools	annually	$324,720.00	$0.00	$324,720.00				$324,720.00	
1	1.2	1.2 Academies Facilities & Operations	All	No			All Schools	annually	$0.00	$408,703.00	$408,703.00				$408,703.00	
1	1.3	1.3 Academies Contract Services	All	No			All Schools	annually	$0.00	$433,988.00	$433,988.00				$433,988.00	
1	1.4	1.4 Service Fees	All	No			All Schools	annually	$0.00	$132,869.00	$132,869.00				$132,869.00	
1	1.5	1.5 Recruitment & Marketing	All	No			All Schools	annually	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.6	1.6 SPED Contract Services	Students with Disabilities	No			All Schools	annually	$183,525.00	$0.00	$183,525.00				$183,525.00	
1	1.7	1.7 Academies Communication Tools	All	No			All Schools	annually	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.8	1.8 Professional Development and Coaching	All	No			All Schools	annually	$25,296.00	$24,000.00	$49,296.00				$49,296.00	
1	1.9	1.9 Management/Training Programs	All Students with Disabilities	No				annually	$0.00	$1,975.00	$1,975.00				$1,975.00	
1	1.10	1.10 RIA Home Office Travel & Conference	All Students with Disabilities	No				annually	$0.00	$2,575.00	$2,575.00				$2,575.00	
2	2.1	2.1 Professional Development and Coaching	All	No			All Schools	annually	$0.00	$0.00	$0.00				$0.00	
2	2.2	2.2 Conference and Workshop Expenses	All	No			All Schools	annually	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.3	2.3 Certificated Staff	All Students with Disabilities	No			All Schools	annually	$1,464,557.00	$0.00	$1,464,557.00				$1,464,557.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	2.4 Paraprofessionals and Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually	$256,383.00	$0.00	$205,106.00			$51,277.00	$256,383.00	
2	2.5	2.5 Residents, Intern & Induction Programs	All	No			All Schools	annually	$0.00	$10,780.00	$10,780.00				$10,780.00	
2	2.6	2.6 Core and Supplement Curriculum; Program/license Subscriptions; Library	All	No			All Schools	annually	$0.00	$200,000.00	$200,000.00				$200,000.00	
2	2.7	2.7 Support Personnel training	All	No			All Schools	annually	$1,000.00	$0.00	$1,000.00				$1,000.00	
2	2.8	2.8 School Technology (Student devices, Classroom, Teacher, Office & Campus)	All	No			All Schools	annually	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.9	2.9 Multiple Language Learner Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	on-going	$27,896.00	$3,260.00	$31,156.00				$31,156.00	
2	2.10	2.10 Release time expenses for Professional Development	All	No			All Schools	annually	$0.00	$5,625.00	$5,625.00				$5,625.00	
2	2.11	2.11 After School Student Support	All	No			All Schools	on-going	$0.00	$16,741.00	$16,741.00				$16,741.00	
2	2.12	2.12 Local Assessment Program/System	All	No			All Schools	annually	$0.00	$8,194.00	$8,194.00				$8,194.00	
2	2.13	2.13 Program Administrator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annually	$0.00	$0.00	$0.00				$0.00	
2	2.14	Intervention Teacher	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
2	2.15	2.15 Instructional Material & Supplies	All	No			All Schools	annually	$0.00	$18,200.00	$18,200.00				$18,200.00	
2	2.16	2.16 After school tutoring (Mondays)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	once a week, annually	$150,416.00	$0.00	$150,416.00				$150,416.00	
2	2.17	2.17 Special Education Services Staff	All	No			All Schools	annually	$130,806.00	$0.00	$130,806.00				$130,806.00	
3	3.1	3.1 Student Character Program	All	No			All Schools	annually	$0.00	$11,500.00	$11,500.00				$11,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	3.2 Office Staff Professional Development	All	No			All Schools	annually	$0.00	$600.00	$600.00				$600.00	
3	3.3	3.3 Enrichment Programs & Middle School Success Classes	All	No			All Schools	annually and start-up costs	$2,000.00	$17,000.00	$19,000.00				$19,000.00	
3	3.4	3.4 College Bound	All	No			All Schools	annually	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.5	3.5 Counseling & Therapy	All	No			All Schools	annually	$0.00	$0.00	$0.00				$0.00	
3	3.6	3.6 Emergency Communication Tools & School Safety Equipment	All	No			All Schools	annually	$0.00	$5,900.00	$5,900.00				$5,900.00	
3	3.7	3.7 Parent Volunteer Appreciation/Staff Appreciation	All	No			All Schools	annually	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.8	3.8 Student Awards and Recognition	All	No			All Schools	annually	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.9	3.9 School check in system	All	No			All Schools	annually and start-up costs	$0.00	$1,519.00	$1,519.00				$1,519.00	
3	3.10	3.10 School Nurse	All	No			All Schools	annually	$0.00	$0.00	$0.00				$0.00	
3	3.11	3.11 Student Incentives	All	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.12	3.12 Field Trips & Student Camps	All	No			All Schools	annually	$0.00	$72,543.00	$72,543.00				$72,543.00	
3	3.13	3.13 Virtual Student management system	All	No			All Schools	annually	$0.00	$3,772.00	$3,772.00				$3,772.00	
3	3.14	3.14 Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annual	$442,048.00	$0.00	$442,048.00				$442,048.00	
3	3.15	3.15 Community Support, Trainings, Resources, and Engagement	All	No			All Schools	annually	$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.16	3.16 Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$6,537.00	$0.00	$6,537.00				$6,537.00	
3	3.18						6-8									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,734,795	218,496	5.850%	0.000%	5.850%	$835,263.00	0.000%	22.364 %	**Total:**	$835,263.00
								LEA-wide Total:	$804,107.00
								Limited Total:	$31,156.00
								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 (%)
2	**2.4**	2.4 Paraprofessionals and Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,106.00	
2	**2.9**	2.9 Multiple Language Learner Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$31,156.00	
2	**2.13**	2.13 Program Administrator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.14**	Intervention Teacher			English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.16**	2.16 After school tutoring (Mondays)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,416.00	
3	**3.14**	3.14 Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$442,048.00	
3	**3.16**	3.16 Attendance Support	Yes	LEA-wide	English Learners Foster Youth		$6,537.00	

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 (%)
					Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$0.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)

2025-26 LCFF Carryover Table

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