

Blochman Union School District
Benjamin Foxen School * 4949 Foxen Canyon Road
Santa Maria, CA 93454 * (805) 937-1148

BOARD OF TRUSTEES AGENDA
Tuesday, April 8, 2025
Library
5:30 p.m. – Regular Session

Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours. Individuals who require special accommodations including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable time before the meeting date. Board agendas can be found on the district's website at www.blochmanusd.org.

Governing Board Members

Shannon Clay, President
Kelly Salas-Ernst, Clerk
Thomas Gibbons, Trustee
Daniella Pearce, Trustee
Jania Reasner, Trustee

- I. PUBLIC SESSION: 5:30 p.m. Call to Order and Flag Salute**
- II. Welcome Guests / Peggy Salas Memorial Dedication**
- III. Reports**
 - A. Charter School Reports**
 - i. Family Partnership Charter School**
 - ii. Trivium Charter School**
 - iii. Trivium Charter School: Adventure**
 - iv. Trivium Charter School: Venture**
 - B. Teacher Reports**
 - C. Principal's Report**
- IV. ITEMS SCHEDULED FOR INFORMATION**
 - A. Facilities**
 - i. General maintenance**
- V. ITEMS SCHEDULED FOR DISCUSSION**
 - A. 2025/2026 budget and LCAP public hearing and adoption dates**
 - i. June 10, 2025 regular meeting at 5:30 p.m.**
 - ii. June 12, 2025 special meeting at 5:00 p.m.**
 - B. LCAP – The public is invited to make comments and suggestions.**

VI. CONSENT AGENDA ITEMS

A. Approval of Minutes

i. Minutes of March 11, 2025 Regular Meeting

***** IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

| | |
|-------------------------|---------------------------|
| MOVED: | SECOND: |
| VOTE: | |
| Shannon Clay: | Jeania Reasner: |
| Daniella Pearce: | Kelly Salas-Ernst: |
| Thomas Gibbons: | |

B. Approval of Monthly Warrants – March, 2025

| | |
|--------------------------------|----------------------|
| i. Payroll | \$ 239,610.02 |
| ii. Commercial Warrants | \$ 512,464.84 |
| iii. Revolving Fund | \$ 0.00 |
| TOTAL | \$ 752,074.86 |

***** IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

| | |
|-------------------------|---------------------------|
| MOVED: | SECOND: |
| VOTE: | |
| Shannon Clay: | Jeania Reasner: |
| Daniella Pearce: | Kelly Salas-Ernst: |
| Thomas Gibbons: | |

C. Approval of the 2024/2025 Second Interim Report for Family Partnership Charter School:

***** IT IS RECOMMENDED THAT the Board of Education approve Family Partnership Charter School's 2024/2025 Second Interim Report as presented:**

| | |
|-------------------------|---------------------------|
| MOVED: | SECOND: |
| VOTE: | |
| Shannon Clay: | Jeania Reasner: |
| Daniella Pearce: | Kelly Salas-Ernst: |
| Thomas Gibbons: | |

D. Approval of the following 2024/2025 Trivium Charter School Reports:

- i. Trivium Charter School**
 - a. 2024/2025 Second Interim Report**
 - b. 2024/2025 LCAP Mid-Year Update**
- ii. Trivium Charter School: Adventure**
 - a. 2024/2025 Second Interim Report**
 - b. 2024/2025 LCAP Mid-Year Update**

- iii. Trivium Charter School: Voyage
 - a. 2024/2025 Second Interim Report
 - b. 2024/2025 LCAP Mid-Year Update

***** IT IS RECOMMENDED THAT the Board of Education approve the Trivium 2024/2025 reports as presented:**

| | |
|-------------------------|---------------------------|
| MOVED: | SECOND: |
| VOTE: | |
| Shannon Clay: | Jeania Reasner: |
| Daniella Pearce: | Kelly Salas-Ernst: |
| Thomas Gibbons: | |

VII. ITEMS SCHEDULED FOR ACTION

A. Approval of the Benjamin Foxen Elementary School March 2025 Attendance Report.

***** IT IS RECOMMENDED THAT the Board of Education approve the Benjamin Foxen Elementary School March 2025 Attendance Report as presented:**

| | |
|-------------------------|---------------------------|
| MOVED: | SECOND: |
| VOTE: | |
| Shannon Clay: | Jeania Reasner: |
| Daniella Pearce: | Kelly Salas-Ernst: |
| Thomas Gibbons: | |

B. Approval of First Quarter 2025 Williams Report

***** IT IS RECOMMENDED THAT the Board of Education approve the First Quarter 2025 Williams Report as presented:**

| | |
|-------------------------|---------------------------|
| MOVED: | SECOND: |
| VOTE: | |
| Shannon Clay: | Jeania Reasner: |
| Daniella Pearce: | Kelly Salas-Ernst: |
| Thomas Gibbons: | |

C. Approval of Blochman Union School District's 2024/2025 P-2 Attendance Report:

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2024/2025 P-2 Attendance Report as presented:**

| | |
|-------------------------|---------------------------|
| MOVED: | SECOND: |
| VOTE: | |
| Shannon Clay: | Jeania Reasner: |
| Daniella Pearce: | Kelly Salas-Ernst: |
| Thomas Gibbons: | |

D. Approval of donations:

- i. Jim Zepeda; \$90.00; ASB 8th Grade**

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the donations as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

E. Approval of inter-district transfers

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the inter-district transfers as presented:**

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

VIII. PUBLIC COMMENTS

PUBLIC COMMENTS ARE WELCOME

The Blochman Union School District will receive public comments about items not appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. Persons needing additional time are requested to submit the information in writing.

For comments concerning matters not on the agenda, open meeting laws and fairness to other residents who may have an interest in your topic prohibit the Board from taking action or engaging in extended discussion of your concerns. The Board may direct staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

IX. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion

B. Blochman Union School District Board Member Items

C. Items not on the Agenda

D. Next Scheduled Board Meeting: May13, 2025; open session at 5:30 p.m.; Library.

X. CLOSED SESSION – The board will consider and may act upon the following items during closed session:

A. Certificated and Classified Personnel Actions

- i. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations.

XI. Reconvene in open session

- A. Report of action taken during closed session.

XII. Adjourn

Time: _____

MOVED:

VOTE:

Shannon Clay:

Daniella Pearce:

Thomas Gibbons:

SECOND:

Jeania Reasner:

Kelly Salas-Ernst:

V - B



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 |
|---|--|--|
| Blochman Union Elementary School District | Doug Brown Superintendent/Principal | dbrown@blochmanusd.org 805-937-1148 |

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.

Blochman Union School District is located in Santa Barbara County. It consists of one TK-8 school, Benjamin Foxen Elementary School. While the population of the district is fairly small, this area is rich in history and contains several historical landmarks. The Blochman district is home to the oldest business in California as well as multiple successful vineyards and oil companies. The vineyards and oil companies have been and will continue to be loyal financial supporters of our district. The people in this community are extremely proud of this school. Benjamin Foxen Elementary School prides itself on offering a rigorous academic program as well as a safe environment in which children can thrive. This district does not receive Equity Multiplier Funding. As of October 2, 2024, Benjamin Foxen Elementary School was home to 210 students. Forty-six percent of the students are socioeconomically disadvantaged, 19% are English Learners, and less than 1% of students meet the definition of homeless under the McKinney-Vento Act. There are no foster youth enrolled. Student demographics are as follows:

- *Hispanic - 47.14%
- *White – 45.71%
- *Multiple/Other – 5.24%
- *American Indian/Alaskan Native - .52%
- *Black/African American - .48%
- *Asian - .95%
- *Native Hawaiian/Other Pacific Islander - 0%

Reflections: Annual Performance

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

An analysis of the California School Dashboard and local data shows the following:

DASHBOARD - ACADEMIC PERFORMANCE: ENGLISH LANGUAGE ARTS

Dashboard Year: 2023
Performance Color: Yellow
Standard: 5.3 points above
Point Change: Declined 19.3 points

Dashboard Year: 2024
Performance Color: Yellow
Standard: 3.9 points below
Point Change: Declined 9.2 points

LOCAL INDICATORS - ACADEMIC PERFORMANCE ENGLISH LANGUAGE ARTS: I-READY

Year: 2023/2024
At Grade Level: 53%
One Grade Level Below: 27%
Two Grade Levels Below: 8%
Three or More Grade Levels Below: 12%
Not Completed: 0%
Progress Toward Typical Annual Growth: 88%

Year: 2024/2025
At Grade Level: 39%
One Grade Level Below: 30%
Two Grade Levels Below: 13%
Three or More Grade Levels Below: 15%
Not Completed: 2%
Progress Toward Typical Annual Growth: 79%
(Prior to Final Testing in May)

The results of standardized CAASPP testing do not show any improvement from the prior year. However, local data shows that students are

making progress toward grade level performance. Note that we do not have the final I-Ready tests results for 2024/2025 but based on the current trend, we expect student performance to exceed the prior year.

DASHBOARD - ACADEMIC PERFORMANCE MATH

Dashboard Year: 2023
Performance Color: Orange
Standard: 50.9 points below
Point Change: Declined 27 points

Dashboard Year: 2024
Performance Color: Yellow
Standard: 47.4 points below
Point Change: Increased 3.4 points

LOCAL INDICATORS - ACADEMIC PERFORMANCE MATH: I-READY

Year: 2023/2024
At Grade Level: 40%
One Grade Level Below: 37%
Two Grade Levels Below: 8%
Three or More Grade Levels Below: 15%
Not Completed: 0%
Progress Toward Typical Annual Growth: 92%

Year: 2024/2025
At Grade Level: 23%
One Grade Level Below: 49%
Two Grade Levels Below: 10%
Three or More Grade Levels Below: 17%
Not Completed: 0%
Progress Toward Typical Annual Growth: 61%
(Prior to Final Testing in May)

The results of the standardized CAASPP testing show improvement over the prior year. Local data shows that students are making progress toward typical growth. Note that we do not have the final I-Ready tests results for 2024/2025 but based on the current trend, we expect student performance to be similar to the prior year.

LOCAL INDICATORS - SCIENCE

Year: 2022/2023

Met or Exceeded Standards: 39%

Nearly Met Standards: 55%

Year: 2023/2024

Met or Exceeded Standards: 42%

Nearly Met Standards: 51%

Performance on the standardized CAST test shows modest improvement.

We will continue to work to improve student outcomes in math, English Language Arts, and science, as described in Goals 1 – 3.

DASHBOARD – ACADEMIC ENGAGEMENT:

- Chronic Absenteeism: Green performance color; 6.4% chronically absent; declined .6%. These results are similar to those of the prior year.

LOCAL INDICATORS – ACADEMIC ENGAGEMENT:

- Access to a broad course of study standard is met.

DASHBOARD - CONDITIONS AND CLIMATE:

- Suspension Rate: Green performance color; 2% suspended for at least one day; Declined 2.5%. This is an improvement over the prior year when we had a Red performance color for the Suspension Rate.

LOCAL INDICATORS – CONDITIONS AND CLIMATE:

- Basic standards regarding teachers, instructional materials, and facilities are met.
- Parent and family engagement standards are met.
- Local climate survey standards are met.

We have been successful in maintaining a positive school climate, as outlined in Goal 4.

Reflections: Technical Assistance

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

Not applicable.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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>Parents, students, teachers, members of the certificated and classified staff and other school personnel, the principal, and school administration</p> | <p>Surveys for students, parents, teachers, the principal, administrators, other school personnel, and classified staff were conducted at various intervals during the year. Additional information about the purpose and goals of the LCAP was posted on the district's website.</p> <p>Teachers, classified staff, and other school personnel were consulted on an ongoing basis. Teachers were consulted regarding student achievement. Teachers provided data regarding parent conferences and writing prompt achievements that was used to analyze the annual outcomes.</p> <p>Teachers and administrators consulted with students on an ongoing basis regarding learning progress and school climate. Students in grades 5 and 7 were surveyed regarding school climate. The results of this survey are addressed in Goal 4.</p> |
| <p>LCAP Advisory Committee and School Site Council</p> | <p>The LCAP Advisory Committee reviewed and discussed the 2024/2025 – 2026/2027 LCAP on the following dates:</p> <ul style="list-style-type: none"> *October 22, 2024 *January 28, 2025 *February 25, 2025 *May 27, 2025 <p>This committee is made up of parents, classified staff, certificated staff, school administrators, and students. A separate ELAC/DELAC</p> |

| Educational Partner(s) | Process for Engagement |
|--|---|
| | <p>committee is not required because BUSD has less than 51 English Learner students, which is the requirement for a separate committee. Committee members reviewed the LCAP and were given an opportunity to comment and make suggestions. The committee members were provided with data collected throughout the course of the year to demonstrate pupil outcomes.</p> |
| <p>Santa Barbara County SELPA</p> | <p>Ray Avila, Executive Director of the Santa Barbara County SELPA, reviewed a draft of our LCAP.</p> |
| <p>Board of Education and all educational partners</p> | <p>The complete draft of the LCAP was available on the district website on June 6, 2025.</p> <p>A properly noticed public hearing at which the LCAP and the district's budget were presented for discussion and comment was held on June 10, 2025. The LCAP and the district's budget were adopted at a special board meeting on June 12, 2025.</p> |

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

During the February 25, 2025 LCAP Advisory Committee meeting, the principal and teachers discussed the use of the I-Ready multiple measures evaluation tool. The consensus was to continue to use the tool to evaluate student progress in math, which is addressed in Goal 1, and ELA, which is addressed in Goal 3.

At various times during the school year the principal met with parent groups. Parents want to see improvements in math, ELA, and science test scores. These items are addressed in Goals 1 - 3.

All educational partners want to ensure we have a positive school climate. This is addressed in Goal 4.

Student surveys showed that most students feel connected to the school. School climate is addressed in Goal 4.

Teachers provided local data such as participation in Parent/Teacher conferences, writing prompt scores, and information on parent participation at various school events. The data provided by teachers was used in the evaluation of goal progress. Teachers and administrative staff indicated that more intervention services for ELA would be beneficial. This is addressed in Goal 3.

Ray Avila, Executive Director of the Santa Barbara County SELPA, suggested the following for students with IEPs:

1. Inclusion opportunities schoolwide (Universal Design Learning – UDL – as a potential focus).
2. Focus on the reclassification of EL's with IEP's.

We work diligently to reclassify English Learner students, including those with IEPs.

3. Professional Development that includes staff who serve the SWD's population.

All staff are provided with professional development, including those who serve students with disabilities.

The Board reviewed the LCAP progress on a regular basis. Keeping board members informed and engaged regarding the LCAP process is an important part of having a positive and productive school environment. Board members were pleased with the efforts district administration and teachers are making to engage other educational partners and the work they are doing to meet the needs of students. Presenting the LCAP to the board at regular intervals gave them an opportunity to make comments and suggestions for the LCAP. Their request to see continued improvement to the school climate is addressed in Goal 4.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 1 | We want to improve student outcomes for all students, including English Learners, on state test scores for math by the end of school year 2027 as evidenced by achieving at least a Green status on the California School Dashboard (Dashboard), meaning students will improve their California Assessment of Student Performance and Progress (CAASPP) test scores to achieve the state standard for achievement in math. | Broad Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because a mastery of math concepts is important for long-term student achievement. Our students achieved an Orange status in math on the 2023 Dashboard. Consultation with our educational partners revealed that it is important for our students to improve their math scores in order to be successful in high school and beyond. Therefore, our educational partners want to focus efforts on improving CAASPP test scores in math, as reported by the Dashboard. The actions and metrics included in the goal will support the achievement of the goal by ensuring our students will make progress toward achieving at least a Green status on the Dashboard by the end of the 2026/2027 school year.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|---|----------------|--|---|
| 1.1 | Dashboard - CAASPP assessment for math for all students | 2023 Dashboard for math - Orange status; 50.9 points below standard; declined by 27 points. | 2024 Dashboard for math - Yellow status; 47.4 points below standard; increased by 3.4 points. | | Results will move at least 30 points closer to the standard on the California School Dashboard for all students in math. | Our testing results increased 3.4 points over the baseline. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|---|--|
| 1.2 | Local assessment - I-Ready improvement in math for all students | 2023/2024 I-Ready Second Assessment - 26% at grade level, 50% one grade level below, 10% two grade levels below, 12% three or more grade levels below, 2% not completed, | 2024/2025 I-Ready Second Assessment - 23% at grade level, 49% one grade level below, 10% two grade levels below, 17% three or more grade levels below, 2% not completed. | | At least 35% of students will perform at grade level in math. | We are currently three percentage points below the baseline. |

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.

There were no substantive differences between the planned actions and the actual implementation of these actions. Raising state test scores is definitely a goal we revisit annually. Motivating students can be a challenge at times and getting students to give their best effort is crucial. We do offer incentives for students who meet state standards and for students who raise their score levels from one year to the next. We are currently looking at adopting new math curriculum with the hopes it aligns better with testing expectations. We are confident our students make progress yearly, but for students who have scored lower in the past it requires over a typical years progress to see higher results the following year. Students with IEP's do get accommodations to hopefully level the playing field, but history tells us that is extremely challenging. Our small population makes comparing year to year difficult due to the fact that just a couple of students can have a big impact on results from year to year. We will continue to work diligently to give our students the best possible chance of being successful with state standard testing.

There were no instances where we did not implement a planned action, nor did we implement a planned action in a manner that differs substantively from our original 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.

There are no material differences between budgeted expenditures and estimated actual expenditures for Goal 1.

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

We believe the actions listed below are effective in making progress toward this goal. An analysis of Dashboard and local data is shown below. The results of the standardized CAASPP testing show an improvement over the prior year. The Performance Color advanced from Orange to Yellow. Local data shows that students are making progress toward typical grade-level growth. Note that we do not have the final I-Ready tests results for 2024/2025 but based on the current trend, we expect student performance to be similar to the prior year.

**DASHBOARD - ACADEMIC PERFORMANCE
MATH**

Dashboard Year: 2023
Performance Color: Orange
Standard: 50.9 points below
Point Change: Declined 27 points

Dashboard Year: 2024
Performance Color: Yellow
Standard: 47.4 points below
Point Change: Increased 3.4 points

**LOCAL INDICATORS - ACADEMIC PERFORMANCE
MATH: I-READY**

Year: 2023/2024
At Grade Level: 40%
One Grade Level Below: 37%
Two Grade Levels Below: 8%
Three or More Grade Levels Below: 15%
Not Completed: 0%
Progress Toward Typical Annual Growth: 92%

Year: 2024/2025
At Grade Level: 23%
One Grade Level Below: 49%
Two Grade Levels Below: 10%
Three or More Grade Levels Below: 17%
Not Completed: 0%
Progress Toward Typical Annual Growth: 61%
(Prior to Final Testing in May)

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

We are not making any changes to this goal for the coming 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 | Teacher for combination class reduction | <p>To improve student achievement for all students, we are utilizing a teacher to reduce the need for combination classes. Experience has shown us that non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils. This teacher provides support for both math and English Language Arts, which is addressed in Goal 3.</p> <p>This action applies to metric 1 and 2.</p> | \$66,683.00 | Yes |
| 1.2 | .5 FTE Intervention teacher and instructional assistants | <p>To improve student achievement, we will provide a .5 FTE intervention teacher and instructional assistants for intervention. These staff members provide intervention for both math and English Language Arts, which is addressed in Goal 3.</p> <p>A dedicated intervention teacher and instructional assistants will provide the additional support pupils often need to be able to perform on par with their peers. Students in the low performing category for math will be identified for intervention and targeted teaching through assessments and parent and teacher recommendations. Identified students will receive intensive intervention provided by a certificated intervention teacher. The evidence-based methodologies used are Moby Max, Touch Math, Zearn Math, and CAASPP sample tests depending on the characteristics and type of difficulty the student is manifesting.</p> | \$66,925.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|--|-------------|--------------|
| | | <p>Students in the low performing category for math are assessed ongoing using the assessments provided with the evidence-based programs they are using. They are also assessed three times per year with the I-Ready program.</p> <p>The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.</p> <p>This action applies to metric 1 and 2.</p> | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 2 | We want to improve student outcomes for all students, including English Learners, on state test scores for science by the end of school year 2027 as evidenced by at least 50% of our students meeting the state standard on the California Science Test (CAST). | Broad Goal |

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because a mastery of science concepts is important for long-term student achievement. In 2022/2023, 38.78% of our students met or exceeded state standards for science. Consultation with our educational partners revealed that it is important for our students to improve their science scores in order to be successful in high school and beyond. Therefore, our educational partners want to focus efforts on improving CAST test scores in science. The actions and metrics included in the goal will support the achievement of the goal by ensuring that at least 50% of our students will meet or exceed state standards in science by the end of the 2026/2027 school year.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|-----------------------------------|--|---|----------------|---|---|
| 2.1 | CAST test scores for all students | 2022/2023 CAST test scores - 38.78% met or exceeded the state standard in science. | 2023/2024 CAST test scores - 42% met or exceeded the state standard in science. | | At least 50% of students will meet or exceed the state standard on the CAST test. | We increased our testing results by 3% over the baseline. |

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.

There were no substantive differences between the planned actions and the actual implementation of these actions. Raising state test scores is definitely a goal we revisit annually. Motivating students can be a challenge at times and getting students to give their best effort is crucial. We do offer incentives for students who meet state standards and for students who raise their score levels from one year to the next. We are

currently looking at adopting new math curriculum with the hopes it aligns better with testing expectations. We are confident our students make progress yearly, but for students who have scored lower in the past it requires over a typical years progress to see higher results the following year. Students with IEP's do get accommodations to hopefully level the playing field, but history tells us that is extremely challenging. Our small population makes comparing year to year difficult due to the fact that just a couple of students can have a big impact on results from year to year. We will continue to work diligently to give our students the best possible chance of being successful with state standard testing.

There were no instances where we did not implement a planned action, nor did we implement a planned action in a manner that differs substantively from our original 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.

There are no material differences between budgeted expenditures and estimated actual expenditures for Goal 2.

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

We believe the action listed below is effective in making progress toward this goal. An analysis of the CAST standardized testing data is shown below. The results show an improvement over the prior year.

LOCAL INDICATORS - SCIENCE

Year: 2022/2023

Met or Exceeded Standards: 39%

Nearly Met Standards: 55%

Year: 2023/2024

Met or Exceeded Standards: 42%

Nearly Met Standards: 51%

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

We are not making any changes to this goal for the coming 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 | Teacher training and professional development | We will provide training and professional development opportunities to our teachers to help them effectively utilize the science curriculum. Most of this training is provided by the curriculum publisher at no cost to the district. | \$0.00 | No |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 3 | We want to improve student outcomes for all students, including English Learners, on state test scores for English Language Arts (ELA) by the end of school year 2026/2027 as evidenced by achieving at least a Green status on the California School Dashboard (Dashboard), meaning students will improve their California Assessment of Student Performance and Progress (CAASPP) test scores to achieve the state standard for achievement in ELA. | Broad Goal |

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because a mastery of ELA concepts is important for long-term student achievement. Our students achieved a Yellow status in ELA on the 2023 Dashboard. Consultation with our educational partners revealed that it is important for our students to improve their ELA scores in order to be successful in high school and beyond. Therefore, our educational partners want to focus efforts on improving CAASPP test scores in ELA, as reported by the Dashboard. The actions and metrics included in the goal will support the achievement of the goal by ensuring our students will make progress toward achieving at least a Green status on the Dashboard by the end of the 2026/2027 school year.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|---|----------------|---|--|
| 3.1 | Dashboard - CAASPP assessment for ELA for all students | 2023 Dashboard for ELA - Yellow status; 5.3 points above standard; declined 19.3 points. | 2024 Dashboard for ELA - Yellow status; 3.9 points below standard; declined 9.2 points. | | ELA results will continue to be above the standard on the California School Dashboard for all students. | Our test scores declined 9.2 points from the prior year. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|--|--|----------------|--|--|
| 3.2 | Local assessment - I-Ready improvement in ELA for all students. | 2023/2024 I-Ready Second Assessment - 46% at grade level, 32% one grade level below, 10% two grade levels below, 11% three or more grade levels below, 1% not completed, | 2024/2025 I-Ready Second Assessment - 39% at grade level, 30% one grade level below, 13% two grade levels below, 15% three or more grade levels below, 2% not completed, | | At least 55% will perform at grade level in ELA. | We are currently 7 percentage points below the baseline. |

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.

There were no substantive differences between the planned actions and the actual implementation of these actions. Raising state test scores is definitely a goal we revisit annually. Motivating students can be a challenge at times and getting students to give their best effort is crucial. We do offer incentives for students who meet state standards and for students who raise their score levels from one year to the next. We are currently looking at adopting new math curriculum with the hopes it aligns better with testing expectations. We are confident our students make progress yearly, but for students who have scored lower in the past it requires over a typical years progress to see higher results the following year. Students with IEP's do get accommodations to hopefully level the playing field, but history tells us that is extremely challenging. Our small population makes comparing year to year difficult due to the fact that just a couple of students can have a big impact on results from year to year. We will continue to work diligently to give our students the best possible chance of being successful with state standard testing.

There were no instances where we did not implement a planned action, nor did we implement a planned action in a manner that differs substantively from our original 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.

There are no material differences between budgeted expenditures and estimated actual expenditures for Goal 3.

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

We believe the actions listed below are effective in making progress toward this goal, even though we are not seeing an increase in standardized test scores. An analysis of Dashboard and local data is shown below. Local data shows that students are making progress toward typical grade-level growth. Note that we do not have the final I-Ready tests results for 2024/2025 but based on the current trend, we expect student performance to be similar to the prior year, which will show that approximately 88% of students will make typical grade-level progress.

**DASHBOARD - ACADEMIC PERFORMANCE:
ENGLISH LANGUAGE ARTS**

Dashboard Year: 2023
Performance Color: Yellow
Standard: 5.3 points above
Point Change: Declined 19.3 points

Dashboard Year: 2024
Performance Color: Yellow
Standard: 3.9 points below
Point Change: Declined 9.2 points

**LOCAL INDICATORS - ACADEMIC PERFORMANCE
ENGLISH LANGUAGE ARTS: I-READY**

Year: 2023/2024
At Grade Level: 53%
One Grade Level Below: 27%
Two Grade Levels Below: 8%
Three or More Grade Levels Below: 12%
Not Completed: 0%
Progress Toward Typical Annual Growth: 88%

Year: 2024/2025
At Grade Level: 39%
One Grade Level Below: 30%
Two Grade Levels Below: 13%
Three or More Grade Levels Below: 15%
Not Completed: 2%
Progress Toward Typical Annual Growth: 79%
(Prior to Final Testing in May)

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

We are not making any changes to this goal for the coming year.

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

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 3.1 | Teacher for combination class reduction | <p>To improve student achievement for all students, we are utilizing a teacher to reduce the need for combination classes. Experience has shown us that non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils. This teacher provides support for both ELA and math, which is addressed in Goal 1.</p> <p>This action applies to metric 1 and 2.</p> | \$66,683.00 | Yes |
| 3.2 | .5 FTE Intervention teacher and instructional assistants | <p>To improve student achievement, we will provide a .5 FTE intervention teacher and instructional assistants for intervention. These staff members provide intervention for both ELA and math, which is addressed in Goal 1.</p> <p>A dedicated intervention teacher will provide the additional support pupils often need to be able to perform on par with their peers.</p> <p>Students in the low performing category for ELA will be identified for intervention and targeted teaching through assessments and parent and teacher recommendations. Identified students will receive intensive intervention provided by a certificated intervention teacher.</p> <p>Students in the low performing category for ELA are assessed ongoing using the assessments provided with the evidence-based programs they are using. They are also assessed three times per year with the I-Ready program.</p> | \$66,925.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|---|-------------|--------------|
| | | <p>The Student Study Team (SST) will provide support for interventions and serve as a referral system for students.</p> <p>This action applies to metric 1 and 2.</p> | | |

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|------------------------------|
| 4 | We want to improve school engagement including parent involvement, pupil engagement, and school climate. Evidence of maintenance of progress will be provided by Dashboard local indicator data, CalSAAS data, the Williams Report, the Dashboard chronic absenteeism rate and suspension rate, and DataQuest's expulsion rate. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (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.

We believe it is important for students to feel safe and welcome at school and for parents to feel they have opportunities to be involved in their children's education. It is also important for students to understand the importance of attending school on a regular basis so that no instructional opportunities are missed.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|---|---|----------------|---------------------------------|---|
| 4.1 | Local Indicators - Priority 1 - Basic - CALPADS shows all teachers are appropriately assigned. | 2024 Local Indicators - Priority 1 - Basic - CALPADS shows all teachers are appropriately assigned. | 2025 Local Indicators - Priority 1 - Basic - CALPADS shows all teachers are appropriately assigned. | | Metric will continue to be met. | There is currently no difference from the baseline. |
| 4.2 | Local Indicators - Priority 1 - Basic - CalSAAS shows all teachers are | 2024 Local Indicators - Priority 1 - Basic - CalSAAS shows all teachers are | 2025 Local Indicators - Priority 1 - Basic - CalSAAS shows | | Metric will continue to be met. | There is currently no difference from the baseline. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|---------------------------------|--|
| | appropriately credentialed. | appropriately credentialed. | all teachers are appropriately credentialed. | | | |
| 4.3 | Local Indicators - Priority 1 - Basic - Instructional Materials Board Resolution shows all students have access to standards-aligned instructional materials. | 2024 Local Indicators - Priority 1 - Basic - Instructional Materials Board Resolution shows all students have access to standards-aligned instructional materials. | 2025 Local Indicators - Priority 1 - Basic - Instructional Materials Board Resolution shows all students have access to standards-aligned instructional materials. | | Metric will continue to be met. | There is currently no difference from the baseline. |
| 4.4 | Local Indicators - Priority 1 - Basic - SARC Facilities Inspection Tool indicates school facilities are maintained in good repair. | 2024 Local Indicators - Priority 1 - Basic - 2023 SARC Facilities Inspection Tool indicates school facilities are maintained in good repair. | 2025 Local Indicators - Priority 1 - Basic - 2024 SARC Facilities Inspection Tool indicates school facilities are maintained in good repair. | | Metric will continue to be met. | There is currently no difference from the baseline. |
| 4.5 | Local indicators - Priority 3 - Parental Involvement - 90 percent parent attendance, including parents of special education students, at First Trimester parent-teacher conferences. | 2024 Local indicators - Priority 3 - Parental Involvement - parent attendance at First Trimester parent-teacher conferences was 96%. | 2025 Local indicators - Priority 3 - Parental Involvement - parent attendance at First Trimester parent-teacher conferences was 97%. | | Metric will continue to be met. | The difference between the current year and the baseline is an increase of 1 percentage point. |
| 4.6 | Local indicators - Priority 5 - Pupil Engagement - student attendance rate. | 2024 Local indicators - Priority 5 - Pupil Engagement - student attendance rate is 96%. | 2025 Local indicators - Priority 5 - Pupil Engagement - | | Metric will continue to be met. | There is currently no difference from the baseline. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|--|--|----------------|--|---|
| | | | student attendance rate is 96% as of the P-1 reporting period. | | | |
| 4.7 | Local indicators - Priority 5 - Pupil Engagement - middle school drop out rate. | 2024 Local indicators - Priority 5 - Pupil Engagement - middle school drop out rate is 0%. | 2025 Local indicators - Priority 5 - Pupil Engagement - middle school drop out rate is 0%. | | Metric will continue to be met. | There is currently no difference from the baseline. |
| 4.8 | Dashboard - Priority 5 - Pupil Engagement - chronic absenteeism rate. | 2023 Dashboard - Priority 5 - Pupil Engagement - chronic absenteeism rate has a Green performance color. | 2024 Dashboard - Priority 5 - Pupil Engagement - chronic absenteeism rate has a Green performance color. | | Metric will continue to be met. | There is currently no difference from the baseline. |
| 4.9 | Dashboard - Priority 6 - School Climate - suspension rate. | 2023 Dashboard - Priority 6 - School Climate - suspension rate has a Red performance color. The Suspension rate is 4.5%. | 2024 Dashboard - Priority 6 - School Climate - suspension rate has a Green performance color. The Suspension rate is 2%. | | Suspension rate will be 3% or less on the Dashboard. | The current performance color has improved from Red to Green and the Suspension rate has decreased by 2.5%. |
| 4.10 | Data Quest - Priority 6 - School Climate - expulsion rate. | 2023 Data Quest - Priority 6 - School Climate - expulsion rate is 0%. | 2024 Data Quest - Priority 6 - School Climate - expulsion rate is 0%. | | Metric will continue to be met. | There is currently no difference from the baseline. |
| 4.11 | Local Indicators - Priority 7 - Course Access - CALPADS shows all students enrolled standards-aligned courses. | 2024 Local Indicators - Priority 7 - Course Access - CALPADS shows all students enrolled standards-aligned courses. | 2025 Local Indicators - Priority 7 - Course Access - CALPADS shows all students enrolled | | Metric will continue to be met. | There is currently no difference from the baseline. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------------------|----------------|---------------------------|----------------------------------|
| | | | standards-aligned courses. | | | |

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.

There are no differences between the planned actions and services and the actual implementation of these actions.

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

There are no material differences between budgeted expenditures and estimated actual expenditures.

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

Our bilingual school psychologist helps maintain contact with parents and assists students with their social-emotional well-being. Students in grades 5 and 7 were surveyed during the school year. Of the students surveyed in grade 5, 73% reported feeling socially and emotionally supported, and 77% felt they had good school connectedness. Of the students surveyed in grade 7, 58% reported feeling socially and emotionally supported, and 69% felt they had good school connectedness. We will continue to strive to find ways to make sure all students feel adequate social and emotional support at school.

The data shows that the above actions are an effective use of funds and that the actions helped to keep unduplicated student achievement from declining.

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

We are not making any changes to this goal for the coming 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 |
|----------|---------------------|--|-------------|--------------|
| 4.1 | School Psychologist | <p>We will continue to provide social/emotional support with a .5 FTE school psychologist, maintain contact with parents, including the special education parent group, and continue to use our current curriculum for our character program. We believe that this action will help to correct the red performance color our students received for the Suspension Rate on the 2022/2023 Dashboard.</p> <p>The Socioeconomically Disadvantaged student group received a red performance color for the Suspension Rate. The Hispanic and White student groups received an orange performance color, which is the second to the lowest color. The color level assigned to the 2022/2023 Suspension Rate is somewhat misleading. In 2021/2022, we had no suspensions due to our pandemic social distancing procedures. When social engagement returned to normal in 2022/2023, our suspension rate returned to pre-pandemic levels, and we had three out of school suspensions and six in-school suspensions. This created an anomaly when comparing the number of suspensions in 2022/2023 to the zero suspensions in 2021/2022.</p> <p>We will continue to provide social-emotional support and services to our students, with a particular focus on our Socioeconomically Disadvantaged students.</p> | \$76,374.00 | 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 |
| \$210,252 | \$0.00 |

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 |
|---|-----------------------------|-------------------------|---|
| 8.954% | 0.000% | \$0.00 | 8.954% |

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|--|---|--|
| 1.1 | <p>Action: Teacher for combination class reduction</p> <p>Need: Per the 2023 Dashboard, students in all groups are currently performing 50.9 points below the standard.</p> <p>Scope:</p> | <p>While providing a teacher to reduce the need for combination classes benefits all students, the needs of unduplicated pupils were considered first as these students often need more intervention services than other pupils. This action is principally directed toward and effective in meeting the goals for our high needs students because experience has shown us that reducing the need for combination classes allows teachers to focus directly on the grade level needs of students. However, this action is being provided on a</p> | <p>Dashboard - CAASPP assessment for math (all student groups)</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|--|---|---|------------------------------------|
| <p>1.2</p> <p>Action: .5 FTE Intervention teacher and instructional assistants</p> <p>Need: Per the 2023 Dashboard, students in all groups are currently performing 50.9 points below the standard.</p> <p>Scope: Schoolwide</p> | <p>Schoolwide basis because it will benefit all students.</p> <p>While providing a dedicated intervention teacher and Instructional Assistants benefits all students, the needs of unduplicated pupils were considered first as these students often need more intervention services than other pupils. This action is principally directed toward and effective in meeting the goals for our high needs students because a dedicated intervention teacher and Instructional Assistants will provide the additional classroom and instructional support that high-needs students often need to perform on par with their peers.</p> | <p>Dashboard - CAASPP assessment for math (all student groups)</p> | |
| <p>3.1</p> <p>Action: Teacher for combination class reduction</p> <p>Need: Per the 2023 Dashboard, students in all groups are currently performing 5.3 points above the standard. However, this is a decrease of 19.3 points from the prior year.</p> <p>Scope: LEA-wide</p> | <p>While providing a teacher to reduce the need for combination classes benefits all students, the needs of unduplicated pupils were considered first as these students often need more intervention services than other pupils. This action is principally directed toward and effective in meeting the goals for our high needs students because experience has shown us that reducing the need for combination classes allows teachers to focus directly on the grade level needs of students. However, this action is being provided on a Schoolwide basis because it will benefit all students.</p> | <p>Dashboard - CAASPP assessment for ELA (all student groups)</p> | |
| <p>3.2</p> <p>Action: .5 FTE Intervention teacher and instructional assistants</p> <p>Need: Per the 2023 Dashboard, students in all groups are currently performing 5.3 points above the standard. However, their</p> | <p>While providing a dedicated intervention teacher and Instructional Assistants benefits all students, the needs of unduplicated pupils were considered first as these students often need more intervention services than other pupils. This action is principally directed toward and effective in meeting the goals for our high needs students because a dedicated intervention teacher and</p> | <p>Dashboard - CAASPP assessment for ELA (all student groups)</p> | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|------------------------------------|
| | <p>performance decrease by 19.3 points from the prior year.</p> <p>Scope: Schoolwide</p> | <p>Instructional Assistants will provide the additional classroom and instructional support that high-needs students often need to perform on par with their peers.</p> | |

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.

Not applicable.

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.

Not applicable.

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

2025-26 Total 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 from Prior Year | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|---|---|--|---|--|
| Totals | 2,348,241 | 210,252 | 8.954% | 0.000% | 8.954% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Non-personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|--------------|---------------------|---------------------|
| Totals | \$330,606.00 | \$12,984.00 | \$0.00 | \$0.00 | \$343,590.00 | \$343,590.00 | \$0.00 |

| 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 | Teacher for combination class reduction | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Benjamin Foxen Elementary K-8 | Ongoing | \$66,683.00 | \$0.00 | \$66,683.00 | \$0.00 | \$0.00 | \$0.00 | \$66,683.00 | 0 |
| 1 | 1.2 | .5 FTE intervention teacher and instructional assistants | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Benjamin Foxen Elementary School K - 8 | Ongoing | \$66,925.00 | \$0.00 | \$66,925.00 | \$0.00 | \$0.00 | \$0.00 | \$66,925.00 | 0 |
| 2 | 2.1 | Teacher training and professional development | All | No | | | Specific Schools: Benjamin Foxen Elementary School | Ongoing | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| 3 | 3.1 | Teacher for combination class reduction | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Benjamin Foxen Elementary School | Ongoing | \$66,683.00 | \$0.00 | \$66,683.00 | \$0.00 | \$0.00 | \$0.00 | \$66,683.00 | 0 |
| 3 | 3.2 | .5 FTE intervention teacher and instructional assistants | English Learners Foster Youth Low Income | Yes | School wide | English Learners Foster Youth Low Income | Specific Schools: Benjamin Foxen Elementary School | Ongoing | \$66,925.00 | \$0.00 | \$66,925.00 | \$0.00 | \$0.00 | \$0.00 | \$66,925.00 | 0 |
| 4 | 4.1 | School Psychologist | All | No | | | Specific Schools: Benjamin Foxen | Ongoing | \$76,374.00 | \$0.00 | \$63,390.00 | \$12,984.00 | \$0.00 | \$0.00 | \$76,374.00 | 0 |

| 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 |
|--------|----------|--------------|------------------|---|-------|-------------------------------|-------------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|---|
| | | | | | | | Elementary School | | | | | | | | | |

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 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 |
|------------------------------|--|---|---|---|---|--|--|--------------------------|---------------------|
| 2,348,241 | 210,252 | 8.954% | 0.000% | 8.954% | \$267,216.00 | 0.000% | 11.379 % | Total: | \$267,216.00 |
| | | | | | | | | LEA-wide Total: | \$66,683.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$200,533.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|------------|--|--|--|---|
| 1 | 1.1 | Teacher for combination class reduction | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Benjamin Foxen Elementary K-8 | \$66,683.00 | 0 |
| 1 | 1.2 | .5 FTE Intervention teacher and instructional assistants | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Benjamin Foxen Elementary School K - 8 | \$66,925.00 | 0 |
| 3 | 3.1 | Teacher for combination class reduction | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Benjamin Foxen Elementary School | \$66,683.00 | 0 |
| 3 | 3.2 | .5 FTE Intervention teacher and instructional assistants | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Benjamin Foxen Elementary School | \$66,925.00 | 0 |

2024-25 Annual Update Table

| Totals | | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|--|
| Totals | | \$343,590.00 | \$343,590.00 |

| 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 | Teacher for combination class reduction | Yes | \$66,683.00 | \$66,683.00 |
| 1 | 1.2 | .5 FTE Intervention teacher and instructional assistants | Yes | \$66,925.00 | \$66,925.00 |
| 2 | 2.1 | Teacher training and professional development | No | \$0.00 | \$0.00 |
| 3 | 3.1 | Teacher for combination class reduction | Yes | \$66,683.00 | \$66,683.00 |
| 3 | 3.2 | .5 FTE Intervention teacher and instructional assistants | Yes | \$66,925.00 | \$66,925.00 |
| 4 | 4.1 | School Psychologist | No | \$76,374.00 | \$76,374.00 |

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) | |
|--|---|---|--|--|---|--|---|
| | \$267,216.00 | \$267,216.00 | \$0.00 | 0.0000% | 0.0000% | 0.0000% | |
| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
| 1 | 1.1 | Teacher for combination class reduction | Yes | \$66,683.00 | \$66,683.00 | 0 | 0 |
| 1 | 1.2 | .5 FTE Intervention teacher and instructional assistants | Yes | \$66,925.00 | \$66,925.00 | 0 | 0 |
| 3 | 3.1 | Teacher for combination class reduction | Yes | \$66,683.00 | \$66,683.00 | 0 | 0 |
| 3 | 3.2 | .5 FTE Intervention teacher and instructional assistants | Yes | \$66,925.00 | \$66,925.00 | 0 | 0 |

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) |
|---|---|--|---|--|---|--|--|---|
| \$2,222,988 | | 0.00% | 0.000% | \$267,216.00 | 0.000% | 12.021% | \$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(g) and EC Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

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

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

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

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

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

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

- **NOTE:** As a reminder, the superintendent of a school district or LEA 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 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 holistic 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.

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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. |
| • 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 must 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 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 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 5204(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 grants, 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:
 2025-26 Local Control and Accountability Plan for Blochman Union Elementary School District

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.
- See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
 For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

VI - A

BOARD OF TRUSTEES MINUTES

Tuesday, March 11, 2025

Library

5:30 p.m. – Regular Meeting

A regular meeting of the Board of Education of the Blochman Union School District was held at the Benjamin Foxen Elementary School Library on March 11, 2025.

Members present: Shannon Clay, Daniella Pearce, Jeania Reasner, and Kelly Salas-Ernst. Absent: Thomas Gibbons.

I. PUBLIC SESSION: Mrs. Clay called the meeting to order at 5:30 p.m., led the flag salute, and welcomed guests.

II. Reports

i. Charter School Reports

a. Family Partnership Charter School – see attached

b. Trivium Charter Schools - none

ii. Teacher Reports - none

iii. Superintendent/Principal's Report – Current enrollment is 201. The last basketball game was held on March 20. The girls' team was victorious over Orcutt Academy. Upcoming activities include 6th grade science camp, Math Superbowl, and the CAASPP testing reward. Kindergarten registration is March 25 and 27. We have a student who will be honored at the upcoming Altrusa Dinner.

III. ITEMS SCHEDULED FOR INFORMATION

A. Form 700 – Statement of Economic Interests is due April 3, 2024. Please log on to eDisclosure at <https://www.southtechhosting.com/SantaBarbaraCounty/eDisclosure> to complete your form.

IV. ITEMS SCHEDULED FOR DISCUSSION

A. Facilities

i. General maintenance – We are working on maintenance issues as they arise.

ii. Peggy Salas memorial dedication – The board decided to schedule the dedication for the beginning of the April board meeting.

V. CONSENT AGENDA ITEMS

A. Approval of Minutes

i. Minutes of the February 11, 2025 Regular Meeting

***** IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

| | | | |
|-------------------------|-----------------------|---------------------------|--------------------------|
| MOVED: | Jeania Reasner | SECOND: | Kelly Salas-Ernst |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

B. Approval of Monthly Warrants – February, 2025

| | |
|--------------------------------|----------------------|
| i. Payroll | \$ 241,051.67 |
| ii. Commercial Warrants | \$ 223,620.93 |
| iii. Revolving | \$ 0.00 |
| TOTAL | \$ 464,672.60 |

***** IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

| | | | |
|-------------------------|-----------------------|---------------------------|--------------------------|
| MOVED: | Jeania Reasner | SECOND: | Kelly Salas-Ernst |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

C. Approval of Trivium Charter School’s 2024/2025 P-1 Attendance Reports

- i. Trivium Charter School**
- ii. Trivium Charter School: Adventure**
- iii. Trivium Charter School: Voyage**

***** IT IS RECOMMENDED THAT the Board of Education approve the above-referenced P-1 Attendance Reports as presented:**

| | | | |
|-------------------------|--------------------------|---------------------------|-----------------------|
| MOVED: | Kelly Salas-Ernst | SECOND: | Jeania Reasner |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Abstain | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

D. Approval of Family Partnership Charter School’s Revised 2023/2024 P-2 Attendance Report

***** IT IS RECOMMENDED THAT the Board of Education approve Family Partnership Charter School’s Revised 2023/2024 P-2 Attendance Report as presented:**

| | | | |
|-------------------------|-----------------------|---------------------------|--------------------------|
| MOVED: | Jeania Reasner | SECOND: | Kelly Salas-Ernst |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

VI. ITEMS SCHEDULED FOR ACTION

A. Approval of the Benjamin Foxen Elementary School February 2025 Attendance Report

***** IT IS RECOMMENDED THAT the Board of Education approve the Benjamin Foxen Elementary School February 2025 Attendance Report as presented:**

| | | | |
|-------------------------|--------------------------|---------------------------|------------------------|
| MOVED: | Kelly Salas-Ernst | SECOND: | Daniella Pearce |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

B. Approval of the contract with Moss, Levy & Hartzheim LLP for audit services for 2024/2025.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the contract with Moss, Levy & Hartzheim LLP as presented:**

| | | | |
|-------------------------|-----------------------|---------------------------|--------------------------|
| MOVED: | Jeania Reasner | SECOND: | Kelly Salas-Ernst |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

C. Approval of Blochman Union School District's 2025/2026 school calendar.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2025/2026 school calendar as presented:**

A revised calendar was distributed (see attached). The revised calendar received the following vote:

| | | | |
|-------------------------|------------------------|---------------------------|--------------------------|
| MOVED: | Daniella Pearce | SECOND: | Kelly Salas-Ernst |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

D. Approval of the contract for the Interim Business Manager for fiscal year 2025/2026.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the contract for the Interim Business Manager for fiscal year 2025/2026 as presented:**

| | | | |
|-------------------------|-----------------------|---------------------------|--------------------------|
| MOVED: | Jeania Reasner | SECOND: | Kelly Salas-Ernst |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

E. Approval of Blochman Union School District's 2024/2025 Transportation Plan.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2024/2025 Transportation Plan as presented:**

| | | | |
|-------------------------|--------------------------|---------------------------|-----------------------|
| MOVED: | Kelly Salas-Ernst | SECOND: | Jeania Reasner |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

F. Approval of the agreement with the Regents of the University of California, San Francisco campus, for Multitudes, a reading screening software.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the agreement with the Regents of the University of California, San Francisco campus, for Multitudes, a reading screening software as presented:**

| | | | |
|-------------------------|--------------------------|---------------------------|------------------------|
| MOVED: | Kelly Salas-Ernst | SECOND: | Daniella Pearce |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

G. Approval of Blochman Union School District's 2024/2025 Second Interim Report.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2024/2025 Second Interim report as presented:**

| | | | |
|-------------------------|-----------------------|---------------------------|------------------------|
| MOVED: | Jeania Reasner | SECOND: | Daniella Pearce |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

H. Approval of inter-district transfers

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the inter-district transfers as presented:**

| | | | |
|-------------------------|--------------------------|---------------------------|------------------------|
| MOVED: | Kelly Salas-Ernst | SECOND: | Daniella Pearce |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

VII. PUBLIC COMMENTS - none

VIII. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion - none

- B. Blochman Union School District Board Member Items - none
- C. Items not on the Agenda - none
- D. Next Scheduled Board Meeting: April 8, 2025; open session at 5:30 p.m.; Library.

IX. **CLOSED SESSION:** The board adjourned to closed session at 5:49 p.m., where they may consider and may act on the following:

- A. **Certificated and Classified Personnel Actions**
 - i. The board will be asked to review and approve hiring, transfers, promotion, evaluations, terminations, and resignations.

X. **RECONVENE IN OPEN SESSION** – The board reconvened in open session at 5:50 p.m.

- A. Report of action taken during closed session – Mrs. Salas-Ernst reported that no action was taken.

XII. **Adjourn**

TIME: 5:51 p.m.

| | | | |
|-------------------------|-----------------------|---------------------------|--------------------------|
| MOVED: | Jeania Reasner | SECOND: | Kelly Salas-Ernst |
| VOTE: | | | |
| Shannon Clay: | Aye | Jeania Reasner: | Aye |
| Daniella Pearce: | Aye | Kelly Salas-Ernst: | Aye |
| Thomas Gibbons: | Absent | | |

MARCH 2025 FPCS Report

Admin Office Report

- Fall semester there were three early graduates with four 11th graders this June.
- Reregistration ended with strong student numbers; Open Enrollment until March 14th.
- WASC MidCycle Report submitted for a virtual visit on April 17th.
- “Willy Wonka” Winter Formal was a success for our 32 MS students. *Thank you, Trivium!*
- First Virtual Family Event about SEL awareness and regulating emotions was held 2/3.
- Virtual Family Event on 3/10 with Ron Huxley, LMFT on supporting students with anxiety.
- March 17th is an ALL Advisor day for the final Discussion Builders Training/PLCs- WestEd
- Morro Bay Montessori
 - 4th/5th students had a walking field trip to the MB Maritime Museum
 - 2nd/3rd graders hosted a Poetry Festival
 - K-5 Open House on March 4th with a great turnout

- K-5 Home Study
 - Students joined Baywood’s MS student at the Cal Poly PAC for the Drumline Matinee
 - Students continue to enjoy art class with Ms. Ali: paper plate dinosaurs and nighttime cityscapes.



- Santa Maria Center
 - K-5 music lessons each Friday until May ending with a concert
 - Cal Poly Engineer students visit 4th/5th to share about their field

- Baywood Center
 - Attended a field trip at Cal Poly to tour the campus
 - The Cuesta Promise workshop was attended by 14 students
 - Middle Schoolers presented their Argumentative slideshow

- Orcutt Middle
 - Nineteen 8th Graders attended Open House for our high school program.
 - Students celebrated Friend’s Day with activities and dressed in PJs

- Orcutt Center
 - Two students have college acceptances - Arizona State University & University of Wyoming
 - 32 Orcutt & Solvang students visited Cal Poly for a campus tour

- Solvang Center
 - Four students applied for FAFSA and/or Allan Hancock College
 - A Solvang student has been accepted to Texas Christian University



- Environmental Committee fundraiser- some \$ for centers to adopt an endangered species:

**Baywood & OHS - Sea Otter *MBM & SMLC - Dolphin *OMS - Red Panda *Solvang - Butterfly*

**BLOCHMAN UNION SCHOOL DISTRICT
2025/2026 SCHOOL YEAR CALENDAR**

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

AUGUST
 Aug. 7-12 -Staff Development Days
 Aug. 14 - First Day of School
 Aug. 19- **Minimum Day**, Staff Development

SEPTEMBER
 Sept. 1 - Labor Day, **No School**
 Sept. 2 - **Minimum Day**, Staff Development
 Sept. 16 - **Minimum Day**, Staff Development
 Sept. 24-26 - **Minimum Days**, Conferences

OCTOBER
 Oct. 7 - **Minimum Day**, Staff Development
 Oct. 21 - **Minimum Day**, Staff Development

NOVEMBER
 Nov. 4 - **Minimum Day**, Staff Development
 Nov. 6 - End of 1st Trimester
 Nov. 7 - No School
 Nov. 11- Veteran's Day Observed, **No School**
 Nov. 18 - **Minimum Day**, Staff Development
 Nov. 24-28 Thanksgiving Break, **No School**

DECEMBER
 Dec. 2 - **Minimum Day**, Staff Development
 Dec. 16 - **Minimum Day**, Staff Development
 Dec. 19 - **Minimum Day**
 Dec. 22-31 Christmas Break **No School**

JANUARY 2026
 Jan. 1-9 Christmas Break, **No School**
 Jan. 19 - Martin Luther King Day, **No School**
 Jan. 20 - **Minimum Day**, Staff Development

FEBRUARY
 Feb. 3 - **Minimum Day**, Staff Development
 Feb. 9 - Lincoln's Birthday Observed, **No School**
 Feb. 16 - President's Day, **No School**
 Feb. 17 - **Minimum Day**, Staff Development

MARCH
 Mar. 3 - **Minimum Day**, Staff Development
 Mar. 5 - End of 2nd Trimester
 Mar. 6 - **No School**
 Mar. 12-13 - **Minimum Days**, Conferences
 Mar. 17 - **Minimum Day**, Staff Development

APRIL
 Apr. 3-10 - Spring Break, **No School**
 Apr. 21 - **Minimum Day**, Staff Development

MAY
 May 5 - **Minimum Day**, Staff Development
 May 19 - **Minimum Day**, Staff Development
 May 21 - **Minimum Day**, Conferences
 May 22-25 - Memorial Day, **No School**

JUNE
 Jun. 2 - **Minimum Day**, Staff Development
 Jun. 10 - **Minimum Day**, Last Day of School
 Jun. 19 - Juneteenth, **School Closed**

- End of Trimesters
- First and Last Days of School
- Minimum Days
- Parents Conferences -Minimum Days
- School Closed
- School Closed for Holidays
- Staff Developments Days
- ELOP Summer Session and Intersesion

VI - B

Pay Date 03/10/2025 through 03/31/2025

| EARNINGS by Earnings Code | Income | Adjustments |
|---------------------------|-------------------|-------------|
| Regular | 176,741.40 | |
| TOTAL | 176,741.40 | |

| TAXES | Employee | Employer | Total | Subject Grosses |
|---------------------|------------------|-----------------|------------------|-----------------|
| Federal Withholding | 12,624.16 | | 12,624.16 | 157,340.98 |
| State Withholding | 4,339.18 | | 4,339.18 | 157,340.98 |
| Social Security | 4,476.00 | 4,476.00 | 8,952.00 | 72,193.48 |
| Medicare | 2,504.77 | 2,504.77 | 5,009.54 | 172,743.13 |
| SUI | 86.37 | | 86.37 | 172,743.13 |
| Workers' Comp | 1,563.30 | 1,563.30 | 3,126.60 | 172,743.13 |
| SUBTOTAL | 23,944.11 | 8,630.44 | 32,574.55 | |

| EARNINGS by Group | Income | Adjustments |
|-------------------|-------------------|-------------|
| Base Pay | 175,458.83 | |
| Miscellaneous | 62.32 | |
| Stipends | 1,344.89 | |
| TOTAL | 176,741.40 | |

| REDUCTIONS | Employee | Employer | Total | Subject Grosses |
|-----------------|------------------|------------------|------------------|-----------------|
| PERS | 832.81 | 3,218.21 | 4,051.02 | 11,897.27 |
| PERS / 62 | 4,913.05 | 16,612.27 | 21,525.32 | 61,413.14 |
| STRS / 60 | 7,745.32 | 14,432.72 | 22,178.04 | 75,564.03 |
| STRS / 62 | 1,910.97 | 3,576.63 | 5,487.60 | 18,725.80 |
| Benefits | 3,443.15 | 603.75 | 4,046.90 | |
| Misc | 555.12 | | 555.12 | |
| SUBTOTAL | 19,400.42 | 38,443.58 | 57,844.00 | |

| EARNINGS | Person Type | Female Employees |
|--------------|-------------|------------------|
| Certificated | 17 | 12 |
| Classified | 17 | 10 |
| TOTAL | 34 | 22 |

| DEDUCTIONS | Employee | Employer | Total | Subject Grosses |
|-----------------|------------------|------------------|-------------------|-----------------|
| Benefits | 181.48 | 15,794.60 | 15,794.60 | |
| Misc | | | 181.48 | |
| Summer Savings | 12,097.55 | | 12,097.55 | 85,030.48 |
| Taxes | 620.22 | | 620.22 | 51,685.54 |
| SUBTOTAL | 12,899.25 | 15,794.60 | 28,693.85 | |
| TOTALS | 56,243.78 | 62,868.62 | 119,112.40 | |

Vendor Summary for Pay Date 03/10/2025 thru 03/31/2025

| | | |
|--------------------|-------------------|-----------|
| Vendor Checks | 736.60 | 3 |
| Vendor Liabilities | 118,375.80 | 24 |
| TOTAL | 119,112.40 | 27 |

Cancel/Reissue for Process Date 03/10/2025 thru 03/31/2025

| | |
|---------------|--|
| Reissued | |
| Cancel Checks | |
| Void ACH | |
| NET | |

BALANCING DATA

| | | | | |
|--------------------|------------|------------|---------------|-----------|
| Gross Earnings | 176,741.40 | 120,497.62 | Net Pay | 34 |
| District Liability | 62,868.62 | 56,243.78 | Deductions | |
| | 239,610.02 | 62,868.62 | Contributions | |
| | | 239,610.02 | Check Holds | |
| | | | Zero Net | |
| | | | TOTAL | 34 |

Selection Grouped by Org, Filtered by (Org = 2, Starting Pay Date = 3/1/2025, Ending Pay Date = 3/31/2025)

ESCAPE ONLINE
Page 1 of 1

| Checks Dated 03/01/2025 through 03/31/2025 | | | | | |
|--|------------|--------------------------------|-------------|-----------------|--------------|
| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |
| 01-834168 | 03/03/2025 | McLain, Timothy J | 01-4300 | | 63.52 |
| 01-834169 | 03/03/2025 | 805 Dairy Distributing LLC | 13-4710 | | 262.50 |
| 01-834170 | 03/03/2025 | Amazeng Waterpark, Inc. | 01-5800 | | 2,000.00 |
| 01-834171 | 03/03/2025 | DOCUMENT TRACKING SERVICES,LLC | 01-5800 | | 425.00 |
| 01-834172 | 03/03/2025 | Edna's Bakery | 13-4710 | | 126.90 |
| 01-834173 | 03/03/2025 | FAMILY PARTNERSHIP CHARTER | 01-8096 | | 67,870.00 |
| 01-834174 | 03/03/2025 | HOME DEPOT CREDIT SERVICES | 01-4300 | | 608.55 |
| 01-834175 | 03/03/2025 | Jordanos Food Service Division | 01-4300 | 39.51 | |
| | | | 13-4300 | 159.89 | |
| | | | 13-4710 | 1,636.20 | 1,835.60 |
| 01-834176 | 03/03/2025 | Koehler Plumbing Inc | 01-5800 | | 100.00 |
| 01-834177 | 03/03/2025 | Marlin Leasing Corp. | 01-7439 | | 592.69 |
| 01-834178 | 03/03/2025 | Mission Linen Supply Inc. | 01-4300 | | 121.03 |
| 01-834179 | 03/03/2025 | Nancy B Shafer, CPA | 01-5800 | | 4,217.50 |
| 01-834180 | 03/03/2025 | O'Connor Pest Control | 01-5800 | | 307.00 |
| 01-834181 | 03/03/2025 | Procure Janitorial Supply | 01-4300 | | 93.58 |
| 01-834182 | 03/03/2025 | Trivium Charter School | 01-8096 | | 211,492.00 |
| 01-834183 | 03/03/2025 | Valley Fresh Produce | 13-4710 | | 288.00 |
| 01-835178 | 03/10/2025 | Goodchild, Karen | 01-4300 | | 24.46 |
| 01-835179 | 03/10/2025 | Vecente, Alan E | 13-4710 | | 13.98 |
| 01-835180 | 03/10/2025 | 805 Dairy Distributing LLC | 13-4710 | | 550.50 |
| 01-835181 | 03/10/2025 | Advanced Wireless | 01-5910 | | 287.54 |
| 01-835182 | 03/10/2025 | Amazon Capital Services | 01-4300 | | 851.50 |
| 01-835183 | 03/10/2025 | American Star Tours | 01-5800 | | 22,526.64 |
| 01-835184 | 03/10/2025 | California Dept. Of Education | 13-4710 | | 181.35 |
| 01-835185 | 03/10/2025 | Coast Networx, Inc. | 01-5800 | | 50.00 |
| 01-835186 | 03/10/2025 | Coast to Coast Computer | 01-4300 | | 474.96 |
| 01-835187 | 03/10/2025 | Edna's Bakery | 13-4710 | | 44.20 |
| 01-835188 | 03/10/2025 | Go To Communications, Inc. | 01-5910 | | 523.07 |
| 01-835189 | 03/10/2025 | Mission Linen Supply Inc. | 01-4300 | | 234.06 |
| 01-835190 | 03/10/2025 | Sisc III Insurance | 67-5450 | | 20,824.70 |
| 01-835191 | 03/10/2025 | US OMNI & TSACG Compliance | 01-5800 | | 50.00 |
| 01-835192 | 03/10/2025 | Valley Fresh Produce | 13-4710 | | 408.70 |
| 01-835193 | 03/10/2025 | Viking Mechanical Refr | 01-4300 | | 350.00 |
| 01-836532 | 03/17/2025 | 19six Architects | 01-5800 | | 201.34 |
| 01-836533 | 03/17/2025 | Akeso Occupational Health | 01-5800 | | 250.00 |
| 01-836534 | 03/17/2025 | California Weekly Explorer Inc | 01-5800 | | 1,530.98 |
| 01-836535 | 03/17/2025 | Culligan San Paso | 01-4300 | | 146.32 |
| 01-836536 | 03/17/2025 | Jordanos Food Service Division | 01-4300 | 117.01 | |
| | | | 13-4300 | 1,372.65 | |
| | | | 13-4710 | 2,232.68 | 3,722.34 |
| 01-836537 | 03/17/2025 | Libraryworld,inc. | 01-5800 | | 525.00 |
| 01-836538 | 03/17/2025 | Mission Linen Supply Inc. | 01-4300 | | 134.93 |
| 01-836539 | 03/17/2025 | Nancy B Shafer, CPA | 01-5800 | | 4,217.50 |
| 01-836540 | 03/17/2025 | Pacific Gas & Electric | 01-5520 | | 425.23 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
Page 1 of 3

Checks Dated 03/01/2025 through 03/31/2025

| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |
|-------------------------------|------------|--------------------------------|-------------|-----------------|-------------------|
| 01-836541 | 03/17/2025 | Procure Janitorial Supply | 01-4300 | | 599.65 |
| 01-836542 | 03/17/2025 | Staples | 01-4300 | | 229.84 |
| 01-836543 | 03/17/2025 | Viking Mechanical Refr | 13-5800 | | 475.00 |
| 01-837658 | 03/24/2025 | 805 Dairy Distributing LLC | 13-4710 | | 742.50 |
| 01-837659 | 03/24/2025 | Amazon Capital Services | 01-4300 | | 170.81 |
| 01-837660 | 03/24/2025 | American Star Tours | 01-5800 | | 102.00 |
| 01-837661 | 03/24/2025 | Golden State Water Company | 01-5530 | | 457.52 |
| 01-837662 | 03/24/2025 | HOME DEPOT CREDIT SERVICES | 01-4300 | | 346.14 |
| 01-837663 | 03/24/2025 | MarBorg Industries | 01-5570 | | 1,343.34 |
| 01-837664 | 03/24/2025 | Mission Linen Supply Inc. | 01-4300 | | 155.94 |
| 01-837665 | 03/24/2025 | O'Connor Pest Control | 01-5800 | | 92.00 |
| 01-837666 | 03/24/2025 | Pacific Gas & Electric | 01-5520 | | 651.12 |
| 01-837667 | 03/24/2025 | SoCalGas | 01-5510 | | 1,067.55 |
| 01-837668 | 03/24/2025 | US Bank Corporate Payments | 01-4300 | 556.39 | |
| | | | 01-4400 | 86.21 | |
| | | | 01-5300 | 130.00 | |
| | | | 01-5800 | 551.00 | |
| | | | 01-5910 | 1,405.64 | |
| | | | 01-5919 | 40.20 | |
| | | | 13-4300 | 622.26 | |
| | | | 13-4710 | 483.39 | |
| | | | Unpaid Tax | 11.23- | 3,863.86 |
| 01-837669 | 03/24/2025 | Valley Fresh Produce | 13-4710 | | 300.70 |
| 01-838617 | 03/31/2025 | 805 Dairy Distributing LLC | 13-4710 | | 330.00 |
| 01-838618 | 03/31/2025 | Amazon Capital Services | 01-4300 | | 256.31 |
| 01-838619 | 03/31/2025 | American Star Tours | 01-5800 | | 262.00 |
| 01-838620 | 03/31/2025 | Blochman Union School District | 01-5800 | | 35.00 |
| 01-838621 | 03/31/2025 | Edna's Bakery | 13-4710 | | 100.85 |
| 01-838622 | 03/31/2025 | FAMILY PARTNERSHIP CHARTER | 01-8096 | | 33,204.00 |
| 01-838623 | 03/31/2025 | Jordanos Food Service Division | 01-4300 | 49.52 | |
| | | | 13-4300 | 731.94 | |
| | | | 13-4710 | 1,996.33 | 2,777.79 |
| 01-838624 | 03/31/2025 | Mission Linen Supply Inc. | 01-4300 | | 195.00 |
| 01-838625 | 03/31/2025 | Nancy B Shafer, CPA | 01-5800 | | 4,217.50 |
| 01-838626 | 03/31/2025 | Sparkling Hoods | 13-5800 | | 500.00 |
| 01-838627 | 03/31/2025 | Trivium Charter School | 01-8096 | | 104,132.00 |
| 01-838628 | 03/31/2025 | UBGC-Camp Whittier | 01-5800 | | 6,531.25 |
| 01-838629 | 03/31/2025 | Valley Fresh Produce | 13-4710 | | 372.00 |
| Total Number of Checks | | | 69 | | 512,464.84 |

Fund Recap

| Fund | Description | Check Count | Expensed Amount |
|------|-------------------------|-------------|-----------------|
| 01 | General Fund | 53 | 477,718.85 |
| 13 | Cafeteria Spec Rev Fund | 19 | 13,932.52 |
| 67 | Self-Insurance Fund 1 | 1 | 20,824.70 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

| Checks Dated 03/01/2025 through 03/31/2025 | | | | | |
|--|------------|---------------------------|-------------|-------------------|--------------|
| Check Number | Check Date | Pay to the Order of | Fund-Object | Expensed Amount | Check Amount |
| | | Total Number of Checks | 69 | 512,476.07 | |
| | | Less Unpaid Tax Liability | | 11.23- | |
| | | Net (Check Amount) | | <u>512,464.84</u> | |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE
Page 3 of 3

11:13 AM
04/01/25
Accrual Basis

BLOCHMAN REVOLVING FUND
Expenses by Vendor Detail
March 2025

| Type | Date | Num | Memo | Account | Cir | Split | Amount | Balance |
|--------------|------|-----|------|---------|-----|-------|--------|-------------|
| TOTAL | | | | | | | | 0.00 |

VI - C

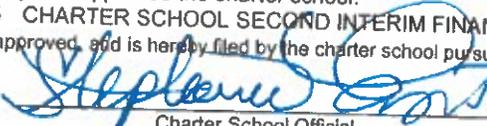
**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Family Partnership Charter
(continued) _____
CDS #: 42-69112-0111773
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 0763
Fiscal Year: 2024/25

CERTIFICATION OF FINANCIAL CONDITION

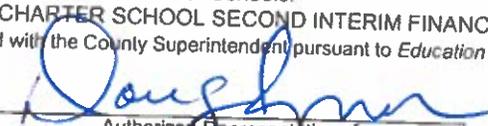
- POSITIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:
() 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed:  Date: March 11, 2025
Charter School Official
(Original signature required)

Print Name: Stephanie Eggert Title: Executive Director

To the County Superintendent of Schools:
() 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed:  Date: 3-12-2025
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Doug Brown Title: Superintendent

For additional information on the Second Interim Report, please contact:

For Approving Entity:
Nancy Shafer
Name
Interim Business Manager
Title
805-937-1148 x113
Phone
blochman@blochmanusd.org
E-mail

For Charter School:
Dennis Nguyen
Name
CSMC - Consultant
Title
213-563-3926
Phone
dnguyen@csmci.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to Education Code Section 47604.33.

Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Family Partnership Charter
(continued)
CDS #: 42-69112-0111773
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 0763
Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|--|-----------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| A. REVENUES | | | | | | |
| 1. LCFF/Revenue Limit Sources | | | | | | |
| State Aid - Current Year | 8011 | 3,557,802.57 | 1,866,198.00 | 3,452,354.00 | (105,448.57) | -2.96% |
| Education Protection Account State Aid - Current Year | 8012 | 640,320.00 | 367,379.00 | 620,618.00 | (19,702.00) | -3.08% |
| State Aid - Prior Years | 8019 | - | - | - | - | - |
| Transfers to Charter Schools Funding in Lieu of Property Taxes | 8096 | 540,331.43 | 280,080.09 | 523,705.85 | (16,625.58) | -3.08% |
| Other LCFF Transfers | 8091, 8097 | - | - | - | - | - |
| Total, LCFF Sources | | 4,738,454.00 | 2,533,657.09 | 4,596,677.85 | (141,776.15) | -2.99% |
| 2. Federal Revenues | | | | | | |
| No Child Left Behind/Every Student Succeeds Act | 8290 | - | - | - | - | - |
| Special Education - Federal | 8181, 8182 | 79,828.00 | 4,795.00 | 79,828.00 | - | 0.00% |
| Child Nutrition - Federal | 8220 | - | - | - | - | - |
| Donated Food Commodities | 8221 | - | - | - | - | - |
| Other Federal Revenues | 8110, 8260-8299 | 9,815.95 | 9,815.95 | 9,815.95 | - | 0.00% |
| Total, Federal Revenues | | 89,643.95 | 14,610.95 | 89,643.95 | - | 0.00% |
| 3. Other State Revenues | | | | | | |
| Special Education - State | StateRevSE | 362,037.00 | 164,336.00 | 362,037.00 | - | 0.00% |
| All Other State Revenues | StateRevAO | 610,809.59 | 145,687.74 | 607,503.14 | (3,306.44) | -0.54% |
| Total, Other State Revenues | | 972,846.59 | 310,023.74 | 969,540.14 | (3,306.44) | -0.34% |
| 4. Other Local Revenues | | | | | | |
| All Other Local Revenues | LocalRevAO | 102,500.00 | 101,856.39 | 121,900.00 | 19,400.00 | 18.93% |
| Total, Local Revenues | | 102,500.00 | 101,856.39 | 121,900.00 | 19,400.00 | 18.93% |
| 5. TOTAL REVENUES | | | | | | |
| | | 5,903,444.54 | 2,960,148.17 | 5,777,781.94 | (125,682.59) | -2.13% |
| B. EXPENDITURES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| Certificated Teachers' Salaries | 1100 | 2,252,523.47 | 1,077,887.39 | 2,241,845.94 | (10,677.53) | -0.47% |
| Certificated Pupil Support Salaries | 1200 | - | - | - | - | - |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 366,328.22 | 207,260.85 | 366,328.22 | - | 0.00% |
| Other Certificated Salaries | 1900 | - | - | - | - | - |
| Total, Certificated Salaries | | 2,618,851.69 | 1,285,148.24 | 2,608,174.16 | (10,677.53) | -0.41% |
| 2. Non-certificated Salaries | | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 85,390.56 | 62,984.26 | 85,390.56 | - | 0.00% |
| Non-certificated Support Salaries | 2200 | - | - | - | - | - |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 154,084.05 | 89,632.47 | 154,084.05 | - | 0.00% |
| Clerical and Office Salaries | 2400 | 110,505.08 | 45,786.39 | 101,305.08 | (9,200.00) | -8.33% |
| Other Non-certificated Salaries | 2900 | - | - | - | - | - |
| Total, Non-certificated Salaries | | 349,979.69 | 198,403.12 | 340,779.69 | (9,200.00) | -2.63% |
| 3. Employee Benefits | | | | | | |
| STRS | 3101-3102 | 500,200.67 | 240,228.08 | 498,181.26 | (2,039.41) | -0.41% |
| PERS | 3201-3202 | 58,256.97 | 34,368.23 | 58,256.97 | (0.00) | 0.00% |
| OASDI / Medicare / Alternative | 3301-3302 | 64,746.80 | 34,146.11 | 63,888.17 | (858.63) | -1.33% |
| Health and Welfare Benefits | 3401-3402 | 284,000.00 | 154,797.95 | 284,000.00 | - | 0.00% |
| Unemployment Insurance | 3501-3502 | 21,338.00 | 786.72 | 21,792.00 | 454.00 | 2.13% |
| Workers' Compensation Insurance | 3601-3602 | 14,844.18 | 13,039.40 | 14,744.77 | (99.38) | -0.67% |
| OPEB, Allocated | 3701-3702 | - | - | - | - | - |
| OPEB, Active Employees | 3751-3752 | - | - | - | - | - |
| Other Employee Benefits | 3901-3902 | - | - | - | - | - |
| Total, Employee Benefits | | 943,386.60 | 477,368.49 | 940,843.18 | (2,543.42) | -0.27% |
| 4. Books and Supplies | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 120,000.00 | 117,099.38 | 120,000.00 | - | 0.00% |
| Books and Other Reference Materials | 4200 | 27,000.00 | 8,707.82 | 12,000.00 | (15,000.00) | -55.56% |
| Materials and Supplies | 4300 | 74,000.00 | 21,818.51 | 74,000.00 | - | 0.00% |
| Noncapitalized Equipment | 4400 | 65,000.00 | 46,777.55 | 81,800.00 | 16,800.00 | 25.85% |
| Food | 4700 | 15,000.00 | 4,345.82 | 15,000.00 | - | 0.00% |
| Total, Books and Supplies | | 301,000.00 | 198,749.08 | 302,800.00 | 1,800.00 | 0.60% |
| 5. Services and Other Operating Expenditures | | | | | | |

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Family Partnership Charter
 (continued)
 CDS #: 42-69112-0111773
 Charter Approving Entity: Blochman Union Elementary
 County: Santa Barbara
 Charter #: 0763
 Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|--|-------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| Subagreements for Services | 5100 | - | - | - | - | - |
| Travel and Conferences | 5200 | 70,000.00 | 62,566.77 | 70,000.00 | - | 0.00% |
| Dues and Memberships | 5300 | 15,000.00 | 11,818.00 | 13,000.00 | (2,000.00) | -13.33% |
| Insurance | 5400 | 77,806.00 | 58,363.76 | 77,782.31 | (23.69) | -0.03% |
| Operations and Housekeeping Services | 5500 | 130,000.00 | 75,843.54 | 130,000.00 | - | 0.00% |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 422,946.00 | 244,296.09 | 413,746.00 | (9,200.00) | -2.18% |
| Transfers of Direct Costs | 5700-5799 | - | - | - | - | - |
| Professional/Consulting Services and Operating Expend. | 5800 | 621,053.62 | 261,944.62 | 613,005.34 | (8,048.28) | -1.30% |
| Communications | 5900 | 65,000.00 | 44,676.76 | 68,000.00 | 3,000.00 | 4.62% |
| Total, Services and Other Operating Expenditures | | 1,401,805.62 | 759,509.54 | 1,385,533.65 | (16,271.97) | -1.16% |
| 6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only) | | | | | | |
| Land and Land Improvements | 6100-6170 | - | - | - | - | - |
| Buildings and Improvements of Buildings | 6200 | - | - | - | - | - |
| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | - | - | - | - | - |
| Equipment | 6400 | - | - | - | - | - |
| Equipment Replacement | 6500 | - | - | - | - | - |
| Depreciation Expense (for accrual basis only) | 6900 | 4,114.00 | - | - | (4,114.00) | (100%) |
| Amortization Expense-Lease Assets | 6910 | - | - | - | - | - |
| Total, Capital Outlay | | 4,114.00 | - | - | (4,114.00) | (100%) |
| 7. Other Outgo | | | | | | |
| Tuition to Other Schools | 7110-7143 | - | (64.00) | - | - | - |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | - | - | - | - | - |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | - | - | - | - | - |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | - | - | - | - | - |
| All Other Transfers | 7281-7289 | - | - | - | - | - |
| Transfers of Indirect Costs | 7300-7399 | - | - | - | - | - |
| Debt Service: | | | | | | |
| Interest | 7438 | - | - | - | - | - |
| Principal (for modified accrual basis only) | 7439 | - | - | - | - | - |
| Total, Other Outgo | | - | (64.00) | - | - | - |
| 8. TOTAL EXPENDITURES | | 5,619,137.60 | 2,919,114.47 | 5,578,130.68 | (41,006.92) | -0.73% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 284,306.94 | 41,033.70 | 199,631.27 | (84,675.67) | -29.78% |
| D. OTHER FINANCING SOURCES / USES | | | | | | |
| 1. Other Sources | 8930-8979 | - | - | - | - | - |
| 2. Less: Other Uses | 7630-7699 | - | - | - | - | - |
| 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) | 8980-8999 | - | - | - | - | - |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | - | - | - | - | - |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | 284,306.94 | 41,033.70 | 199,631.27 | (84,675.67) | -29.78% |
| F. FUND BALANCE, RESERVES | | | | | | |
| 1. Beginning Fund Balance | | | | | | |
| a. As of July 1 | 9791 | 2,291,091.86 | 2,291,091.86 | 2,291,091.86 | - | 0.00% |
| b. Adjustments/Restatements | 9793, 9795 | - | 11,673.88 | 11,673.88 | 11,673.88 | New |
| c. Adjusted Beginning Fund Balance | | 2,291,091.86 | 2,302,765.54 | 2,302,765.54 | | |
| 2. Ending Fund Balance, June 30 (E + F.1.c.) | | 2,575,398.80 | 2,343,799.24 | 2,502,396.81 | | |
| Components of Ending Fund Balance : | | | | | | |
| a. Nonspendable | | | | | | |
| Revolving Cash (equals object 9130) | 9711 | - | - | - | - | - |
| Stores (equals object 9320) | 9712 | - | - | - | - | - |
| Prepaid Expenditures (equals object 9330) | 9713 | - | - | - | - | - |
| All Others | 9719 | - | - | - | - | - |
| b. Restricted | 9740 | 52,741.00 | (236,303.12) | 52,741.00 | - | 0.00% |
| c. Committed | | | | | | |
| Stabilization Arrangements | 9750 | - | - | - | - | - |

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Family Partnership Charter
 (continued) _____
 CDS #: 42-89112-0111773
 Charter Approving Entity: Blochman Union Elementary
 County: Santa Barbara
 Charter #: 0763
 Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|------------------------------------|-------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| Other Commitments | 9760 | - | - | - | - | |
| d Assigned | | | | | | |
| Other Assignments | 9780 | 800,000.00 | 800,000.00 | 800,000.00 | - | 0.00% |
| e. Unassigned/Unappropriated | | | | | | |
| Reserve for Economic Uncertainties | 9789 | 1,722,657.80 | 1,780,102.38 | 1,649,655.81 | (73,001.99) | -4.24% |
| Unassigned/Unappropriated Amount | 9790 | - | - | - | - | |

VI - D

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Trivium Charter
(continued) _____
CDS #: 42-69112-0124255
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 1319
Fiscal Year: 2024/25

CERTIFICATION OF FINANCIAL CONDITION

- POSITIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:

2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code Section 47604.33*.

Signed:  Date: 3/7/25
Charter School Official
(Original signature required)

Print Name: Trisha Vais Title: Executive Director

To the County Superintendent of Schools:

2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code Section 47604.33*.

Signed:  Date: 3-13-2025
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Doug Brown Title: Superintendent

For additional information on the Second Interim Report, please contact:

For Approving Entity:

Nancy Shafer
Name
Interim Business Manager
Title
805-937-1148 x113
Phone
blochman@blochmanusd.org
E-mail

For Charter School:

Dennis Nguyen
Name
CSMC - Consultant
Title
213-563-3926
Phone
dnquyen@csmc.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code Section 47604.33*.

Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter
(continued) _____
CDS #: 42-69112-0124255
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 1319
Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|--|-----------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| A. REVENUES | | | | | | |
| 1. LCFF/Revenue Limit Sources | | | | | | |
| State Aid - Current Year | 8011 | 1,788,993.00 | 1,416,123.00 | 1,788,993.00 | - | 0.00% |
| Education Protection Account State Aid - Current Year | 8012 | 2,083,824.55 | 284,798.00 | 2,083,824.55 | - | 0.00% |
| State Aid - Prior Years | 8019 | - | - | - | - | - |
| Transfers to Charter Schools Funding in Lieu of Property Taxes | 8096 | 519,549.45 | 178,809.00 | 519,549.45 | - | 0.00% |
| Other LCFF Transfers | 8091, 8097 | - | - | - | - | - |
| Total, LCFF Sources | | 4,392,367.00 | 1,879,730.00 | 4,392,367.00 | - | 0.00% |
| 2. Federal Revenues | | | | | | |
| No Child Left Behind/Every Student Succeeds Act | 8290 | 56,942.00 | 41,915.00 | 56,942.00 | - | 0.00% |
| Special Education - Federal | 8181, 8182 | 59,458.00 | - | 59,458.00 | - | 0.00% |
| Child Nutrition - Federal | 8220 | - | - | - | - | - |
| Donated Food Commodities | 8221 | - | - | - | - | - |
| Other Federal Revenues | 8110, 8260-8299 | - | - | - | - | - |
| Total, Federal Revenues | | 116,400.00 | 41,915.00 | 116,400.00 | - | 0.00% |
| 3. Other State Revenues | | | | | | |
| Special Education - State | StateRevSE | 344,729.86 | 142,086.00 | 344,729.86 | - | 0.00% |
| All Other State Revenues | StateRevAO | 418,380.07 | 107,163.15 | 418,380.07 | - | 0.00% |
| Total, Other State Revenues | | 763,109.93 | 249,249.15 | 763,109.93 | - | 0.00% |
| 4. Other Local Revenues | | | | | | |
| All Other Local Revenues | LocalRevAO | 10,250.00 | 7,936.49 | 10,250.00 | - | 0.00% |
| Total, Local Revenues | | 10,250.00 | 7,936.49 | 10,250.00 | - | 0.00% |
| 5. TOTAL REVENUES | | | | | | |
| | | 5,282,126.93 | 2,176,830.64 | 5,282,126.93 | - | 0.00% |
| B. EXPENDITURES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| Certificated Teachers' Salaries | 1100 | 1,930,324.72 | 951,398.20 | 1,930,324.72 | - | 0.00% |
| Certificated Pupil Support Salaries | 1200 | 99,900.00 | 131,209.37 | 99,900.00 | - | 0.00% |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 149,646.47 | 121,432.53 | 149,646.47 | - | 0.00% |
| Other Certificated Salaries | 1900 | - | - | - | - | - |
| Total, Certificated Salaries | | 2,179,871.19 | 1,204,040.10 | 2,179,871.19 | - | 0.00% |
| 2. Non-certificated Salaries | | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 305,655.84 | 206,967.89 | 305,655.84 | - | 0.00% |
| Non-certificated Support Salaries | 2200 | 123,118.40 | 1,507.89 | 123,118.40 | - | 0.00% |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 105,827.40 | 60,883.57 | 105,827.40 | - | 0.00% |
| Clerical and Office Salaries | 2400 | 77,187.83 | 101,808.27 | 77,187.83 | - | 0.00% |
| Other Non-certificated Salaries | 2900 | 98,545.92 | 12,755.07 | 98,545.92 | - | 0.00% |
| Total, Non-certificated Salaries | | 710,335.39 | 383,922.69 | 710,335.39 | - | 0.00% |
| 3. Employee Benefits | | | | | | |
| STRS | 3101-3102 | 417,895.62 | 203,600.07 | 417,895.62 | - | 0.00% |
| PERS | 3201-3202 | - | - | - | - | - |
| OASDI / Medicare / Alternative | 3301-3302 | 85,948.79 | 42,980.28 | 85,948.79 | - | 0.00% |
| Health and Welfare Benefits | 3401-3402 | 227,459.25 | 150,547.25 | 227,459.25 | - | 0.00% |
| Unemployment Insurance | 3501-3502 | 20,529.88 | 6,823.99 | 20,529.88 | - | 0.00% |
| Workers' Compensation Insurance | 3601-3602 | 19,219.72 | 9,057.80 | 19,219.72 | - | 0.00% |
| OPEB, Allocated | 3701-3702 | - | - | - | - | - |
| OPEB, Active Employees | 3751-3752 | - | - | - | - | - |
| Other Employee Benefits | 3901-3902 | - | 5,427.04 | - | - | - |
| Total, Employee Benefits | | 771,053.26 | 418,436.43 | 771,053.26 | - | 0.00% |
| 4. Books and Supplies | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 125,000.00 | 137,741.93 | 125,000.00 | - | 0.00% |
| Books and Other Reference Materials | 4200 | 2,500.00 | 810.59 | 2,500.00 | - | 0.00% |
| Materials and Supplies | 4300 | 51,500.00 | 26,081.91 | 51,500.00 | - | 0.00% |
| Noncapitalized Equipment | 4400 | 110,000.00 | 114,957.13 | 110,000.00 | - | 0.00% |
| Food | 4700 | 11,500.00 | 6,864.34 | 11,500.00 | - | 0.00% |
| Total, Books and Supplies | | 300,500.00 | 286,455.90 | 300,500.00 | - | 0.00% |
| 5. Services and Other Operating Expenditures | | | | | | |

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter
 (continued) _____
 CDS #: 42-69112-0124255
 Charter Approving Entity: Blochman Union Elementary
 County: Santa Barbara
 Charter #: 1319
 Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|--|-------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| Subagreements for Services | 5100 | - | - | - | - | - |
| Travel and Conferences | 5200 | 40,000.00 | 18,314.24 | 40,000.00 | - | 0.00% |
| Dues and Memberships | 5300 | 8,300.00 | 3,939.80 | 8,300.00 | - | 0.00% |
| Insurance | 5400 | 18,100.00 | 15,512.03 | 18,100.00 | - | 0.00% |
| Operations and Housekeeping Services | 5500 | 4,000.00 | 1,277.36 | 4,000.00 | - | 0.00% |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 181,744.36 | 106,309.72 | 181,744.36 | - | 0.00% |
| Transfers of Direct Costs | 5700-5799 | - | - | - | - | - |
| Professional/Consulting Services and Operating Expend. Communications | 5800 | 373,871.01 | 233,339.53 | 373,871.01 | - | 0.00% |
| | 5900 | 15,000.00 | 10,776.89 | 15,000.00 | - | 0.00% |
| Total, Services and Other Operating Expenditures | | 641,015.37 | 389,469.57 | 641,015.37 | - | 0.00% |
| 6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only) | | | | | | |
| Land and Land Improvements | 6100-6170 | - | - | - | - | - |
| Buildings and Improvements of Buildings | 6200 | - | - | - | - | - |
| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | - | - | - | - | - |
| Equipment | 6400 | - | - | - | - | - |
| Equipment Replacement | 6500 | - | - | - | - | - |
| Depreciation Expense (for accrual basis only) | 6900 | - | - | - | - | - |
| Amortization Expense-Lease Assets | 6910 | - | - | - | - | - |
| Total, Capital Outlay | | - | - | - | - | - |
| 7. Other Outgo | | | | | | |
| Tuition to Other Schools | 7110-7143 | - | - | - | - | - |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | - | - | - | - | - |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | - | - | - | - | - |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | - | - | - | - | - |
| All Other Transfers | 7281-7299 | - | 1,079.48 | - | - | - |
| Transfers of Indirect Costs | 7300-7399 | - | - | - | - | - |
| Debt Service: | | | | | | |
| Interest | 7438 | - | - | - | - | - |
| Principal (for modified accrual basis only) | 7439 | - | - | - | - | - |
| Total, Other Outgo | | - | 1,079.48 | - | - | - |
| 8. TOTAL EXPENDITURES | | 4,602,775.20 | 2,683,404.17 | 4,602,775.20 | - | 0.00% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 679,351.73 | (504,573.53) | 679,351.73 | - | 0.00% |
| D. OTHER FINANCING SOURCES / USES | | | | | | |
| 1. Other Sources | 8930-8979 | - | - | - | - | - |
| 2. Less: Other Uses | 7630-7699 | - | - | - | - | - |
| 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) | 8980-8999 | - | - | - | - | - |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | - | - | - | - | - |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | 679,351.73 | (504,573.53) | 679,351.73 | - | 0.00% |
| F. FUND BALANCE, RESERVES | | | | | | |
| 1. Beginning Fund Balance | | | | | | |
| a. As of July 1 | 9791 | 173,222.60 | 173,222.60 | 173,222.60 | - | 0.00% |
| b. Adjustments/Restatements | 9793, 9795 | - | - | - | - | - |
| c. Adjusted Beginning Fund Balance | | 173,222.60 | 173,222.60 | 173,222.60 | | |
| 2. Ending Fund Balance, June 30 (E + F.1.c.) | | 852,574.33 | (331,350.93) | 852,574.33 | | |
| Components of Ending Fund Balance : | | | | | | |
| a. Nonspendable | | | | | | |
| Revolving Cash (equals object 9130) | 9711 | - | - | - | - | - |
| Stores (equals object 9320) | 9712 | - | - | - | - | - |
| Prepaid Expenditures (equals object 9330) | 9713 | - | - | - | - | - |
| All Others | 9719 | - | - | - | - | - |
| b. Restricted | 9740 | 2,850.21 | 2,850.21 | 2,850.21 | - | 0.00% |
| c. Committed | | | | | | |
| Stabilization Arrangements | 9750 | - | - | - | - | - |

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter
 (continued) _____
 CDS #: 42-69112-0124255
 Charter Approving Entity: Blochman Union Elementary
 County: Santa Barbara
 Charter #: 1319
 Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|------------------------------------|-------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| Other Commitments | 9760 | - | - | - | - | |
| d Assigned | | | | | | |
| Other Assignments | 9780 | - | - | - | - | |
| e. Unassigned/Unappropriated | | | | | | |
| Reserve for Economic Uncertainties | 9789 | 849,724.12 | - | 849,724.12 | - | 0.00% |
| Unassigned/Unappropriated Amount | 9790 | - | (334,201.14) | - | - | |



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-----------------------------------|--|
| Trivium Charter School | Trisha Vais Executive Director | tvais@triviumcharter.org 805-291-1303 |

Goal 1

Goal Description

Student Engagement and Achievement: Trivium will track individual student academic progress and provide recognition and celebration of academic achievement to increase student and parent engagement in academic growth metrics.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|---------------------------------|----------------|----------------|---|--|
| 1.1 | List of academic achievements to be celebrated based on "I Can" - type standards or similar and Trivium-defined metrics that may include Classical elements and social-emotional-behavior standards. | This list has not been created. | | | A list of badges students can earn have been created for Social/Emotional Learning (SEL), Math, and English. SEL badges were assigned by teachers to recognize students' natural gifts whereas English and Math badges are assigned based on academic progress. Students who have not made enough progress can earn a badge once they meet a future goal. | A fully implemented process that celebrates and recognizes student achievement at regularly scheduled intervals that helps support an achievement culture and student ownership over their own learning. |
| 1.2 | Implement, at minimum, 2 recognition events during the 24/25 school year. | This has not been started. | | | We have held one recognition event and have 2 more planned for this academic year. | Student recognition events are an expected and anticipated part of the student culture of Trivium. |
| 1.3 | Create and provide certificates, badges, pins, spirit sticks, and/or similar that are a tangible recognition of the achievement. | This has not been started. | | | We have created custom rings and badges to be hung from backpacks. Students also received year-themed badges to honor the years they are enrolled. | A full array of possible recognition items to provide age-appropriate awards for student achievement. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|--|----------------------|-----------------------|
| 1.1 | Academic Mastery and Recognition Create and distribute Trivium achievement standards that students work on mastering and show evidence of the mastery during regularly scheduled mastery checks and provide tangible recognition items at identified levels of mastery. | No Yes | Partially Implemented | The SEL recognition event was well received. Students are interested in earning badges and his interest can result in further student engagements in academics as well as the school community. | planning documents, tangible badges, academic team input, school psychologist input, design of badges, ordering, distribution. | \$21,000.00 | \$12,000 |

Goal 2

Goal Description

Foundational Skills Intervention Program: Students who have yet to master foundational skills that are the building blocks for more advanced learning will be offered at least one, and ideally a choice, of intervention options available that address the areas of concern.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|------------------|----------------|----------------|--|--|
| 2.1 | Percent of students that consistently participate in an intervention option who scored one or more years below grade level using multiple measures. Consistency is defined as completing 80% of the program or scheduled classes/minutes of instruction. | not yet measured | | | Student intervention options have been defined and offered to students. Students are accessing at least one intervention option will have the effectiveness of that intervention for that student analyzed and data will be reviewed by the academic team at the end of the school year. | 95% of students who score one or more grade levels below their current grade level will consistently participate in intervention. Consistency will be measured as attending 80% of scheduled programming or completing 80% of an assigned program. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
| 2.1 | Intervention support Provide specialized support for students in 6th-12th with challenges for math and English classes that pre-teach or post-teach the content with simplified instructions and activities while offering modified curriculum for those students who have modified curriculum in their IEP. Younger students TK-5th will be offered a class 3 times a week for skill building and remediation. All students will have access to an array of intervention options that include computer programs, in- | No Yes | Fully Implemented | Additional support classes in our Connect program have been created and offered to students who are struggling with math and English concepts. A bridge class has been developed for our 6h graders who have not yet mastered foundational (K-5) English skills in order to provide that opportunity while still providing an | Connect support classes, Foundational 6th grade English class, Curriculum Director, Data Insights Director, Academic team, Lunch and Learn, Study Halls | \$80,000.00 | \$550,000 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|----------------------------------|--|----------------------|-----------------------|
| | person support, online support, and consultation for effective intervention strategies. | | | appropriately challenging class. | | | |

Goal 3

Goal Description

Technology: Leverage technology to increase operational efficiency, promote digital citizenship, and facilitate data-driven decision-making to improve student achievement and well-being.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|------------------|----------------|----------------|---|-------------------------------|
| 3.1 | Percent of total team members utilizing technology platforms to collect data, store data or access data on academic processes and progress and then use that data to inform instruction if that staff member is a teacher or part of the academic support team. | not yet measured | | | The majority of staff are routinely using tech systems consistently to document and provide feedback. Weekly updates are sent to all staff members to promote a strong culture, explain upcoming needs, and provide information on how and when to access tech platforms. | 100% engagement |
| 3.2 | Percent of students in 6th-12th able to use and benefit from assigned technology platforms without assistance. | not yet measured | | | All students have access to a device (iPad or Chromebook) as well as Canvas, and various technology apps depending on grade level. Security monitors online activity for student safety. | 100% engagement |
| 3.3 | Survey results from families about school communications through website resources, the 'help' desk, and/or engaging in online family engagement tools, announcements, and school events. | not yet measured | | | Family Survey will be posted towards the end of the school year. | 100% satisfied |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| 3.1 | Digitize administrative functions Integrate data into comprehensive platforms | No Yes | Fully Implemented | Although this is fully implemented we are refining the systems and processes to best meet the needs of our students, families , and staff members. | Monday.com, Canvas, Parent Square, School Pathways, Securly, Leadr In Me, Google Drive | \$75,000.00 | \$45,000 |

Goal 4

| Goal Description |
|------------------|
| |

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|
| | | | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | | | | | | | |

Goal 5

| |
|-------------------------|
| Goal Description |
|-------------------------|

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|

Impact to the Budget Overview for Parents

| Item | As adopted in Budget Overview for Parents | Mid-Year Update |
|--|---|-----------------|
| Total LCFF Funds | | |
| LCFF Supplemental/Concentration Grants | | |

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

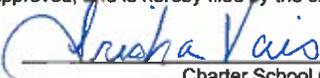
Charter School Name: Trivium Charter School
(continued) ADVENTURE
CDS #: 42-69112-0137877
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 1994
Fiscal Year: 2024/25

CERTIFICATION OF FINANCIAL CONDITION

- POSITIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal year.
- NEGATIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:

() 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: 
Charter School Official
(Original signature required)

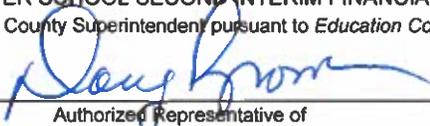
Date: 3/7/25

Print Name: Trisha Vais

Title: Executive Director

To the County Superintendent of Schools:

() 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: 
Authorized Representative of
Charter Approving Entity
(Original signature required)

Date: 3-13-2025

Print Name: Doug Brown

Title: Superintendent

For additional information on the Second Interim Report, please contact:

For Approving Entity:

Nancy Shafer
Name
Interim Business Manager
Title
805-937-1148 x113
Phone
blochman@blochmanusd.org
E-mail

For Charter School:

Dennis Nguyen
Name
CSMC - Consultant
Title
213-563-3926
Phone
dnguyen@csmc.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter School
 (continued) ADVENTURE
 CDS #: 42-69112-0137877
 Charter Approving Entity: Blochman Union Elementary
 County: Santa Barbara
 Charter #: 1994
 Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|--|-----------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| A. REVENUES | | | | | | |
| 1. LCFF/Revenue Limit Sources | | | | | | |
| State Aid - Current Year | 8011 | 3,018,585.00 | 1,406,680.00 | 3,018,585.00 | - | 0.00% |
| Education Protection Account State Aid - Current Year | 8012 | 58,800.00 | 24,871.00 | 58,800.00 | - | 0.00% |
| State Aid - Prior Years | 8019 | - | - | - | - | - |
| Transfers to Charter Schools Funding in Lieu of Property Taxes | 8096 | 415,639.58 | 147,677.00 | 415,639.58 | - | 0.00% |
| Other LCFF Transfers | 8091, 8097 | - | - | - | - | - |
| Total, LCFF Sources | | 3,493,024.58 | 1,579,228.00 | 3,493,024.58 | - | 0.00% |
| 2. Federal Revenues | | | | | | |
| No Child Left Behind/Every Student Succeeds Act | 8290 | 44,823.00 | 33,761.00 | 44,823.00 | - | 0.00% |
| Special Education - Federal | 8181, 8182 | 46,181.20 | - | 46,181.20 | - | 0.00% |
| Child Nutrition - Federal | 8220 | - | - | - | - | - |
| Donated Food Commodities | 8221 | - | - | - | - | - |
| Other Federal Revenues | 8110, 8260-8299 | - | - | - | - | - |
| Total, Federal Revenues | | 91,004.20 | 33,761.00 | 91,004.20 | - | 0.00% |
| 3. Other State Revenues | | | | | | |
| Special Education - State | StateRevSE | 276,431.09 | 116,985.00 | 276,431.09 | - | 0.00% |
| All Other State Revenues | StateRevAO | 286,704.34 | 99,081.71 | 286,704.34 | - | 0.00% |
| Total, Other State Revenues | | 563,135.43 | 216,066.71 | 563,135.43 | - | 0.00% |
| 4. Other Local Revenues | | | | | | |
| All Other Local Revenues | LocalRevAO | 10,000.00 | 6,246.30 | 10,000.00 | - | 0.00% |
| Total, Local Revenues | | 10,000.00 | 6,246.30 | 10,000.00 | - | 0.00% |
| 5. TOTAL REVENUES | | | | | | |
| | | 4,157,164.19 | 1,835,302.01 | 4,157,164.19 | - | 0.00% |
| B. EXPENDITURES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| Certificated Teachers' Salaries | 1100 | 1,670,236.46 | 835,480.94 | 1,670,236.46 | - | 0.00% |
| Certificated Pupil Support Salaries | 1200 | 81,000.00 | 113,789.70 | 81,000.00 | - | 0.00% |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 121,334.98 | 99,156.06 | 121,334.98 | - | 0.00% |
| Other Certificated Salaries | 1900 | - | - | - | - | - |
| Total, Certificated Salaries | | 1,872,571.44 | 1,048,426.70 | 1,872,571.44 | - | 0.00% |
| 2. Non-certificated Salaries | | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 239,122.80 | 163,935.47 | 239,122.80 | - | 0.00% |
| Non-certificated Support Salaries | 2200 | 34,512.00 | 685.39 | 34,512.00 | - | 0.00% |
| Non-certificated Supervisors' and Administrators' Sal. | 2300 | 85,806.00 | 49,709.54 | 85,806.00 | - | 0.00% |
| Clerical and Office Salaries | 2400 | 62,584.73 | 70,443.90 | 62,584.73 | - | 0.00% |
| Other Non-certificated Salaries | 2900 | - | - | - | - | - |
| Total, Non-certificated Salaries | | 422,025.53 | 284,774.30 | 422,025.53 | - | 0.00% |
| 3. Employee Benefits | | | | | | |
| STRS | 3101-3102 | 358,431.26 | 176,272.77 | 358,431.26 | - | 0.00% |
| PERS | 3201-3202 | - | - | - | - | - |
| OASDI / Medicare / Alternative | 3301-3302 | 59,437.24 | 33,880.11 | 59,437.24 | - | 0.00% |
| Health and Welfare Benefits | 3401-3402 | 181,461.75 | 136,148.66 | 181,461.75 | - | 0.00% |
| Unemployment Insurance | 3501-3502 | 16,112.46 | 5,097.90 | 16,112.46 | - | 0.00% |
| Workers' Compensation Insurance | 3601-3602 | 15,425.05 | 7,671.59 | 15,425.05 | - | 0.00% |
| OPEB, Allocated | 3701-3702 | - | - | - | - | - |
| OPEB, Active Employees | 3751-3752 | - | - | - | - | - |
| Other Employee Benefits | 3901-3902 | - | 4,904.80 | - | - | - |
| Total, Employee Benefits | | 630,867.75 | 363,975.83 | 630,867.75 | - | 0.00% |
| 4. Books and Supplies | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 102,142.60 | 108,462.26 | 102,142.60 | - | 0.00% |
| Books and Other Reference Materials | 4200 | 1,500.00 | 588.29 | 1,500.00 | - | 0.00% |
| Materials and Supplies | 4300 | 38,000.00 | 23,011.24 | 38,000.00 | - | 0.00% |
| Noncapitalized Equipment | 4400 | 93,000.00 | 91,806.37 | 93,000.00 | - | 0.00% |
| Food | 4700 | 11,000.00 | 6,714.78 | 11,000.00 | - | 0.00% |
| Total, Books and Supplies | | 245,642.60 | 230,582.94 | 245,642.60 | - | 0.00% |
| 5. Services and Other Operating Expenditures | | | | | | |

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter School
 (continued) ADVENTURE
 CDS #: 42-69112-0137877
 Charter Approving Entity: Blochman Union Elementary
 County: Santa Barbara
 Charter #: 1994
 Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|--|-------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| Subagreements for Services | 5100 | - | - | - | - | - |
| Travel and Conferences | 5200 | 28,000.00 | 14,929.72 | 28,000.00 | - | 0.00% |
| Dues and Memberships | 5300 | 7,000.00 | 3,557.61 | 7,000.00 | - | 0.00% |
| Insurance | 5400 | 14,700.00 | 12,158.07 | 14,700.00 | - | 0.00% |
| Operations and Housekeeping Services | 5500 | 2,200.00 | 766.55 | 2,200.00 | - | 0.00% |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 142,966.12 | 84,725.74 | 142,966.12 | - | 0.00% |
| Transfers of Direct Costs | 5700-5799 | - | - | - | - | - |
| Professional/Consulting Services and Operating Expnd. | 5800 | 298,910.74 | 187,320.17 | 298,910.74 | - | 0.00% |
| Communications | 5900 | 15,000.00 | 8,917.75 | 15,000.00 | - | 0.00% |
| Total, Services and Other Operating Expenditures | | 508,776.86 | 312,375.61 | 508,776.86 | - | 0.00% |
| 6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only) | | | | | | |
| Land and Land Improvements | 6100-6170 | - | - | - | - | - |
| Buildings and Improvements of Buildings | 6200 | - | - | - | - | - |
| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | - | - | - | - | - |
| Equipment | 6400 | - | - | - | - | - |
| Equipment Replacement | 6500 | - | - | - | - | - |
| Depreciation Expense (for accrual basis only) | 6900 | - | - | - | - | - |
| Amortization Expense-Lease Assets | 6910 | - | - | - | - | - |
| Total, Capital Outlay | | - | - | - | - | - |
| 7. Other Outgo | | | | | | |
| Tuition to Other Schools | 7110-7143 | - | - | - | - | - |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | - | - | - | - | - |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | - | - | - | - | - |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | - | - | - | - | - |
| All Other Transfers | 7281-7299 | - | 875.25 | - | - | - |
| Transfers of Indirect Costs | 7300-7399 | - | - | - | - | - |
| Debt Service: | | | | | | |
| Interest | 7438 | - | - | - | - | - |
| Principal (for modified accrual basis only) | 7439 | - | - | - | - | - |
| Total, Other Outgo | | - | 875.25 | - | - | - |
| 8. TOTAL EXPENDITURES | | 3,679,884.17 | 2,241,010.63 | 3,679,884.17 | - | 0.00% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 477,280.02 | (405,708.62) | 477,280.02 | - | 0.00% |
| D. OTHER FINANCING SOURCES / USES | | | | | | |
| 1. Other Sources | 8930-8979 | - | - | - | - | - |
| 2. Less: Other Uses | 7630-7699 | - | - | - | - | - |
| 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) | 8980-8999 | - | - | - | - | - |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | - | - | - | - | - |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | 477,280.02 | (405,708.62) | 477,280.02 | - | 0.00% |
| F. FUND BALANCE, RESERVES | | | | | | |
| 1. Beginning Fund Balance | | | | | | |
| a. As of July 1 | 9791 | 143,665.95 | 143,665.95 | 143,665.95 | - | 0.00% |
| b. Adjustments/Restatements | 9793, 9795 | - | - | - | - | - |
| c. Adjusted Beginning Fund Balance | | 143,665.95 | 143,665.95 | 143,665.95 | | |
| 2. Ending Fund Balance, June 30 (E + F.1.c.) | | 620,945.97 | (262,042.67) | 620,945.97 | | |
| Components of Ending Fund Balance : | | | | | | |
| a. Nonspendable | | | | | | |
| Revolving Cash (equals object 9130) | 9711 | - | - | - | - | - |
| Stores (equals object 9320) | 9712 | - | - | - | - | - |
| Prepaid Expenditures (equals object 9330) | 9713 | - | - | - | - | - |
| All Others | 9719 | - | - | - | - | - |
| b. Restricted | 9740 | - | - | - | - | - |
| c. Committed | | | | | | |
| Stabilization Arrangements | 9750 | - | - | - | - | - |

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter School
 (continued) ADVENTURE
 CDS #: 42-69112-0137877
 Charter Approving Entity: Blochman Union Elementary
 County: Santa Barbara
 Charter #: 1994
 Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|------------------------------------|-------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| Other Commitments | 9760 | - | - | - | - | |
| d Assigned | | | | | | |
| Other Assignments | 9780 | - | - | - | - | |
| e. Unassigned/Unappropriated | | | | | | |
| Reserve for Economic Uncertainties | 9789 | 620,945.97 | - | 620,945.97 | - | 0.00% |
| Unassigned/Unappropriated Amount | 9790 | - | (262,042.67) | - | - | |



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-----------------------------------|--|
| Trivium Charter School Adventure | Trisha Vais Executive Director | tvais@triviumcharter.org 805-291-1303 |

Goal 1

Goal Description

Student Engagement and Achievement: Trivium will track individual student academic progress and provide recognition and celebration of academic achievement to increase student and parent engagement in academic growth metrics.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|-----------------------|----------------|----------------|---|--|
| 1.1 | List of academic achievements to be celebrated based on "I Can"-type standards or similar and Trivium-defined metrics that may include Classical elements and social-emotional-behavior standards. | Not created yet. | | | A list of badges students can earn have been created for Social/Emotional Learning (SEL), Math, and English. SEL badges were assigned by teachers to recognize students' natural gifts whereas English and Math badges are assigned based on academic progress. Students who have not made enough progress can earn a badge once they meet a future goal. | A fully implemented process that celebrates and recognizes student achievement at regularly scheduled intervals that helps support an achievement culture and student ownership over their own learning. |
| 1.2 | Implement, at minimum, 2 recognition events during the 24/25 school year. | None established yet. | | | We have held one recognition event and have 2 more planned for this academic year. | Student recognition events are an expected and anticipated part of the student culture of Trivium. |
| 1.3 | Create and provide certificates, badges, pins, spirit sticks, and/or similar that are a tangible recognition of the achievement. | Not created yet. | | | We have created custom rings and badges to be hung from backpacks. Students also received year-themed badges to honor the years they are enrolled. | A full array of possible recognition items to provide age-appropriate awards for student achievement. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| 1.1 | Academic mastery Create and distribute K-12 Trivium achievement standards that students work on mastering and show evidence of the mastery during regularly scheduled mastery checks. | No Yes | Partially implemented | The SEL recognition event was well received. Students are interested in earning badges and his interest can result in further student engagement in academics as well as the school community. | planning documents, tangible badges, academic team input, school psychologist input, design of badges, ordering, distribution. | \$17,400.00 | \$\$10,000 |

Goal 2

Goal Description

Foundational Skills Intervention Program: Students who have yet to master foundational skills that are the building blocks for more advanced learning will be offered at least one, and ideally a choice, of intervention options available that address the areas of concern.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|-------------------|----------------|----------------|--|--|
| 2.1 | Percent of students that consistently participate in an intervention option who scored one or more years below grade level using multiple measures. Consistency is defined as completing 80% of the program or scheduled classes/minutes of instruction. | Not yet measured. | | | Student intervention options have been defined and offered to students. Students are accessing at least one intervention option will have the effectiveness of that intervention for that student analyzed and data will be reviewed by the academic team at the end of the school year. | 95% of students who score one or more grade levels below their current grade level will consistently participate in intervention. Consistency will be measured as attending 80% of scheduled programming or completing 80% of an assigned program. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|---|---|----------------------|-----------------------|
| 2.1 | Intervention support Provide specialized support for students in 6th-12th with challenges for math and English classes that pre-teach or post-teach the content with simplified instructions and activities while offering modified curriculum for those students who have modified curriculum in their IEP. Younger students TK-5th will be offered a class 3 times a week for skill building and remediation. All students will have access to an array of intervention options that include computer programs, in- | No Yes | Fully Implemented | Additional support classes in our Connect program have been created and offered to students who are struggling with math and English concepts. A bridge class has been developed for our 6h graders who have not yet mastered foundational (K-5) English skills in order to provide that opportunity while still providing an | Connect support classes, Foundational 6th grade English class, Curriculum Director, Data Insights Director, Academic team, Lunch and Learn, Study Halls | \$70,000.00 | \$\$40,000 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|----------------------------------|--|----------------------|-----------------------|
| | person support, online support, and consultation for effective intervention strategies. | | | appropriately challenging class. | | | |

Goal 3

Goal Description

Technology: Leverage technology to increase operational efficiency, promote digital citizenship, and facilitate data-driven decision-making to improve student achievement and well-being

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|------------------|----------------|----------------|---|-------------------------------|
| 3.1 | Percent of total team members utilizing technology platforms to collect data, store data or access data on academic processes and progress and then use that data to inform instruction if that staff member is a teacher or part of the academic support team. | not yet measured | | | The majority of staff are routinely using tech systems consistently to document and provide feedback. Weekly updates are sent to all staff members to promote a strong culture, explain upcoming needs, and provide information on how and when to access tech platforms. | 100% engagement |
| 3.2 | Percent of students in 6th-12th able to use and benefit from assigned technology platforms without assistance. | not yet measured | | | All students have access to a device (iPad or Chromebook) as well as Canvas, and various technology apps depending on grade level. Securly monitors online activity for student safety. | 100% engagement |
| 3.3 | Survey results from families about school communications through website resources, the 'help' desk, and/or engaging in online family engagement tools, announcements, and school events. | not yet measured | | | Family Survey will be posted towards the end of the school year. | 100% satisfied |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
| 3.1 | Digitize administrative functions Integrate data into comprehensive platforms | No Yes | Fully Implemented | Although this is fully implemented we are refining the systems and processes to best meet the needs of our students, families, and staff members. | Monday.com, Canvas, Parent Square, School Pathways, Security, Leadr In Me, Google Drive | \$65,000.00 | \$35,000 |

Goal 4

| | |
|-------------------------|--|
| Goal Description | |
| | |

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|

Goal 5

Goal Description

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|

Impact to the Budget Overview for Parents

| Item | As adopted in Budget Overview for Parents | Mid-Year Update |
|--|---|-----------------|
| Total LCFF Funds | | |
| LCFF Supplemental/Concentration Grants | | |

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report Certification**

Charter School Name: Trivium Charter School
(continued) VOYAGE
CDS #: 42-69112-0137885
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 1995
Fiscal Year: 2024/25

CERTIFICATION OF FINANCIAL CONDITION

- POSITIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- QUALIFIED CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- NEGATIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:

() 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed:  Date: 3/7/25
Charter School Official
(Original signature required)

Print Name: Trisha Vais Title: Executive Director

To the County Superintendent of Schools:

() 2024/25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed:  Date: 3-13-2025
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Doug Brown Title: Superintendent

For additional information on the Second Interim Report, please contact:

For Approving Entity:

Nancy Shafer
Name
Interim Business Manager
Title
805-937-1148 x113
Phone
blochman@blochmanusd.org
E-mail

For Charter School:

Dennis Nguyen
Name
CSMC - Consultant
Title
213-563-3926
Phone
dnguyen@csmc.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter School
 (continued) VOYAGE
 CDS #: 42-69112-0137885
 Charter Approving Entity: Blochman Union Elementary
 County: Santa Barbara
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 Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|--|-----------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| A. REVENUES | | | | | | |
| 1. LCFF/Revenue Limit Sources | | | | | | |
| State Aid - Current Year | 8011 | 3,272,510.00 | 1,809,398.00 | 3,272,510.00 | - | 0.00% |
| Education Protection Account State Aid - Current Year | 8012 | 65,268.00 | 29,054.00 | 65,268.00 | - | 0.00% |
| State Aid - Prior Years | 8019 | - | - | - | - | - |
| Transfers to Charter Schools Funding in Lieu of Property Taxes | 8096 | 481,359.91 | 172,515.00 | 481,359.91 | - | 0.00% |
| Other LCFF Transfers | 8091, 8097 | - | - | - | - | - |
| Total, LCFF Sources | | 3,799,137.91 | 1,810,967.00 | 3,799,137.91 | - | 0.00% |
| 2. Federal Revenues | | | | | | |
| No Child Left Behind/Every Student Succeeds Act | 8290 | 42,239.00 | 35,084.00 | 42,239.00 | - | 0.00% |
| Special Education - Federal | 8181, 8182 | 55,020.00 | - | 55,020.00 | - | 0.00% |
| Child Nutrition - Federal | 8220 | - | - | - | - | - |
| Donated Food Commodities | 8221 | - | - | - | - | - |
| Other Federal Revenues | 8110, 8260-8299 | - | - | - | - | - |
| Total, Federal Revenues | | 97,259.00 | 35,084.00 | 97,259.00 | - | 0.00% |
| 3. Other State Revenues | | | | | | |
| Special Education - State | StateRevSE | 308,041.35 | 138,933.00 | 308,041.35 | - | 0.00% |
| All Other State Revenues | StateRevAO | 259,583.89 | 53,650.63 | 259,583.89 | - | 0.00% |
| Total, Other State Revenues | | 567,625.24 | 190,583.63 | 567,625.24 | - | 0.00% |
| 4. Other Local Revenues | | | | | | |
| All Other Local Revenues | LocalRevAO | 10,000.00 | 7,267.56 | 10,000.00 | - | 0.00% |
| Total, Local Revenues | | 10,000.00 | 7,267.56 | 10,000.00 | - | 0.00% |
| 5. TOTAL REVENUES | | | | | | |
| | | 4,474,022.15 | 2,043,902.19 | 4,474,022.15 | - | 0.00% |
| B. EXPENDITURES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| Certificated Teachers' Salaries | 1100 | 1,984,259.50 | 1,083,156.61 | 1,984,259.50 | - | 0.00% |
| Certificated Pupil Support Salaries | 1200 | 89,100.00 | 94,357.67 | 89,100.00 | - | 0.00% |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 133,468.47 | 116,915.99 | 133,468.47 | - | 0.00% |
| Other Certificated Salaries | 1900 | - | - | - | - | - |
| Total, Certificated Salaries | | 2,206,827.98 | 1,294,430.27 | 2,206,827.98 | - | 0.00% |
| 2. Non-certificated Salaries | | | | | | |
| Non-certificated Instructional Aides' Salaries | 2100 | 257,925.36 | 169,816.12 | 257,925.36 | - | 0.00% |
| Non-certificated Support Salaries | 2200 | 68,825.80 | 5,327.38 | 68,825.80 | - | 0.00% |
| Non-certificated Supervisors' and Administrators' Sal | 2300 | 94,388.60 | 58,951.89 | 94,388.60 | - | 0.00% |
| Clerical and Office Salaries | 2400 | 68,843.20 | 86,151.41 | 68,843.20 | - | 0.00% |
| Other Non-certificated Salaries | 2900 | - | - | - | - | - |
| Total, Non-certificated Salaries | | 487,980.76 | 318,246.80 | 487,980.76 | - | 0.00% |
| 3. Employee Benefits | | | | | | |
| STRS | 3101-3102 | 422,274.26 | 209,526.00 | 422,274.26 | - | 0.00% |
| PERS | 3201-3202 | - | - | - | - | - |
| OASDI / Medicare / Alternative | 3301-3302 | 69,329.53 | 41,154.72 | 69,329.53 | - | 0.00% |
| Health and Welfare Benefits | 3401-3402 | 218,204.00 | 157,503.72 | 218,204.00 | - | 0.00% |
| Unemployment Insurance | 3501-3502 | 19,653.66 | 6,750.34 | 19,653.66 | - | 0.00% |
| Workers' Compensation Insurance | 3601-3602 | 18,057.40 | 9,243.76 | 18,057.40 | - | 0.00% |
| OPEB, Allocated | 3701-3702 | - | - | - | - | - |
| OPEB, Active Employees | 3751-3752 | - | - | - | - | - |
| Other Employee Benefits | 3901-3902 | - | 5,202.18 | - | - | - |
| Total, Employee Benefits | | 745,518.85 | 429,380.72 | 745,518.85 | - | 0.00% |
| 4. Books and Supplies | | | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 112,000.00 | 127,004.15 | 112,000.00 | - | 0.00% |
| Books and Other Reference Materials | 4200 | 2,000.00 | 1,539.99 | 2,000.00 | - | 0.00% |
| Materials and Supplies | 4300 | 41,500.00 | 29,055.78 | 41,500.00 | - | 0.00% |
| Noncapitalized Equipment | 4400 | 105,000.00 | 105,431.87 | 105,000.00 | - | 0.00% |
| Food | 4700 | 11,000.00 | 7,353.60 | 11,000.00 | - | 0.00% |
| Total, Books and Supplies | | 271,500.00 | 270,385.39 | 271,500.00 | - | 0.00% |
| 5. Services and Other Operating Expenditures | | | | | | |

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter School
 (continued) VOYAGE
 CDS #: 42-69112-0137885
 Charter Approving Entity: Blochman Union Elementary
 County: Santa Barbara
 Charter #: 1995
 Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|--|-------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| Subagreements for Services | 5100 | - | - | - | - | - |
| Travel and Conferences | 5200 | 33,000.00 | 16,787.55 | 33,000.00 | - | 0.00% |
| Dues and Memberships | 5300 | 9,000.00 | 4,038.29 | 9,000.00 | - | 0.00% |
| Insurance | 5400 | 16,120.00 | 14,254.29 | 16,120.00 | - | 0.00% |
| Operations and Housekeeping Services | 5500 | 3,000.00 | 1,228.33 | 3,000.00 | - | 0.00% |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 140,297.52 | 83,823.00 | 140,297.52 | - | 0.00% |
| Transfers of Direct Costs | 5700-5799 | - | - | - | - | - |
| Professional/Consulting Services and Operating Expend. | 5800 | 334,474.14 | 215,107.39 | 334,474.14 | - | 0.00% |
| Communications | 5900 | 18,000.00 | 12,321.84 | 18,000.00 | - | 0.00% |
| Total, Services and Other Operating Expenditures | | 553,891.66 | 347,560.69 | 553,891.66 | - | 0.00% |
| 6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only) | | | | | | |
| Land and Land Improvements | 6100-6170 | - | - | - | - | - |
| Buildings and Improvements of Buildings | 6200 | - | - | - | - | - |
| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | - | - | - | - | - |
| Equipment | 6400 | - | - | - | - | - |
| Equipment Replacement | 6500 | - | - | - | - | - |
| Depreciation Expense (for accrual basis only) | 6900 | - | - | - | - | - |
| Amortization Expense-Lease Assets | 6910 | - | - | - | - | - |
| Total, Capital Outlay | | - | - | - | - | - |
| 7. Other Outgo | | | | | | |
| Tuition to Other Schools | 7110-7143 | - | - | - | - | - |
| Transfers of Pass-through Revenues to Other LEAs | 7211-7213 | - | - | - | - | - |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | - | - | - | - | - |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | - | - | - | - | - |
| All Other Transfers | 7281-7299 | - | 982.78 | - | - | - |
| Transfers of Indirect Costs | 7300-7399 | - | - | - | - | - |
| Debt Service: | | | | | | |
| Interest | 7438 | - | - | - | - | - |
| Principal (for modified accrual basis only) | 7439 | - | - | - | - | - |
| Total, Other Outgo | | - | 982.78 | - | - | - |
| 8. TOTAL EXPENDITURES | | 4,265,719.25 | 2,660,966.65 | 4,265,719.25 | - | 0.00% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 208,302.91 | (617,064.46) | 208,302.91 | - | 0.00% |
| D. OTHER FINANCING SOURCES / USES | | | | | | |
| 1. Other Sources | 8930-8979 | - | - | - | - | - |
| 2. Less: Other Uses | 7630-7699 | - | - | - | - | - |
| 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) | 8980-8999 | - | - | - | - | - |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | - | - | - | - | - |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) | | 208,302.91 | (617,064.46) | 208,302.91 | - | 0.00% |
| F. FUND BALANCE, RESERVES | | | | | | |
| 1. Beginning Fund Balance | | | | | | |
| a. As of July 1 | 9791 | 164,908.70 | 164,908.70 | 164,908.70 | - | 0.00% |
| b. Adjustments/Restatements | 9793, 9795 | - | - | - | - | - |
| c. Adjusted Beginning Fund Balance | | 164,908.70 | 164,908.70 | 164,908.70 | - | - |
| 2. Ending Fund Balance, June 30 (E + F.1 c.) | | 373,211.61 | (452,155.76) | 373,211.61 | - | - |
| Components of Ending Fund Balance : | | | | | | |
| a. Nonspendable | | | | | | |
| Revolving Cash (equals object 9130) | 9711 | - | - | - | - | - |
| Stores (equals object 9320) | 9712 | - | - | - | - | - |
| Prepaid Expenditures (equals object 9330) | 9713 | - | - | - | - | - |
| All Others | 9718 | - | - | - | - | - |
| b. Restricted | 9740 | - | - | - | - | - |
| c. Committed | | | | | | |
| Stabilization Arrangements | 9750 | - | - | - | - | - |

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary**

Charter School Name: Trivium Charter School
 (continued) VOYAGE
 CDS #: 42-69112-0137885
 Charter Approving Entity: Blochman Union Elementary
 County: Santa Barbara
 Charter #: 1995
 Fiscal Year: 2024/25

| Description | Object Code | First Interim Budget (X) | Actuals thru 1/31 (Y) | 2nd Interim Budget (Z) | 2nd Interim vs. First Interim Increase, (Decrease) | |
|------------------------------------|-------------|--------------------------|-----------------------|------------------------|--|----------------------|
| | | | | | \$ Difference (Z) vs. (X) | % Change (Z) vs. (X) |
| Other Commitments | 9760 | - | - | - | - | |
| d Assigned | | | | | | |
| Other Assignments | 9780 | - | - | - | - | |
| e. Unassigned/Unappropriated | | | | | | |
| Reserve for Economic Uncertainties | 9789 | 373,211.61 | - | 373,211.61 | - | 0.00% |
| Unassigned/Unappropriated Amount | 9790 | - | (452,155.76) | - | - | |

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-----------------------------------|--|
| Trivium Charter School: Voyage | Trisha Vais Executive Director | tvais@triviumcharter.org 8052911303 |

Goal 1

Goal Description

Student Engagement and Achievement: Trivium will track individual student academic progress and provide recognition and celebration of academic achievement to increase student and parent engagement in academic growth metrics.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|------------------|----------------|----------------|---|--|
| 1.1 | List of academic achievements to be celebrated based on "I Can"-type standards or similar and Trivium-defined metrics that may include Classical elements and social-emotional-behavior standards. | Not yet created. | | | A list of badges students can earn have been created for Social/Emotional Learning (SEL), Math, and English. SEL badges were assigned by teachers to recognize students' natural gifts whereas English and Math badges are assigned based on academic progress. Students who have not made enough progress can earn a badge once they meet a future goal. | A fully implemented process that celebrates and recognizes student achievement at regularly scheduled intervals that helps support an achievement culture and student ownership over their own learning. |
| 1.2 | Implement, at minimum, 2 recognition events during the 24/25 school year. | Not yet created. | | | We have held one recognition event and have 2 more planned for this academic year. | Student recognition events are an expected and anticipated part of the student culture of Trivium. |
| 1.3 | Create and provide certificates, badges, pins, spirit sticks, and/or similar that are a tangible recognition of the achievement. | Not yet created. | | | We have created custom rings and badges to be hung from backpacks. Students also received year-themed badges to honor the years they are enrolled. | A full array of possible recognition items to provide age-appropriate awards for student achievement. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|--|----------------------|-----------------------|
| 1.1 | Academic Mastery and Recognition Create and distribute Trivium achievement standards that students work on mastering and show evidence of the mastery during regularly scheduled mastery checks and provide tangible recognition items at identified levels of mastery. | No Yes | Partially Implemented | The SEL recognition event was well received. Students are interested in earning badges and his interest can result in further student engagement in academics as well as the school community. | planning documents, tangible badges, academic team input, school psychologist input, design of badges, ordering, distribution. | \$21,600.00 | \$11,000 |

Goal 2

Goal Description

Foundational Skills Intervention Program: Students who have yet to master foundational skills that are the building blocks for more advanced learning will be offered at least one, and ideally a choice, of intervention options available that address the areas of concern.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|------------------|----------------|----------------|--|--|
| 2.1 | Percent of students that consistently participate in an intervention option who scored one or more years below grade level using multiple measures. Consistency is defined as completing 80% of the program or scheduled classes/minutes of instruction. | not yet measured | | | Student intervention options have been defined and offered to students. Students are accessing at least one intervention option will have the effectiveness of that intervention for that student analyzed and data will be reviewed by the academic team at the end of the school year. | 95% of students who score one or more grade levels below their current grade level will consistently participate in intervention. Consistency will be measured as attending 80% of scheduled programming or completing 80% of an assigned program. |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|---|----------------------|-----------------------|
| 2.1 | Intervention support Provide specialized support for students in 6th-12th with challenges for math and English classes that pre-teach or post-teach the content with simplified instructions and activities while offering modified curriculum for those students who have modified curriculum in their IEP. Younger students TK-5th will be offered a class 3 times a week for skill building and remediation. All students will have access to an array of intervention options that include computer programs, in-person support, online | No Yes | Fully Implemented | Additional support classes in our Connect program have been created and offered to students who are struggling with math and English concepts. A bridge class has been developed | Connect support classes, Foundational 6th grade English class, Curriculum Director, Data Insights Director, Academic team, Lunch and Learn, Study Halls | \$82,000.00 | \$42,000 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|--|----------------------|-----------------------|
| | support, and consultation for effective intervention strategies. | | | for our 6h graders who have not yet mastered foundational (K-5) English skills in order to provide that opportunity while still providing an appropriately challenging class. | | | |

Goal 3

Goal Description

Technology: Leverage technology to increase operational efficiency, promote digital citizenship, and facilitate data-driven decision-making to improve student achievement and well-being

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|------------------|----------------|----------------|---|-------------------------------|
| 3.1 | Percent of total team members utilizing technology platforms to collect data, store data or access data on academic processes and progress and then use that data to inform instruction if that staff member is a teacher or part of the academic support team. | not yet measured | | | The majority of staff are routinely using tech systems consistently to document and provide feedback. Weekly updates are sent to all staff members to promote a strong culture, explain upcoming needs, and provide information on how and when to access tech platforms. | 100% engagement |
| 3.2 | Percent of students in 6th-12th able to use and benefit from assigned technology platforms without assistance. | not yet measured | | | All students have access to a device (iPad or Chromebook) as well as Canvas, and various technology apps depending on grade level. Security monitors online activity for student safety. | 100% engagement |
| 3.3 | Survey results from families about school communications through website resources, the 'help' desk, and/or engaging in online family engagement tools. | not yet measured | | | Family Survey will be posted towards the end of the school year. | 100% satisfied |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Des. Outcome for 2026-2027 |
|----------|-----------------------------------|----------|----------------|----------------|-----------------------|----------------------------|
| | announcements, and school events. | | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|---|---|----------------------|-----------------------|
| 3.1 | Digitize administrative functions Integrate data into comprehensive platforms | No Yes | Fully Implemented | Although this is fully implemented we are refining the systems and processes to best meet the needs of our students, families, and staff members. | Monday.com, Canvas, Parent Square, School Pathways, Security, Leadr In Me, Google Drive | \$82,000.00 | \$50,000 |

Goal 4

Goal Description

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|

Goal 5

| |
|-------------------------|
| Goal Description |
| |

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|
|----------|--------|----------|----------------|----------------|-----------------------|-------------------------------|

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-Year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|

Impact to the Budget Overview for Parents

| Item | As adopted in Budget Overview for Parents | Mid-Year Update |
|--|---|-----------------|
| Total LCFF Funds | | |
| LCFF Supplemental/Concentration Grants | | |

VII - A

**4269112 Blochman
Union Elem District**

4949 Foxen Canyon Rd., Santa Maria, CA 93454-9666
Generated on 04/01/2025 11:30:30 AM Page 1 of 1

Attendance/Membership Summary Report

Start/End Date: 03/01/2025 - 03/31/2025 School(s): 1 Calendar(s): 2
Grade: TK, K, 1, 2, 3, 4, 5, 6, 7, 8

SUMMARY Total Schools: 1 Total Calendars: 2

| | Student Membership | | Absent Days | Present Days | ADM | ADA | Unexcused Absences | | Percent In Attendance | |
|--------------|--------------------|------------|----------------|-----------------|-------------|---------------|--------------------|-----------|--------------------------|---------------|
| | Grade | Count | | | | | Days | Days | | Avg. Daily |
| TK | 4 | 80 | 6 | 74 | 4.00 | 3.70 | 2 | 0.10 | 92.50% | |
| K | 18 | 360 | 22 | 338 | 18.00 | 16.90 | 0 | 0.00 | 93.89% | |
| 1 | 17 | 340 | 8 | 332 | 17.00 | 16.60 | 2 | 0.10 | 97.65% | |
| 2 | 19 | 361 | 15 | 346 | 18.05 | 17.30 | 2 | 0.10 | 95.84% | |
| 3 | 26 | 520 | 25 | 495 | 26.00 | 24.75 | 7 | 0.35 | 95.19% | |
| 4 | 22 | 415 | 17 | 398 | 20.75 | 19.90 | 2 | 0.10 | 95.90% | |
| 5 | 24 | 480 | 25 | 455 | 24.00 | 22.75 | 4 | 0.20 | 94.79% | |
| 6 | 26 | 514 | 32 | 482 | 25.70 | 24.10 | 5 | 0.25 | 93.77% | |
| 7 | 24 | 480 | 23 | 457 | 24.00 | 22.85 | 5 | 0.25 | 95.21% | |
| 8 | 23 | 454 | 16 | 438 | 22.70 | 21.90 | 4 | 0.20 | 96.48% | |
| Total | 10 | 203 | 4004 | 189 | 3815 | 200.20 | 190.75 | 33 | 1.65 | 95.28% |

School: Benjamin Foxen School Calendar: 24-25 Blochman K-4

| | Student Membership | | Absent Days | Present Days | ADM | ADA | Unexcused Absences | | Percent In Attendance | |
|--------------|--------------------|------------|----------------|-----------------|-------------|---------------|--------------------|-----------|--------------------------|---------------|
| | Grade | Count | | | | | Days | Days | | Avg. Daily |
| TK | 4 | 80 | 6 | 74 | 4.00 | 3.70 | 2 | 0.10 | 92.50% | |
| K | 18 | 360 | 22 | 338 | 18.00 | 16.90 | 0 | 0.00 | 93.89% | |
| 1 | 17 | 340 | 8 | 332 | 17.00 | 16.60 | 2 | 0.10 | 97.65% | |
| 2 | 19 | 361 | 15 | 346 | 18.05 | 17.30 | 2 | 0.10 | 95.84% | |
| 3 | 26 | 520 | 25 | 495 | 26.00 | 24.75 | 7 | 0.35 | 95.19% | |
| 4 | 22 | 415 | 17 | 398 | 20.75 | 19.90 | 2 | 0.10 | 95.90% | |
| Total | 6 | 106 | 2076 | 93 | 1983 | 103.80 | 99.15 | 15 | 0.75 | 95.52% |

School: Benjamin Foxen School Calendar: 24-25 Blochman 5-8

| | Student Membership | | Absent Days | Present Days | ADM | ADA | Unexcused Absences | | Percent In Attendance | |
|--------------|--------------------|-----------|----------------|-----------------|-------------|--------------|--------------------|-----------|--------------------------|---------------|
| | Grade | Count | | | | | Days | Days | | Avg. Daily |
| 5 | 24 | 480 | 25 | 455 | 24.00 | 22.75 | 4 | 0.20 | 94.79% | |
| 6 | 26 | 514 | 32 | 482 | 25.70 | 24.10 | 5 | 0.25 | 93.77% | |
| 7 | 24 | 480 | 23 | 457 | 24.00 | 22.85 | 5 | 0.25 | 95.21% | |
| 8 | 23 | 454 | 16 | 438 | 22.70 | 21.90 | 4 | 0.20 | 96.48% | |
| Total | 4 | 97 | 1928 | 96 | 1832 | 96.40 | 91.60 | 18 | 0.90 | 95.02% |

VII – B

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

2025

District: Blochman Union School District

Name of person completing this form: Nancy Shafer

Title of person completing this form: Interim Business Manager

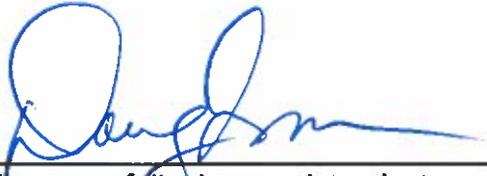
Please provide the date when this information will be reported publicly at the district governing board meeting:

April 8, 2025

Quarterly report submission date (check one):

- April (January — March)
- July (April — June)
- October (July — September)
- January (October — December)

| General Subject Area | Total number of complaints | Number of complaints resolved | Number of complaints unresolved |
|---------------------------------------|----------------------------|-------------------------------|---------------------------------|
| Textbooks and Instructional Materials | 0 | 0 | 0 |
| Teacher Misassignment or Vacancies | 0 | 0 | 0 |
| Facilities Conditions | 0 | 0 | 0 |
| TOTALS | 0 | 0 | 0 |


Signature of district superintendent

April 1, 2025

Date

V - B

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2024-25 P-2, Reporting Period: 2024-25 P-2

Home / Data Entry / School District / Blochman Union Elementary / Attendance School District

Attendance School District

Record Information

Entity Information

County: Santa Barbara
 District: Blochman Union Elementary
 CDS Code: 42 69112 0000000
 Data ID: 4E15D15C

Details

Last Saved By: nshafer
 Last Saved Date: 4/1/2025 12:37:22 PM
 Last Validation By: nshafer
 Last Validation Date: 4/1/2025 12:37:39 PM

Validation Information

Number of Records: 1
 Number of Errors: 0
 Number of Warnings: 0
 Passed Data Validation: Yes

Certification Information

School District: dbrown1 - 4/1/2025 2:09:48 PM
 County Office of Education: None

[View Certification](#)

Regular ADA Other Prior Year ADA Adjustments Notes

Regular ADA

| Data ID | 4E15D15C | TKK-3 | Grades 4-6 | Grades 7-8 | Grades 9-12 | Total |
|--|----------|-------------------------------------|------------|------------|-------------|--------|
| Does the school district have Transitional Kindergarten (TK) ADA to report? | A-0 | <input type="checkbox"/> | | | | |
| YES (include TK ADA on Line A-1 and report TK ADA only on Line B-5) | A-0a | <input checked="" type="checkbox"/> | | | | |
| NO | A-0b | <input type="checkbox"/> | | | | |
| Regular ADA | | | | | | |
| Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education) | A-1 | 82.17 | 67.68 | 47.28 | 0.00 | 197.13 |
| Extended Year Special Education [EC 56345 (b)(3) (Divisor 175)] | A-2 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | A-3 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|--|-----|--------------|--------------|--------------|-------------|-------------|-------------|---------------|
| Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Community Day School [EC 48660] (Divisor 70/135/180) | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| ADA Totals (Sum of A-1 through A-5) | | 82.17 | 67.68 | 47.28 | 0.00 | 0.00 | 0.00 | 197.13 |

Other

| | TK/K-3 | Grades 4-6 | Grades 7-8 | Grades 9-12 | Total |
|---|--------|------------|------------|-------------|-------|
| Independent Study | | | | | |
| Full-Time Traditional Independent Study ADA, pursuant to EC 51747, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens | | | | | |
| Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens | | | | | |
| Course Based Independent Study ADA, pursuant to EC 51749.5, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens | | | | | |
| Course Based Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens | | | | | |

Transitional Kindergarten

| | | | | | |
|--|--|--|--|--|--|
| 2024-25 school year: only students who turn 5 between September 2nd and June 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between June 3rd and the end of the school year until their 5th birthday. | | | | | |
| ADA for Students in Transitional Kindergarten pursuant to EC 46300 and 48000(c) included in Section A (Lines A-1 through A-5, TK/K-3 Column, First Year ADA Only) | | | | | |
| Continuation Education and Opportunity Classes | | | | | |
| ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9-12 Column) | | | | | |

ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column)

0.00

Prior Year ADA Adjustments

PRIOR YEAR ADA ADJUSTMENT (P-1 AND P-2 ONLY)

Prior Year P-2 ADA for pupils attending a charter school sponsored by the district in the current year who attended a non-charter school of the district in the prior year [EC 42238.051 (a)(2)(B)(iii)].

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)

Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)

ADA Totals (C-1 + C-2)

Prior Year P-2 ADA for pupils attending a non-charter school in the current year who attended a charter school sponsored by the district in the prior year [EC 42238.051 (a)(2)(B)(ii)].

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)

Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)

ADA Totals (C-4 + C-5)

GAIN OR LOSS OF ADA DUE TO A REORGANIZATION OR TRANSFER OF TERRITORY [EC 42238.05 (a)(3)]. IF THE ADA ADJUSTMENT IS A LOSS, REPORT THE LOSS AS A NEGATIVE NUMBER IN LINES C-7 THROUGH C-14.

Third Prior Year

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)

Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)

ADA Totals (C-7 + C-8)

Second Prior Year

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)

Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)

ADA Totals (C-10 + C-11)

Prior Year

Total

Grades 9-12

Grades 7-8

Grades 4-6

TK/K-3

| | | | | | |
|------|------|------|------|------|------|
| C-1 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-2 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-3 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-4 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-5 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-6 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-7 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-8 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-9 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-10 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-12 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)

| | | | | | |
|------|------|------|------|------|------|
| C-13 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-14 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C-15 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)

ADA Totals [C-13 + C-14]

Notes

Type in your message

500 remaining

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2024-25 P-2, Reporting Period: 2024-25 P-2

Home / Data Entry / School District / Blochman Union Elementary / Attendance School District

Attendance School District

Record Information

Entity Information

County Santa Barbara
District Blochman Union Elementary
CDS Code 42 69112 0000000
Data ID 4E15D15C

Details

Last Saved By nshafer
Last Saved Date 4/1/2025 12:37:22 PM
Last Validation By nshafer
Last Validation Date 4/1/2025 12:37:39 PM

Validation Information

Certification Information

Number of Records 1
Number of Errors 0
Number of Warnings 0
Passed Data Validation Yes

School District: dbrown1 - 4/1/2025 2:09:48 PM
County Office of Education: None

[View Certification](#)

Regular ADA Other Prior Year ADA Adjustments Notes

Other

Independent Study

Full-Time Traditional Independent Study ADA, pursuant to EC 51747, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

Course Based Independent Study ADA, pursuant to EC 51749.5, included in Section A or in the Attendance Supplement School District, Attendance

| | TK/K-3 | Grades 4-6 | Grades 7-8 | Grades 9-12 | Total |
|-----|--------|------------|------------|-------------|-------|
| B-1 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| B-2 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| B-3 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Basic Aid Unfunded/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

Course Based Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens

B-4 0.00 0.00 0.00 0.00 0.00

Transitional Kindergarten

2024-25 school year: only students who turn 5 between September 2nd and June 2nd may generate ADA beginning the first day of the school year. Exclude ADA for students turning 5 between June 3rd and the end of the school year until their 5th birthday.

ADA for Students in Transitional Kindergarten pursuant to EC 46300 and 48000(c) included in Section A (Lines A-1 through A-5, TKK-3 Column, First Year ADA Only)

B-5 3.68 3.68

Continuation Education and Opportunity Classes

ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9-12 Column)

B-6 0.00 0.00

ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column)

B-7 0.00 0.00

Class Size Penalties SD

Record Information

Entity Information

| | |
|-----------------|---------------------------|
| County | Santa Barbara |
| District | Blochman Union Elementary |
| CDS Code | 42 69112 0000000 |
| Data ID | B20A89AE |

Details

| | |
|-----------------------------|---------------------|
| Last Saved By | nshafer |
| Last Saved Date | 4/2/2025 2:14:49 PM |
| Last Validation By | nshafer |
| Last Validation Date | 4/2/2025 2:15:19 PM |

Validation Information

| | |
|-------------------------------|-----|
| Number of Records | 5 |
| Number of Errors | 0 |
| Number of Warnings | 0 |
| Passed Data Validation | Yes |

Certification Information

School District: dbrown1 - 4/2/2025 2:22:38 PM
County Office of Education: None

[View Certification](#)

Kindergarten

Record 1 of 1

Add a record for each average class sizeAverage class enrollment size A-1 Number of classes of this size A-2 **Full Second or Less than Full Second Period**

Select Full Second Period or Less than Full Second Period that applies to the class(es) in A-1 and A-2 of this record. Less than Full Second Period means any class not in session continuously for the full reporting period.

Full Second Period Less than Full Second Period Fraction of period in session A-3

Grades 1-3

Record 1 of 3

Add a record for each average class sizeAverage class enrollment size B-1 Number of classes of this size B-2 **Full Second or Less than Full Second Period**

Select Full Second Period or Less than Full Second Period that applies to the class(es) in B-1 and B-2 of this record. Less than Full Second Period means any class not in session continuously for the full reporting period.

Full Second Period Less than Full Second Period Fraction of period in session B-3

Grades 1-3

Record 2 of 3

Add a record for each average class size

| | | |
|--------------------------------|-----|---------------------------------|
| Average class enrollment size | B-1 | <input type="text" value="19"/> |
| Number of classes of this size | B-2 | <input type="text" value="1"/> |

Full Second or Less than Full Second Period

Select Full Second Period or Less than Full Second Period that applies to the class(es) in B-1 and B-2 of this record. Less than Full Second Period means any class not in session continuously for the full reporting period.

- Full Second Period
- Less than Full Second Period

| | | |
|-------------------------------|-----|-----------------------------------|
| Fraction of period in session | B-3 | <input type="text" value="0.00"/> |
|-------------------------------|-----|-----------------------------------|

Grades 1-3

Record 3 of 3

Add a record for each average class size

| | | |
|--------------------------------|-----|---------------------------------|
| Average class enrollment size | B-1 | <input type="text" value="27"/> |
| Number of classes of this size | B-2 | <input type="text" value="1"/> |

Full Second or Less than Full Second Period

Select Full Second Period or Less than Full Second Period that applies to the class(es) in B-1 and B-2 of this record. Less than Full Second Period means any class not in session continuously for the full reporting period.

- Full Second Period
- Less than Full Second Period

| | | |
|-------------------------------|-----|-----------------------------------|
| Fraction of period in session | B-3 | <input type="text" value="0.00"/> |
|-------------------------------|-----|-----------------------------------|

Grades 4-8

Enter one record for the entire district

| | | |
|---------------------------------|-----|----------------------------------|
| Total number of pupils enrolled | C-1 | <input type="text" value="127"/> |
|---------------------------------|-----|----------------------------------|

Total number of full-time equivalent classroom teachers

C-2

5.0

Notes

Type in your message

500 remaining

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2024-25 P-2, Reporting Period: 2024-25 P-2

Home / Data Entry / School District / Blochman Union Elementary / Expanded Learning Opportunities Program: Operational Intent

Expanded Learning Opportunities Program: Operational Intent

| Record Information | |
|-------------------------------|---|
| Entity Information | Details |
| County | Santa Barbara |
| District | Blochman Union Elementary |
| CDS Code | 42 69112 0000000 |
| Data ID | 922E58A1 |
| Validation Information | Certification Information |
| Number of Records | 1 |
| Number of Errors | 0 |
| Number of Warnings | 0 |
| Passed Data Validation | Yes |
| | School District: dbrown1 - 4/1/2025 2:09:48 PM |
| | County Office of Education: None |
| | View Certification |
| Certification | Notes |

Certification

Show All / Print

Expanded Learning Opportunities Program: Operational Intent

Local educational agencies (LEAs) are required to annually declare their intent to operate an Expanded Learning Opportunities Program (ELO-P)

In order to satisfy the provisions outlined in EC Section 46120(d)(10)(A), the local educational agency must select either A-1 or A-2, but not both from the options below

- By checking this box, the submitting local educational agency certifies its intent to operate the ELO-P for the 2025-26 fiscal year A-1
- By checking this box, the submitting local educational agency certifies its intent not to operate the ELO-P for the 2025-26 fiscal year and, therefore, will not receive the ELO-P apportionment for that fiscal year A-2

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2024-25 P-2, Reporting Period: 2024-25 P-2

[Home](#) / [Data Entry](#) / [School District](#) / [Blochman Union Elementary](#) / [Transfer of Funds Alternative Rate Option](#)

Transfer of Funds Alternative Rate Option

Record Information

Entity Information

County Santa Barbara
District Blochman Union Elementary
CDS Code 42 69112 0000000
Data ID D22E58FA

Details

Last Saved By nshafer
Last Saved Date 4/1/2025 1:08:44 PM
Last Validation By nshafer
Last Validation Date 4/1/2025 1:09:27 PM

Validation Information

Number of Records 1
Number of Errors 0
Number of Warnings 1
Passed Data Validation Yes

[View Validation Details](#)

Certification Information

School District: dbrown1 - 4/1/2025 2:09:48 PM
County Office of Education: None

[View Certification](#)

COE Selection

Show All / Print

Record 1

of 1

First

Previous

Next

Last

Add New

Delete

Data ID:

D22E58FA

EC Section 2576 requires transfer of funds from the school district of residence to the COE for ADA served by the COE but credited to the district of residence. The transfer shall occur at the rate equal to the school district's LCFF base, supplemental and concentration grant per ADA, unless the COE reports an alternative rate to CDE and selects the types of ADA for transfer at the alternative rate.

To enable the transfer of funds at the alternative rate, the district of residence must select the COE on this screen. To determine if the COE reported an alternative rate, contact the COE.

If the school district does not select the COE on this screen, funds will be transferred to the COE at the school district's LCFF base, supplemental and concentration grant per ADA.

School district agrees to transfer funds at the alternative per-ADA rate, as reported by the COE:

Santa Barbara C