



MINUTES: BOARD OF DIRECTORS MEETING

Thursday, JUNE 11, 2026 at 6:00pm

In Person Location: 721 Utica Avenue, Huntington Beach, CA 92648

1. Call to Order - 6:00pm

1.1 Members Present: Jeff Ball, Michele Asay, Clare Anderson, Katie Soricelli, Bre Lionetti

Members Absent: None

1.2 Procedural Overview

Kinetic Academy is a public entity subject to the Brown Act and meetings are conducted according to Robert's Rules of Order.

2. Preliminary Actions

2.1 Agenda Adoption: *An action to approve the agenda for this Regular Meeting*

Motion: Soricelli

Second: Anderson

Y/N/A 5/0/0

2.2 Prior Meeting Minutes: *An action to approve the meeting minutes from the prior meeting held May 28, 2026.*

Motion: Soricelli

Second: Anderson

Y/N/A 5/0/0

3. Organizational Reports

3.1 Financial Report- CSMC

2026/2027 Initial Budget

Budget Overview for Parents

CSMC/Brian Lara presented the 2026/2027 Initial Budget Report and Budget Overview for Parents. May 2026 financials have not been finalized at this time and will be reviewed at the next board meeting.

3.2 KPO Report- KPO Treasurer

KPO Board updates were shared and new members were introduced.

3.3 Administrative Reports- Gallagher/Fischer/Vento/Lionetti

Ms. Gallagher reported on various activities that happened at West Campus including: Day of Play, Move Up Day, Field Day & moving to Kiddle Search Engine for students.

Mrs. Fischer reported on various activities that happened at East Campus including: Field Day, the Volunteer Breakfast and end of the year Awards Assembly.

Mrs. Vento reported on attendance for May and Trimester 3 along with Dibels Reading Benchmark progress.

Mrs. Lionetti reported on upcoming compliance, renewal updates, staffing updates for 26/27 and end of the year surveys for staff and parents. Also shared a recent message from an alumni parent about success of her high school students who attended Kinetic elementary and middle school.

4. Oral Communication All Agenda Items

No public comments were shared.

5. Presentations

5.1 Local Indicators- Vento

Mrs. Vento presented the 2025/2026 Local Indicators

6. Discussion Items

No discussion items were shared

7. Action Items

7.1 Approval of the FY 2026-2027 LCAP

Motion: Soricelli

Second: Anderson

Y/N/A 5/0/0

7.2 Approval of the FY 2026-2027 Initial budget

Motion: Anderson

Second: Soricelli

Y/N/A 5/0/0

7.3 Approval of the FY 2026-2027 Initial Budget Alternative Form

Motion: Anderson

Second: Soricelli

Y/N/A 5/0/0

7.4 Approval of Revised Bylaws

Motion: Soricelli

Second: Anderson

Y/N/A 5/0/0

7.5 Approval of Revised Conflict of Interest Policy

Motion: Anderson

Second: Soricelli

Y/N/A 5/0/0

7.6 Approval of CalSTRS Charter School Certification Form 0765

Motion: Anderson

Second: Soricelli

Y/N/A 5/0/0

7.7 Approval of Invoice over \$5000; Young, Minney & Corr

Motion: Soricelli

Second: Anderson

Y/N/A 5/0/0

8. Annual Meeting Action Items:

8.1 Election of Directors

An action to elect Jeff Caffey as a Director for a two-year term effective through the Annual Meeting in 2028.

Motion: Lionetti

Second: Anderson

Y/N/A 5/0/0

8.2 Approval Appointment of Officers

An action to appoint the following officers effective through the Annual Meeting of 2027:

Board Chair- Jeff Ball

Vice Chair- Clare Anderson

Secretary/Treasurer- Michele Asay

Motion: Lionetti

Second: Soricelli

Y/N/A 6/0/0

8.3 Approval of 2026-2027 Board Meeting Schedule

Motion: Anderson

Second: Lionetti

Y/N/A 6/0/0

9. Closed Session

Conducted in accordance with applicable sections of California law, Closed Sessions are not open to the public. If additional time is required, the Board of Directors will reconvene the Closed Session at the end of the regular meeting.

9.1 Conference with Labor Negotiators (Gov. Code section 54957.6.)

Unrepresented Employee: All Staff

Mrs. Lionetti was excused from closed session.

10. Return To Open Session

10.1 Report of Closed Session

An action to ratify the contract of the Executive Director for a two year term: 2026/2027 and 2027/2028 was taken.

Y/N/A: 4/0/2

Jeff Caffey: Abstain

Bre Lionetti: Abstain

11. New Business

No new business was discussed.

12. Adjournment

Board Chair adjourned the meeting at 7:47pm.

CERTIFICATION OF MEETING MINUTES

	8/20/26
SIGNATURE- Board Chair/Vice Chair/Executive Director	DATE

KINETIC academy



2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Kinetic Academy	Bre Lionetti Executive Director	breionetti@kneticacademy.org (714) 465-4565

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	19.3	80.9%	5.8%	5.2%	7.0%	1.0%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards				4		
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Kinetic prides itself on the strength of building relationships between the school and families. Our Parent Square platform is the main tool used to communicate with all parents/families to help keep them informed. We host many events that include parents to celebrate their students' successes as well as spend time with their students and help build the school community. Families are encouraged to attend our Family Dine Out events, Principal Coffee Chats, and Parent Conferences, and Awards Assemblies.

We have worked on putting a system in place for transitioning new families into the school culture and building relationships even prior to student enrollment through parent information sessions, community preview nights and school tours.

Based on discussions throughout this academic year, many staff members have remarked on the challenges with maintaining a cohesive program while we operate on two sites. As families have students at both locations, we seek to find a way to either consolidate our operations on a single site or find ways to continue to build relationships with families across the two sites.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Kinetic is focused on continual improvement with building relationships between the school and our families. We seek to keep lines of communication open and encourage families to increase participation in monthly Principal Coffee Chats and Local Site Council meetings. We believe greater participation will lead to an increase in shared-decision making. We have put a lot of effort into increased communication around the importance of attendance as well as chronic absenteeism. Kinetic Academy is a community school, and our goal is to build relationships with our parents through many event opportunities. Our KPO, our administration, and our teachers remain focused on keeping the community a high priority.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Kinetic is committed to improving strategies and structures that will result in increased engagement of underrepresented families. Kinetic holds numerous community forums to garner input from families related to school improvement, as well as extends intentional invitations to underrepresented families to be members of various site committees. Kinetic will continue to engage with and build relationships with individual families and provide necessary, personalized supports that will foster strong relationships between school staff and underrepresented families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

All teachers and office staff frequently conduct direct outreach to encourage families to attend various events and/or discuss their child’s academic progress. Kinetic builds time within the school year to allow parents and teachers to meet to discuss student growth and progress. Parent conferences are scheduled three times a year to review progress in addition to formal report cards. Parents have access to the PowerSchool Parent Portal to monitor their child's weekly progress. Teachers send weekly newsletters to inform families about ongoing projects and units of study. Newsletters include tips and ideas on how to support their child's learning at home. Students may participate in the After School Homework Club for assistance with homework completion and tutoring led by a teacher. Additionally, teachers provide families with resources to prevent learning slide over the summer months, ensuring that students’ core skills are maintained.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

Balancing student privacy when examining school data: Since Kinetic’s underrepresented student populations are often small, it is an ongoing challenge to conduct in depth public analysis on the achievement of these students as we value their privacy. However, Kinetic regularly reviews local data and assessments to determine which students are in need of academic interventions and which students are in need of academic enrichment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Kinetic conducts three parent conferences each year with all families. Parents are encouraged to request a conference if they have any questions or concerns regarding their child’s behavioral and/or academic needs. For our underrepresented student populations, teachers and/or parents may request additional progress conferences throughout the academic year, and request guidance on how to best assist the child in growth of their academic skills.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4

Practices	Rating Scale Number
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Kinetic regularly surveys families throughout the school year. The California Healthy Kids Survey was administered to parents and students in February of 2026 to obtain feedback on a range of areas including satisfaction with input for decision-making.

Based on the surveys administered in 2026, 98% of parents surveyed either "agreed" or "strongly agreed" with questions around prompt communications, 98% with questions around promotion of parental involvement, and 79% with questions regarding opportunities for input.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Parents and staff have expressed the need for more social-emotional supports in various forums/formats for feedback. We continue to seek community-wide input throughout the year, and strive to increase participation rates for students and parents.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Kinetic's unduplicated pupil percentage has always hovered around 23%, yet this does not preclude our responsibility to fully engage with our underrepresented families in seeking input for decision-making. A calendar of all events (e.g., councils, board meetings, surveys) for the year is provided to all families and maintained on the school website which connects to Parent Square, as well as frequent electronic "reminders" of upcoming events via ParentSquare.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The California Healthy Kids Survey (CHKS) was used because it is widely used across the state of California. The following are the key findings from spring 2026 CHKS administrations. The data includes the percentage of students who AGREE/STRONGLY AGREE to questions related to feeling connected to school, feeling safe at school, and feeling connected to caring adults at school.			
Participation Rate:	School Connectedness:	Caring Adult Relationships:	Feel Safe at School:
Grades 4-5: 86%	77%	84%	88%
Grades 6-8: 92%	81%	78%	90%

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The responses indicate that students feel safe, connected to staff, and motivated. Kinetic strives to create an inclusive environment where students feel connected and safe, and parents and families feel welcome. Processes in place to build this environment will continue through training for staff in social-emotional learning and restorative practices. LCAP goals include support for meeting the social and emotional needs of students.

Traditionally, Kinetic has encountered lower survey participation of elementary students due to parents not consenting to their student's participation. Over the last two years, participation rates increased by 25% with elementary students. Kinetic sent out consent forms and communicated the importance of the survey at the beginning of the school year which helped increase participation. Kinetic feels it is important for all kids to participate and have a voice in reflecting on the school climate.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Kinetic will implement a school-wide social-emotional learning (SEL) curriculum to build confidence and efficacy in students. SEL lessons will incorporate class community discussion circles to further build school connectedness. Kinetic staff received training on restorative practices during the 24-25 and 25-26 school years. We will continue to grow our implementation of restorative practice across all grades.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students have access to all materials in every grade level including special populations as part of the general education classroom setting. In addition to curriculum content, all students have access to online programs that promote success in Common Core ELA and Math content standards. This is determined by classroom observations.

All students (including unduplicated students and students with disabilities) have access to a broad course of study. This includes core curriculum in ELA, mathematics, history, and science. Students in TK-5th grades participate in art and foreign language instruction. Students in 6th-8th grades participate in an elective of their choosing. Some example electives are drama, robotics, creative writing, financial literacy, and athletics. All students at Kinetic participate in at least 3 Project-Based Learning collaborative projects each school year. This is measured by the master schedules and formalized report cards.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Kinetic's expansion into the middle grades has aligned well with the use of two sites – main site TK- grade 5, and a district-provided space for grades 6-8. All student groups have equal access to the course of study and additional online resources to support their mastery of state standards.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Kinetic prides itself on providing the full range of academic content and standards-based instruction to ALL students. In effect, there are no barriers to equity in access. All student groups have equal access to the elementary and middle school courses of study.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Kinetic Academy will continue to ensure that 100% of students have access to a broad course of study. We will continue to give all students in all grade levels access to not only our core curriculum, but to additional supplemental curricular programs.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of					

Coordinating Instruction	1	2	3	4	5
their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kinetic Academy

CDS Code: 30665300134221

School Year: 2026-27

LEA contact information:

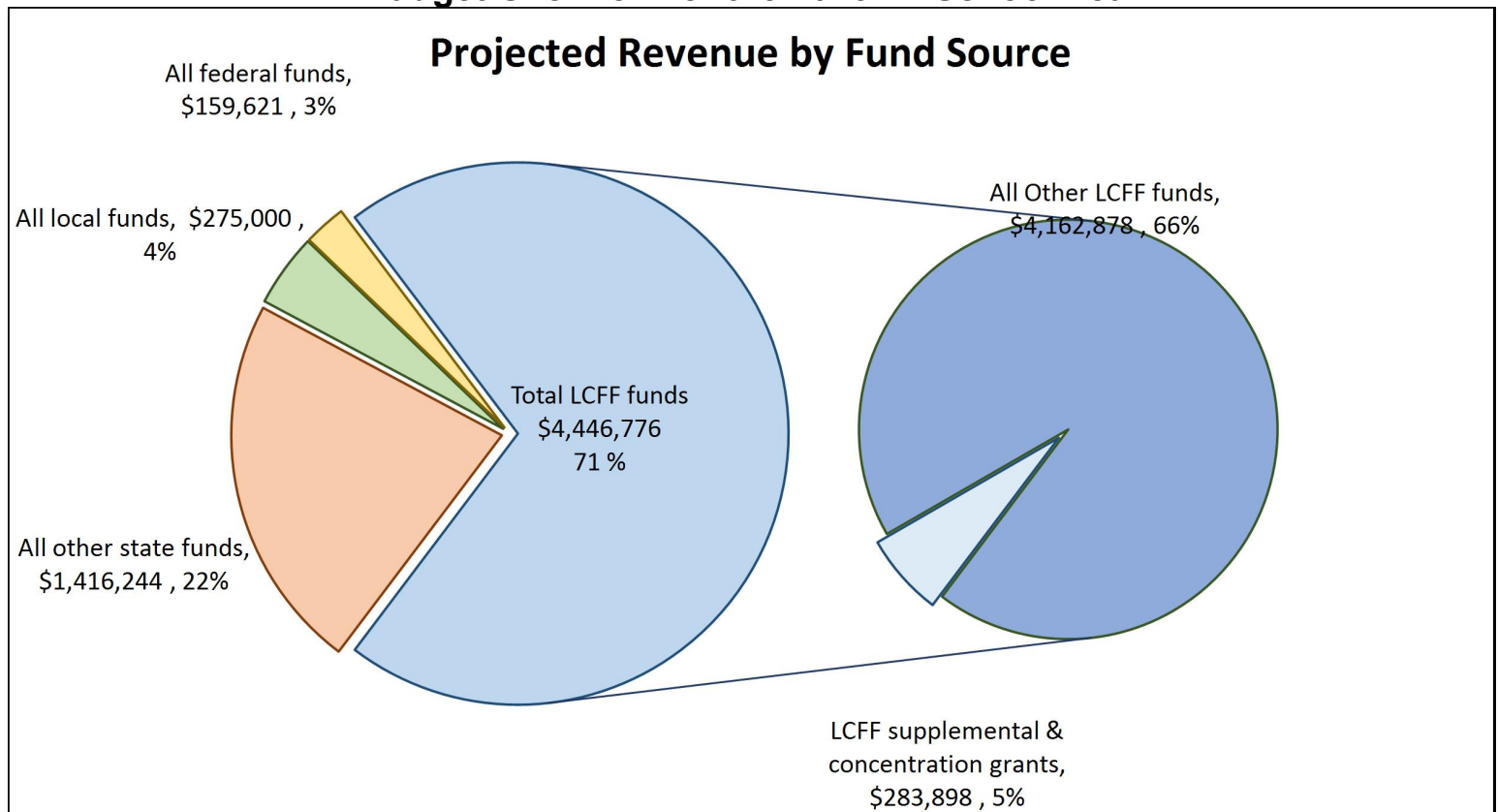
Bre Lionetti

Executive Director

(714) 465-4565

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

Budget Overview for the 2026-27 School Year

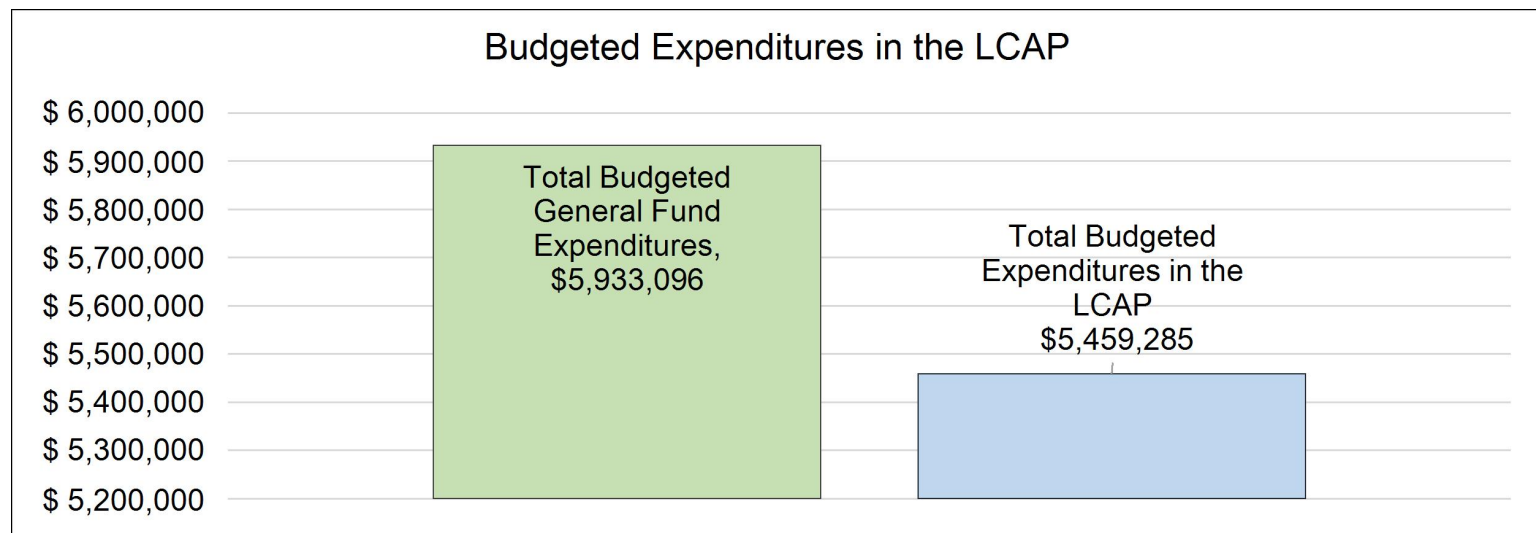


This chart shows the total general purpose revenue Kinetic Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kinetic Academy is \$6,297,641, of which \$4446776 is Local Control Funding Formula (LCFF), \$1416244 is other state funds, \$275000 is local funds, and \$159621 is federal funds. Of the \$4446776 in LCFF Funds, \$283898 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Kinetic Academy plans to spend \$5933096 for the 2026-27 school year. Of that amount, \$5459285 is tied to actions/services in the LCAP and \$473,811 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

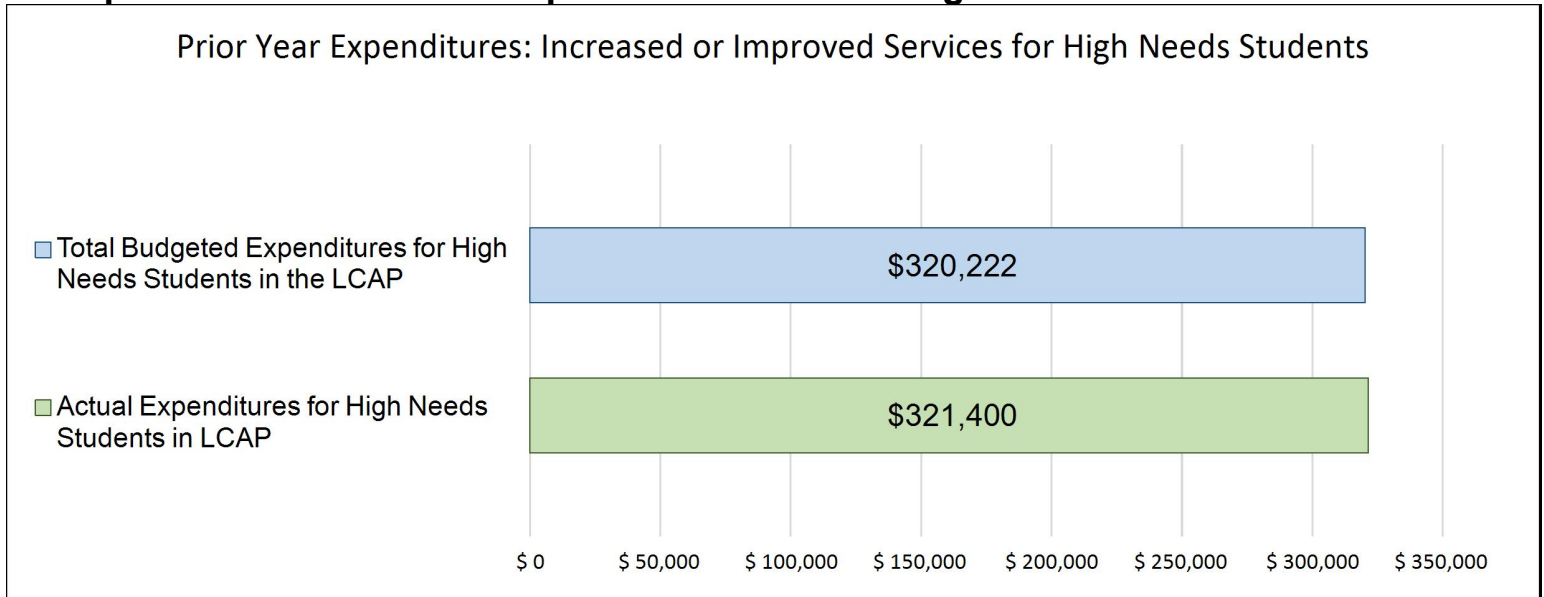
General fund expenditures not included in the LCAP are some non-LCAP Operational expenses and non-LCAP personnel expenses.

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

In 2026-27, Kinetic Academy is projecting it will receive \$283898 based on the enrollment of foster youth, English learner, and low-income students. Kinetic Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Kinetic Academy plans to spend \$317222 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Kinetic Academy's LCAP budgeted \$320222 for planned actions to increase or improve services for high needs students. Kinetic Academy actually spent \$321400 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kinetic Academy	Bre Lionetti Executive Director	brelionetti@knieticacademy.org (714) 465-4565

Plan Summary [2026-27]

General Information

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

Kinetic Academy is a direct-funded, independent, public charter school authorized by Huntington Beach City Elementary to serve grades TK-8.

The school serves approximately 345 students in grades TK-8 which includes 51% White, 26% Hispanic, 6.6% Asian, 2.3% African American, 11% 2+ Races, 36% Socioeconomically Disadvantaged, 3.5% English Learners, and 11% Students with Disabilities. The unduplicated percentage for 2025-26 is approximately 36%.

Mission: Kinetic Academy educates and inspires lifetime learners by promoting academic success, community involvement, collaboration, and providing as many varied experiences as possible.

Vision: Kinetic Academy prepares students for the demands of the modern workforce and higher education by blending technical rigor with a rich liberal arts foundation. Through an integrated Project-Based Learning approach, our students develop the critical thinking and adaptability necessary to excel across all academic and professional disciplines.

Financial Education: Working with Junior Achievement of Orange County, Kinetic Academy has included economic and personal finance education at all grade levels. Exposure to career pathways and entrepreneurship enhances our students’ ability to navigate future career options and is often intertwined with our PBL model of instruction.

Service Learning: It is our goal that Kinetic Academy's students will become model global citizens by using a service-learning strategy that integrates community service with classroom instruction and reflection. We have built a program that encourages individual service that is meaningful to each student. Students of Kinetic Academy are recognized for their deep commitment to making a positive impact in their community.

Life-long Learners: Through a supportive and stimulating school environment with an emphasis on project-based learning, Kinetic Academy students have become increasingly independent learners; encouraged to become deeply and personally involved in their work, and to feel not only accountable, but engaged and driven.

Interdisciplinary curriculum: An interdisciplinary curriculum aligned with the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, and English Language Development ("ELD") Standards will enable Kinetic Academy graduates to enter postsecondary education with a breadth of knowledge across disciplines.

Enrichment: Kinetic Academy seeks to provide as many experiences as possible and expose students to a variety of enrichment opportunities. Over the course of a single academic year, our enrichment offerings can change depending on the special skills and talents of our staff as well as the desires of our community. Offerings include foreign language, art, theater, Smart Skills, robotics, financial education, health and nutrition, and creative writing. We survey our community to learn their specific interests and endeavor to rotate our offerings accordingly.

Kinetic Academy provides all students with Project-based Learning (PBL) Instruction, with CA Standards-aligned curriculum.

Reflections: Annual Performance

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

In the Spring of 2025, Kinetic Academy administered the California Assessment of Student Performance and Progress. Scores increased in both English Language Arts (ELA) and Mathematics from the baseline year of 2022.

We are proud to report the student achievement levels from the spring 2025 CAASPP assessments:

71.79% of students met or exceeded standards in ELA

60.20% of students met or exceeded standards in Math

These scores are significantly higher than the state averages.

ACADEMIC PERFORMANCE- 2025 CA DASHBOARD

-ENGLISH/LANGUAGE ARTS INDICATOR: School "Green" (+42 DFS); White "Green" (+49.2 DFS), Hispanic "Green" (+30.7 DFS), SED "Green" (+26.4 DFS)

-MATHEMATICS INDICATOR: School "Green" (+14.3 DFS); White "Green" (+26.2 DFS), Hispanic "Yellow" (-6.8 DFS), SED "Yellow" (-13.5 DFS)

-ENGLISH LEARNER PROGRESS INDICATOR: Data suppressed for privacy

-Chronic Absenteeism Indicators: 9.1% Schoolwide (Orange)

SED- 15% (Orange), White- 10.5% (Orange), SWD- 8.2% (Green), Hispanic: 5% (Yellow)

The 2025 Dashboard Indicators show there was an 2.8% increase of chronically absent students from the previous school year. Traditionally, this has been a challenging area for Kinetic Academy. Much effort was put into improving attendance rates. We hired a Director of Student Services in 2023 who coordinated parent outreach efforts, including conferencing with parents of students who were at risk of being classified as “chronically absent” to assess their challenges and create solutions for families. In addition, we have outlined a plan to keep attendance at the forefront of students, parents and even teachers so there is constant recognition of excellent attendance.

-Suspension Rate Indicator: 1.1% Schoolwide (Green)

Kinetic Academy is committed to providing social and emotional supports to address the behavioral and mental health need of our students. Staff implemented the Social Emotional program: Random Acts of Kindness in all grades; TK - 8th. Beginning in 2024, all staff have received ongoing training on using Restorative Practices. As we look at our 2025 data, we are pleased to have no increase in overall suspensions and attribute that to positive behavior supports.

Local Data

Additional supports are needed for students who are not meeting standards in ELA and mathematics. We continue to reflect on data on an on-going basis to provide timely responses such as interventions and after school support to address student academic needs.

Reflections: Technical Assistance

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

Kinetic Academy was not identified for California's System of Support.

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.

Kinetic Academy has not been identified by the State of California for comprehensive support and improvement.

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
Teachers	The school staff is surveyed throughout the year to gauge needs and obtain input on current programs. Staff completed feedback surveys after professional development days in November and March. Additionally, staff completed a mid-year survey in March and at the end of the school year. Feedback is also collected from the teachers during staff meetings as well as principal meetings held throughout the school year.
Students	With parental consent, 4th - 8th grade students participated in the California Healthy Kids Survey in February. Student climate surveys were sent out bimonthly to 2nd - 8th grade to gauge student connectedness. Middle school students participated in surveys each trimester to determine their interests regarding activities and electives.
Administrators	The administrative team met weekly to discuss needs and effectiveness of current programs. The Executive Director also met with individual principals weekly to evaluate program effectiveness and collaborate on specific issues pertaining to the site.
Parents	In February, all parents were asked to complete the California Healthy Kids Survey to elicit feedback on school climate and effectiveness. Additional surveys were conducted over the year to engage parents and receive input to consider for the LCAP. Surveys were sent electronically via Parent Square once in the fall and the other near the end of the year. In addition, the LCAP Draft was sent out to parents with a survey for feedback in early May. Surveys remain open for 2 - 4 week and reminders are sent to parents during the survey window.

Educational Partner(s)	Process for Engagement
	During the Monthly Principal Coffee Chats and KPO meetings parents were asked to provide input and to complete the online surveys.
Community	Kinetic's Local Site Council met monthly throughout the school year to discuss school goals and progress. The LCAP was specifically discussed at the April, May and June meetings to obtain feedback from all educational partners. The LCAP draft along with a survey to provide feedback was sent to the Kinetic Community via Parent Square.
Board	Progress on various LCAP goals was shared at monthly board meetings. The public hearing of the LCAP was held on May 28, 2026. The Board meeting to approve the LCAP was held on June 11, 2026.

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

Throughout the year, educational partners were able to provide regular feedback on the school programs. The LCAP Draft was presented at the May board meeting and the draft was shared with all families via Parent Square. A survey accompanied the draft requesting any additional feedback on goals and actions.

Teachers have reported wanting a science program that is more hands on than the current program we have been utilizing. We will be piloting a new hands on science program for all grades TK - 8th grade. In addition, a strong writing component has been reported as missing from our current ELA program. This is something that both teachers have noticed as well as parents in feedback surveys. We have had our upper grade teachers pilot a writing program during the 2025/2026 school year and the feedback on student writing progress has been excellent. Teachers also feel the need for intervention support as this was an area we needed to reduce this year due to budgetary constraints. A summer program, which will be offered to students that are in need and considered at risk to help close learning gaps and prevent summer slide, has been coordinated and participation is increasing from years passed.

Students report that they have an overall safe and connected feeling to their school and teachers. Middle school students expressed interest in more electives as well as social activities. Elementary students wanted more activities at recess/lunch.

Parent surveys continue to have high reporting with satisfaction. Safety remains a high priority for parents. Areas that parents felt could be addressed more was the Social Emotional learning as well as after school programs and offerings. Parents also indicated that information provided between reporting periods would be helpful to keep an eye on student progress and performance. As such, progress reports were implemented and sent home twice during the year. Some parents have expressed over communication which we have worked on streamlining.

Administration is concerned about chronic absenteeism and has focused many strategies to improve this. In addition, the retention of teachers and staff is a high priority for administration. This is a priority because it helps maintain cohesion and effectiveness of programs

over the years. Teacher compensation has been adjusted to help address this. Administration is also focused on maintaining safe campus facilities and updating items over the summer.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Kinetic Academy will support academic success of students by ensuring they participate in a rigorous academic program, at one of our 2 campus locations, with an emphasis on collaboration, communication, critical thinking, and problem-solving. We will provide Professional Development for both certificated and classified staff to support each staff member with the skills they need to be successful. To support the academic success of students, school facilities will be clean, safe, and work to support a 21st Century education.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure our resources are focused on quality implementation of the mission and vision of the school. Hiring qualified teachers, administrators and support staff that we are able to retrain along with providing them with professional development is important for the delivery of instruction.

Feedback from educational partners maintained that school safety is a top priority.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fitness Inspection Tool (FIT)	100% Facilities in "Good Repair" as measured by the FIT (Source; Facilities Inspection Tool- December 2023)	100% Facilities rated as "Good" (Source: Facilities Inspection Tool - December 2024)	90.63% rated as "Good" (Source: Facilities Inspection Tool - January 2026)	100% Facilities in "Good Repair" as measured by the FIT	-10%; 3 items
1.2	Fully Credentialed Teachers and Appropriately Assigned	83.9% of teachers fully credentialed and appropriately assigned	82.9% of teachers fully credentialed and appropriately assigned	80.98% of teachers fully credentialed and appropriately assigned	95% of teachers fully credentialed and appropriately assigned	-2.92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Source; 2023 Dashboard, TAMO 21/22)	(Source: TAMO 22/23)	appropriately assigned (Source: TAMO 24/25)		
1.3	Professional Development Participation	92% of Teachers attended annual Professional Development (Source; Locally Traded Data 2023)	100% of Teachers attended annual Professional Development (Source; Local Data 2024)	100% of Teachers attended annual Professional Development (Source; Local Data 2025)	100% of Teachers will attend annual Professional Development	+8%
1.4	Implementation of State Standards	100% as of state standards are implemented (Source; Local Indicators 2023/2024)	100% as of state standards are implemented (Source; Local Indicators 2024/2025)	100% as of state standards are implemented (Source; Local Indicators 2025/2026)	100% as of state standards will continue to be implemented	No difference

Goal Analysis [2025-26]

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

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

There are no substantive differences in planned actions and actual implementation of these actions. Kinetic's staff is highly motivated to continue learning and growing in order to provide high-quality instruction to all students. We will address the facility issues over the summer to make the necessary repairs.

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.

We are estimating \$10,000 to cover 2-3 split air conditioning units along with some repairs/replacements of exterior doors.

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

All actions are designed to provide students with access to the core instructional program along with access to well maintained facilities. This includes curriculum, instructional materials, teachers, and support staff (metric 1.2, 1.3 and 1.4). 100% of students have access to standards aligned instructional materials (metric 1.4), and the one school site was maintained and in good repair (metric 1.1). Based on this data, the action/services in this goal were effective and will continue to be implemented in the 2026-27 plan.

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.

Kinetic is seeking to staff the middle school at 100% with teachers who have single-subject credentials in their area of expertise as well as continuing to hire teachers who are fully credentialed.

With the successful completion of our first year with the new math curriculum adoption, Kinetic plans to continue providing professional development to support and grow our efforts to effectively utilize the new program. Professional Development that supports the new writing program and Science pilot have also been included.

Artificial intelligence has become a useful instructional tool for teachers. It is the intent of Kinetic to offer training on how to utilize various programs to improve instructional and communicative outcomes.

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	Facilities: Building Leases & Safety/Maintenance	The following actions are essential in order to provide all students and staff with a safe, clean and well-maintained school site: Facility Costs: TK - 5th Facility Costs: 6th - 8th Maintenance and repairs to ensure a clean and safe facility Custodial Supplies Custodial Contract/Building Maintenance Office/Classroom Furniture Utilities	\$625,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Staffing: Certificated Teachers/Administrat ion/Classified Support	Kinetic Academy will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP. Credentialed Classroom Teachers (TK - 8th Grade), Credentialed Administrators, Classified and Support Staff.	\$4,010,563.00	No
1.3	Professional Services: Special Education	Kinetic Academy contracts with outside providers to implement service time to adhere to IEPs. 1 Part-Time Psychologist 1 Part-Time Speech Pathologist 1 Occupational Therapist 1 Part-Time Deaf and Hard of Hearing Specialist 1 Part-Time Credentialed School Nurse	\$140,000.00	No
1.4	Training & Development: Certificated Professional Development	Kinetic Academy will provide and require all teachers to attend 9 days of Professional Development prior to the school year. Professional Development throughout the year will be held regularly on early release days as well as 2 dedicated student free days. Kinetic Academy provides all teachers with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. The school-wide professional development areas that will be of focus include: Project-Based Learning (PBL): Teachers will focus on deeper learning, real-world connections, student choice, sustained inquiry, consistent and meaningful reflection, critique and revision Restorative Justice Practices English Language Learners Development in Mathematical Instruction Development in Writing Instruction Science-based professional development The following is a list of workshops and/or conferences that Administration, teachers and/or staff will attend: CCSA Conference	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		El Dorado SELPA Workshops Legal Workshops/Seminars- YMC & AALRR OCDE Workshops EL Workshops SEL Training(s) PBL- Applied Coaching School Safety Conference Curriculum Professional Development: iReady, The Writing Revolution, Open Sci Ed		
1.5	Technology: Student/Staff/Adminis tration & Contracted Support	Kinetic Academy contracts with IT support. We also provide devices for all students. Additional resources will be needed, as well as replacement tech as described below: Replacement Parts for Student Computers 23 Staff computers 2 Document cameras 2 LCD Projectors LCD Projector Bulb 10 replacements for existing devices Lease for 2 Copy Machines Phone System WiFi (for both campuses) Microsoft Office Subscription for Staff Firewall Charter Tech Services	\$147,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Kinetic Academy will provide all students with a high-quality, rigorous curriculum aligned to Common Core (ELA, Math, NGSS, ELD) which supports our Project Based Learning focus, increases engagement and student achievement. In addition, Kinetic Academy's goal is to support the academic success of all subgroups in the core program, and to provide additional supports needed to ensure student engagement, high levels of achievement as well as equal access.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to maintain high quality instructional standards which maintains our Project-Based Learning (PBL) focus. The school continues to use rigorous, high-quality curriculum aligned to national and state standards to increase the levels of student achievement for all student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP English Language Arts	SBAC ELA 2023 Meets/Exceeds & Ca Dashboard All Students: 65% (Green) +29.5 DFS White: 69% (Green) +30.9	SBAC ELA 2024 Meets/Exceeds & Ca Dashboard All Students: 75% (Blue) +54.8 DFS White: 76% (Blue) +54.9	SBAC ELA 2025 Meets/Exceeds & Ca Dashboard All Students: 71.79% (Green) +42 DFS White: 73% (Green) +49.2	Schoolwide Maintain Dashboard indicator of Green or Better	+6.79%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 60% (Blue) +26.3 Asian: 75% (No Color) +57.6 2 or More Races: 53% (No Color) +20.1 SED: 60% (Blue) +15.5 SWD: 36%. (No Color) -2.4 No student groups in Red/Orange/Yellow	Hispanic: 76% (Blue) +59.9 Asian: 82% (No Color) +82.6 2 or More Races: 72% (No Color) +31.2 SED: 66% (Blue) +41.4 SWD: 33% (No Color) -32.1 No student groups in Red/Orange/Yellow	Hispanic: 72% (Green) +30.7 Asian: 90% (No Color) 2 or More Races: 74% (No Color) +36.3 SED: 68.11% (Green) +26.4 SWD: 30.44% (No Color) -31.5 No student groups in Red/Orange/Yellow		
2.2	CAASPP Mathematics	SBAC Math 2023 Meets/Exceeds & Ca Dashboard All Students: 60% (Blue) +13.5 White: 60% (Blue) +14.5 Hispanic: 65% (Blue) +11.1 Asian: 83% (No Color) +49 2 or More Races: 46%. (No Color) -6.5 SED: 60% (Green) +19.4 SWD: 45% (No Color). -28.7	SBAC MATH 2024 Meets/Exceeds & Ca Dashboard All Students: 68% (Blue) +30.4 DFS White: 69% (Blue) +30.8 Hispanic: 62% (Green) +23.6 Asian: 73% (No Color) +67 2 or More Races: 72% (No Color) +5.1 SED: 60% (Blue) +16.7 SWD: 22% (No Color) -51.1	SBAC MATH 2025 Meets/Exceeds & Ca Dashboard All Students: 60.2% (Green) +14.3 DFS White: 63.56% (Green) +26.2 Hispanic: 52.64% (Yellow) -6.8 Asian: 75% (No Color) 2 or More Races: 60.87% (No Color) +17.4 SED: 52.18% (Yellow) -13.5 SWD: 29.17% (No Color) -52.1	Schoolwide Maintain Dashboard indicator of Green or Better	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		No student groups in Red/Orange/Yellow	No student groups in Red/Orange/Yellow	No student groups in Red/Orange		
2.3	CA Science Test	Grades 5 & 8: 2023 43% Total Meet/Exceed 5th Grade- 45% Meet/Exceed 8th Grade- 41% Meet/Exceed (CA CDE CAASPP Website)	Grades 5 & 8: 2024 66% Total Meet/Exceed 5th Grade- 56% Meet/Exceed 8th Grade- 88% Meet/Exceed (CA CDE CAASPP Website)	Grades 5 & 8: 2025 49.5% Total Meet/Exceed 5th Grade- 39% Meet/Exceed 8th Grade- 60% Meet/Exceed (CA CDE CAASPP Website)	Grades 5 & 8 55% - Met/Exceeded	+6.5%
2.4	Reclassification Rate for English Learners	10% : 2022-2023 (Local Report to Calpads for 2022-2023)	22%: 2023-2024	10%: 2024-2025	15%	Maintained
2.5	English Learner Progress Indicator	Data suppressed due to privacy (Ca Dashboard 2022-2023)	Data suppressed due to privacy (Ca Dashboard 2023-2024)	Data suppressed due to privacy (Ca Dashboard 2024-2025)	50%	Data suppressed due to privacy
2.6	Access to standards-aligned curricular and instructional materials	100% of students have access to standards-aligned curriculum (Ca Dashboard Local Indicators- 2022-2023)	100% of students have access to standards-aligned curriculum (Ca Dashboard Local Indicators- 2023-2024)	100% of students have access to standards-aligned curriculum (Ca Dashboard Local Indicators- 2024-2025)	100% of students have access will maintain access to standards-aligned curriculum	No difference
2.7	Local Benchmark Assessments	NWEA MAP	NWEA MAP Scores are based on nationally-	iReady Math	NWEA MAP Kindergarten - 8th Grade Math	New baseline established due to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Scores are based on nationally-normed percentiles.	normed percentiles.	K - 8th Grade Math: % At or Above Grade Level: 53%	Median Percentile: 75th	new math assessment tool.
		Kindergarten - 8th Grade Math Median Percentile: 72nd	Kindergarten - 8th Grade Math Median Percentile: 70th	% Near Grade Level: 40%	Kindergarten - 8th Grade Reading Median Percentile: 75th	DIBELS: -3%
		Kindergarten - 8th Grade Reading Median Percentile: 67th	Kindergarten - 8th Grade Reading Median Percentile: 60th	DIBELS Kindergarten-8th Grade %	2nd - 8th Grade Language Median Percentile: 75th	
		2nd - 8th Grade Language Median Percentile: 71st	2nd - 8th Grade Language Median Percentile: 66th	Benchmark/Above Benchmark:73% (Feb. 2026)	DIBELS Kindergarten-8th Grade %	
		DIBELS Kindergarten-8th Grade % Benchmark/Above Benchmark: 76%	DIBELS Kindergarten-8th Grade %	(Local Assessment Data 2025-2026)	Benchmark/Above Benchmark: 80%	
		(Local Assessment Data 2023-2024)	Benchmark/Above Benchmark: 78%			
			(Local Assessment Data 2024-2025)			

Goal Analysis [2025-26]

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

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

Kinetic Academy ensures that all students, including unduplicated pupil groups, have access to a broad course of study aligned to California State Standards, including English Language Arts, Mathematics, Science, Social Science, and Physical Education, as well as enrichment opportunities. Course access is monitored through master scheduling and student enrollment data. We monitor student progress through

multiple local measures, including benchmark assessments, curriculum-based assessments, and progress monitoring tools such as i-Ready and DIBELS. These data points are used to inform instruction and ensure continuous academic growth for all students.

Kinetic Academy increased overall student achievement in ELA, Mathematics and Science as noted in 2025 CAASPP scores.

Action 2.1: Rigorous Instructional Materials - FULLY IMPLEMENTED

All students have access to high-quality, research-based curriculum. Kinetic is in its third year of implementation of the ELA and Science adoptions. This is the first year of the California Mathematics/iReady math adoption. There have been no challenges in implementing this action.

Action 2.2: EL Assessment, Integration and Instruction - FULLY IMPLEMENTED

Kinetic has an assigned ELPAC Coordinator who monitors EL progress as well as progress of those reclassified as English proficient. Increasing the reclassification rate is a success. The very limited number of EL students at Kinetic can present a challenge. Kinetic has under 10 EL students. Scheduling 30 minutes of daily designated ELD instruction can be challenging when a class only has 1 student requiring that support.

Action 2.3: Academic Interventions Outside of the School Day - FULLY IMPLEMENTED

Kinetic offers after school and summer support for students. Though Kinetic targets specific subgroups to participate, the support is available to all students. The most success is in the area of reading for all subgroups. Increasing success in math has been a challenge. The adoption of the new math program which aligns with the new California Mathematics Framework offers hands-on learning with individualized digital learning for all students.

Action 2.4: Academic Interventions During the School Day - FULLY IMPLEMENTED

Kinetic offers small group intervention support for students. Though Kinetic targets specific subgroups to participate, the support is available to all students. The most success is in the area of reading for all subgroups. Increasing success in math has been a challenge. The adoption of the new math program which aligns with the new California Mathematics Framework offers hands-on learning with individualized digital learning for all students. Teachers have received training on the implementation of targeted, small group intervention within the classroom setting.

Action 2.5: Local Assessments to Monitor Progress and Growth - FULLY IMPLEMENTED

Kinetic uses ongoing local assessments to monitor progress and tailor instruction based on student needs. Kinetic uses benchmark data to create small group instruction in the classroom as well as tier 3 intervention outside of the classroom with the education specialists. Kinetic has successfully created groups to deliver skills-based targeted instruction. Additionally, the assessments (DIBELS and iReady Math) are strategically administered throughout the year. The assessments are staggered to provide continual progress monitoring. They are also strategically administered around reporting periods in order to provide parents the most recent performance data. In order to provide parents current data at the second trimester report card, Kinetic administered the 3rd iReady Benchmark assessment in March rather than in June. Assessing students on yearly skills in March versus June can result in challenging data to analyze. Students were assessed on skills they had not yet received instruction on.

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

There were no material differences between the budgeted amount and the estimated actual expenditures for 2025-26.

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

All actions are highly effective based on state CAASPP data.

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.

Kinetic Academy adopted a new math curriculum for all grades, beginning in September 2025. The new curriculum is state-adopted and aligns with the new California Mathematics Framework.

With the implementation of the new math adoption, Kinetic replaced the NWEA MAP assessment with the newly adopted math program's diagnostic assessment (iReady Diagnostic Assessment) to measure math progress. The program's diagnostic tool pairs with the instruction and creates personalized learning pathways for students.

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	Curriculum (including Technology Subscriptions), materials & consumables for Core/Specials & Electives	Kinetic Academy will purchase curriculum for all grade levels and replace the following curriculum and/or supplemental instructional materials for classroom use. In addition, classroom materials will be purchased for Elementary Specials and Middle School Electives. Classroom supplies to support PBL will be purchased as well as our financial education program, Junior Achievement. Instructional Materials: ELA Amplify Program (TK - 8) ELD Program - Language Studio iReady California Math Program (TK - 8) Science Amplify Program (Grade 8) Science Amplify Replacements (TK-8) Open Sci Ed (TK - 8)	\$67,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		TCI Replacement Consumables (K - 8) TCI Program (Grade 8) Supplementary Reading and Writing Programs Specials & Electives Classes: Art/Spanish/Physical Education/Theater/Jr. Achievement Technology Subscriptions		
2.2	EL Assessment, Integrated & Designated ELD	Kinetic's ELPAC Coordinator will monitor progress of all EL students along with the progress of reclassified students. Staff will administer the ELPAC initial and summative assessments. EL Curriculum and programs are included in Action 2.1 [NOTE: Kinetic's EL population has not exceeded 10 students in the last four years.]	\$30,000.00	Yes
2.3	Academic Interventions- Outside the School Day	Kinetic Academy utilizes intensive and strategic academic interventions in reading and math for all students, focusing on the significant subgroups (Hispanic, SPED, SWD, SED, EL), in order to close the achievement gap. This will involve the following: After School Homework Club Summer Program for students which will target improving ELA and math skills	\$68,000.00	No
2.4	Academic Interventions- During the School Day	Kinetic Academy utilizes intensive and strategic academic interventions in reading and math for all students, focusing on the significant subgroups (Hispanic, SPED, SWD, SED, EL), in order to close the achievement gap. This will involve the following: Academic Interventions and extra support will be provided in both ELA and Math for identified students during the instructional day.	\$170,222.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Assessments: Local Assessments	Kinetic Academy staff will continue to administer multiple types of internal assessments, in order to progress monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. Reading & Math benchmark assessments: 3 times/year for grades K-8 DIBELS: Reading Fluency: 3 times a year Project-Based Learning (PBL) multidisciplinary presentation (Science or Social Studies focus with ELA, Math and writing): K-8 (3 times/year) TK/Kinder students are assessed in the summer prior to the start of the school year in the following areas: foundation skills (i.e. phonics, number sense)	\$3,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Kinetic Academy will engage parents in the school's mission by allowing many opportunities for them to be active participants, share their feedback, and make collaborative decisions.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Regular student attendance coupled with family engagement, has a direct impact on students' ability to learn and be successful. As a small community charter school, Kinetic seeks to increase the engagement of both students and parents to achieve our mission, and ensure all families avail themselves of the opportunities to provide input and engage in the decision-making process.

Chronic absenteeism has increased since the pandemic and targeted efforts have been made to reduce the number of absences. Implementing positive attendance incentives as well as supports for students with absences is important to increase overall attendance and decrease the number of chronically absent students has been a priority.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Create and sustain Opportunities for Parent Input in Decision-Making	8 Local Site Council meetings per year	8 LSC meetings in 24-25	8 LSC meetings in 25-26	8 Local Site Council meetings per year	No difference
3.2	Parent Participation in annual California Healthy Kids Survey	Parents Participation Rate: 36% Input in Decision Making: 85% Welcoming Environment: 96% Safety: 98%	Parents Participation Rate: 41% Input in Decision Making: 79% (11% indicated "Don't Know")	Parents Participation Rate: 70% Input in Decision Making: 79% (11% indicated "Don't Know")	60% of Survey completion by parents % positive in each area $\geq$ 80%	+34% participation rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Ca Healthy Kids Survey- April 2024	Welcoming Environment: 97% Safety: 98%	Welcoming Environment: 97% Safety: 98%		
			Ca Healthy Kids Survey- February 2025	Ca Healthy Kids Survey- February 2026		
3.3	Student Participation in annual California Healthy Kids Survey	Elementary Participation (4th - 5th): 60% Connectedness: 83% Safety: 95% Middle School Participation (6th - 8th): 73% Connectedness: 80% Safety: 82% Ca Healthy Kids Survey- April 2024	Elementary Participation (4th - 5th): 80% Connectedness: 89% Safety: 96% Middle School Participation (6th - 8th): 91% Connectedness: 81% Safety: 89% Ca Healthy Kids Survey- February 2025	Elementary Participation (4th - 5th): 86% Connectedness: 77% Safety: 88% Middle School Participation (6th - 8th): 92% Connectedness: 81% Safety: 90% Ca Healthy Kids Survey- February 2026	Elementary Participation (4th - 5th): 70% Middle School Participation. 6th - 8th): 80%	+26% Elementary Participation +19% Middle School Participation
3.4	Attendance Rate	96% Local Data (May 2024)	95.47% Local Data (May 2025)	96.46% Local Data (April 2026)	Maintain 95% or above	No difference
3.5	Chronic Absenteeism	CA Dashboard 2023 14.6 % of Students Chronically Absent (Red) SED: 20.8% (Red) White: 14.5% (Red) SwD: 12.5% (Orange)	CA Dashboard 2024 6.4 % of Students Chronically Absent (Green) SED: 8.8% (Green)	CA Dashboard 2025 9.1% of Students Chronically Absent (Orange) SED: 15% (Orange)	Decrease overall Chronic Absenteeism to 5%	-5.5% Overall

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 9.1% (No Color) 2 or More Races: 25.7% (No Color) Hispanic: 9.7% (Yellow) (Source; Ca Dashboard 2023)	White: 8.4% (Green) SwD: 12.8% (Orange) Asian: 0% (No Color) 2 or More Races: 4.9% (Green) Hispanic: 4.3% (Green) (Source; Ca Dashboard 2024)	White: 10.5% (Orange) SwD: 8.2% (Green) Asian: 0% (No Color) 2 or More Races: 12.5% (Orange) Hispanic: 5% (Yellow) (Source; Ca Dashboard 2024)		
3.6	Suspension Rate	CA Dashboard 2023 1.5% of Students suspended (Green) White: 2% (Yellow) Hispanic: 1.4% (Green) SED: 1% (Green) SWD: 0% (Blue) Asian: 0% (No Color)	CA Dashboard 2024 1.1% of Students suspended (Green) White: 0.5% (Blue) Hispanic: 2.8% (Orange) SED: 1.7% (Orange) SWD: 4.1% (Orange) Asian: 0% (No Color)	CA Dashboard 2025 1.1% of Students suspended (Yellow) White: 1% (Yellow) Hispanic: 0% (Blue) SED: 0% (Blue) SWD: 0% (Blue) Asian: 0% (No Color)	Maintain suspension rate of 1.5%	Overall decrease in suspensions - 0.4%
3.7	Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate	0% Expulsion Rate	No difference
3.8	Middle School Dropout Rate	0% Dropout Rate	0% Dropout Rate	0% Dropout Rate	0% Dropout Rate	No difference

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation of this goal was successful in all areas. Parent and student participation on the annual survey increased tremendously from the previous year. Suspension rates decreased from the previous year. Chronic absenteeism increased slightly from the previous year. However, the rate of chronic absenteeism has decreased since our baseline year.

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

There were no material differences between the budgeted amount and the estimated actual expenditures for 2025-26.

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

Kinetic's communication strategies regarding the CHKS helped increase awareness and importance of the survey, increasing participation. Continual monitoring of attendance records, parent outreach, and student incentives helped decrease overall absenteeism. The implementation of site-wide Restorative Practices helped decrease suspension rates.

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.

No changes will be made to the goal, metrics, outcomes, or actions.

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	Student Engagement: Positive School Culture	Kinetic Academy will provide the following opportunities to engage students and help create/maintain a positive student culture: After School Clubs/Programs: Yearbook Club, Kids Run the OC, Academic Enrichment Student Leadership Opportunities: Student Council (Elementary School) Student Government (Middle School)	\$8,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Green Team at both campuses Community Service : Hour of Kindness Events: Space Night Book Fair Hour of Code Assemblies Awards Assemblies Art Show Field Day at both campuses 5th Grade Girls Tea 5th Grade Guy Talk Kinder/5th/8th Grade Promotions Lunch with a Loved One Move Up Day Talent Show Pi-Bee Event Middle School Dance Shadow Day		
3.2	Attendance & Chronic Absenteeism Improvement	Director of Student Services will lead efforts in recognition and attendance supports that consists of: Awards for student attendance: Individual Monthly, Trimester & Annual awards, Classroom Weekly Awards, Attendance Tracking and Letters, Chronic Absenteeism Information for Parents, Partnership with Boys & Girls Club of Huntington Beach, Student Attendance Review Team Meetings with parents for students that are chronically absent.	\$50,000.00	Yes
3.3	Student Engagement: Field Trips	In order to provide students with relevant learning experiences outside of the classroom that align with our school's Project-based Learning educational model, our school will host and/or provide multiple field trips throughout the year. The goal is to maintain 3 field trips per grade level annually. Some planned field trips are: AstroCamp (overnight for 5th grade)	\$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Catalina (overnight for 4th grade and 6th grade) Outdoor Science School (overnight for 7th and 8th grade) Bolsa Chica Wetlands Santa Ana Zoo Orange County Zoo Pretend City Ocean Quest Riley's Farm Discovery Cube CA Science Centered Field trips San Juan Capistrano Mission Theater College Visits for Middle School		
3.4	Parent Engagement and Participation: Building Community & Decision-making	Kinetic Academy will provide all parents with numerous opportunities to engage as partners in their child's education. Annual Parent Survey (CHKS) Coffee Chats: informal meeting with parents to discuss school wide events, issues and concerns. Monthly Dine-Outs at local restaurants to engage parents/families School wide events: Assemblies, Back-to-School, Hour of Kindness, Lunch with a Loved One, Open House, PBL Presentations Annual Parent Volunteer appreciation event: recognize parents who volunteer. Kinetic Academy Annual Gala Parent Education Nights Kinetic Parent Organization Kinetic Board Of Directors Local Site Council	\$15,000.00	No
3.5	Parent Engagement and Participation: Communications	Kinetic Academy will provide all parents with information to engage as partners in their child's education. Kinetic Academy will:	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Use of ParentSquare to communicate with parents about their child and upcoming school events Utilize ZOOM to allow parents access to attend school meetings and conferences Regularly update the school website and include the school's calendar Use social media to inform parents/public about school progress and events Provide parents access to the PowerSchool Parent Portal to obtain their child's academic grades, progress, and attendance Use Hall Pass, a monitoring system to screen all visitors and volunteers Use PowerSchool for enrollment paperwork and registration along with messaging incoming families Translation Services: Provide Oral and Written Translation to parents who speak a language other than English Community Open House: Participation of Teachers and Administrators to open both campuses to current and prospective families Middle School Information Night Student-led conferences in the Spring		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$283898	\$0

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
6.820%	0.000%	\$0.00	6.820%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	Action: Curriculum (including Technology Subscriptions), materials & consumables for Core/Specials & Electives Need: Low-income students have lower rates of proficiency in math and English-language arts than other student groups. To address these needs, Kinetic will provide curriculum to support student groups. All students need to	Providing students high-quality, research-based curriculum will improve outcomes for students who are foster youth, English learners and low-income. Teachers have access to intervention and designated ELD lessons in all curricular areas of adopted materials to address the unique needs of our student groups. As it is likely that other under-performing students may benefit from these actions, they will be provided on a schoolwide basis.	CAASPP and Local Benchmarks

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
	have access to standards aligned curriculum in order to be successful on state assessments and increase academic achievement. Scope: Schoolwide		
2.2	Action: EL Assessment, Integrated & Designated ELD Need: Students have specific needs in the areas of Speaking, Reading and Writing. Dedicated ELD time will help increase their English language proficiency. While Kinetic has fewer than 10 English learners, they have a need to develop strong language and vocabulary skills in order to receive redesignation to fluent English proficient. Scope: LEA-wide	Students will receive core instruction using an integrated ELD program. Additionally, students will received designated instruction dedicated to increasing English language skills, leading to mastery for reclassification.	EL Reclassification and EL Progress
2.4	Action: Academic Interventions- During the School Day Need: Students are identified for academic interventions based on assessment scores and teacher recommendations.	To address these needs, Kinetic provides in-depth training on how teachers will identify students in need of additional support and utilize class time to provide targeted intervention within the school day. Unduplicated students who score below grade level on our local assessments work in small groups to address their unique needs and build skill proficiency.	CAASPP/Dashboard and Local Assessments

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
	Some students who are foster youth, English learners, and low-income are performing below other student groups in ELA and math. These students are identified as having the need for academic interventions based on assessment scores and teacher recommendations. Scope: LEA-wide	As it is likely that other under-performing students may benefit from these actions, they will be provided on an LEA-wide basis.	
3.2	Action: Attendance & Chronic Absenteeism Improvement Need: Dashboard data supports that low income students are at risk of chronic absenteeism. Adding positive incentives for students as well as informing and supporting parents will help to increase student attendance. Scope: LEA-wide	This action will continue to benefit all students as this is a high area of need for Kinetic.	Dashboard

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
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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.

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.

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		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4162878	283898	6.820%	0.000%	6.820%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,201,285.00	\$152,000.00	\$50,000.00	\$56,000.00	\$5,459,285.00	\$4,328,785.00	\$1,130,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Facilities: Building Leases & Safety/Maintenance	All	No			All Schools		\$0.00	\$625,000.00	\$625,000.00				\$625,000.00	
1	1.2	Staffing: Certificated Teachers/Administration/Ci assified Support	All	No			All Schools		\$4,010,563.00	\$0.00	\$4,010,563.00				\$4,010,563.00	
1	1.3	Professional Services: Special Education	Students with Disabilities	No			All Schools		\$0.00	\$140,000.00		\$84,000.00		\$56,000.00	\$140,000.00	
1	1.4	Training & Development: Certificated Professional Development	All	No			All Schools		\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	
1	1.5	Technology: Student/Staff/Administratio n & Contracted Support	All	No			All Schools		\$0.00	\$147,000.00	\$147,000.00				\$147,000.00	
2	2.1	Curriculum (including Technology Subscriptions), materials & consumables for Core/Specials & Electives	English Learners Foster Youth Low Income	Yes	Schoolw ide	English Learners Foster Youth Low Income			\$0.00	\$67,000.00	\$67,000.00				\$67,000.00	
2	2.2	EL Assessment, Integrated & Designated ELD	English Learners	Yes	LEA- wide	English Learners	Specific Schools: Kinetic		\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	
2	2.3	Academic Interventions- Outside the School Day	All	No			All Schools		\$68,000.00	\$0.00		\$68,000.00			\$68,000.00	
2	2.4	Academic Interventions- During the School Day	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$170,222.00	\$0.00	\$170,222.00				\$170,222.00	
2	2.5	Assessments: Local Assessments	All	No			All Schools		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.1	Student Engagement: Positive School Culture	All	No			All Schools		\$0.00	\$8,500.00	\$8,500.00				\$8,500.00	
3	3.2	Attendance & Chronic Absenteeism Improvement	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Student Engagement: Field Trips	All	No			All Schools		\$0.00	\$70,000.00	\$35,000.00		\$35,000.00		\$70,000.00	
3	3.4	Parent Engagement and Participation: Building Community & Decision-making	All	No			All Schools		\$0.00	\$15,000.00			\$15,000.00		\$15,000.00	
3	3.5	Parent Engagement and Participation: Communications	All	No					\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4162878	283898	6.820%	0.000%	6.820%	\$317,222.00	0.000%	7.620 %	Total:	\$317,222.00
								LEA-wide Total:	\$250,222.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$67,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Curriculum (including Technology Subscriptions), materials & consumables for Core/Specials & Electives	Yes	Schoolwide	English Learners Foster Youth Low Income		\$67,000.00	
2	2.2	EL Assessment, Integrated & Designated ELD	Yes	LEA-wide	English Learners	Specific Schools: Kinetic	\$30,000.00	
2	2.4	Academic Interventions-During the School Day	Yes	LEA-wide	English Learners Foster Youth Low Income		\$170,222.00	
3	3.2	Attendance & Chronic Absenteeism Improvement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$50,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,791,546.31	\$4,827,280.00

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	Facilities: Building Leases & Safety/Maintenance	No	\$639,743.16	619681
1	1.2	Staffing: Certificated Teachers/Administration/Classified Support	No	\$3,367,856.15	3415848
1	1.3	Professional Services: Special Education	No	\$150,000.00	154400
1	1.4	Training & Development: Certificated Professional Development	No	\$53,000.00	48000
1	1.5	Technology: Student/Staff/Administration & Contracted Support	No	\$62,000.00	117600
2	2.1	Curriculum(including Technology Subscriptions), materials & consumables for Core/Specials & Electives	Yes	\$70,000.00	62400
2	2.2	EL Assessment, Integrated & Designated ELD	Yes	\$30,000.00	30000
2	2.3	Academic Interventions- Outside the School Day	No	\$68,000.00	73200
2	2.4	Academic Interventions- During the School Day	Yes	\$170,222.00	132000
2	2.5	Assessments: Local Assessments	No	\$4,725.00	4725

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)
3	3.1	Student Engagement: Positive School Culture	No	\$6,000.00	5077
3	3.2	Attendance & Chronic Absenteeism Improvement	Yes	\$50,000.00	50000
3	3.3	Student Engagement: Field Trips	No	\$90,000.00	90000
3	3.4	Parent Engagement and Participation: Building Community & Decision-making	No	\$15,000.00	2000
3	3.5	Parent Engagement and Participation: Communications	No	\$15,000.00	22349

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
248463	\$320,222.00	\$321,400.00	(\$1,178.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Curriculum(including Technology Subscriptionis), materials & consumables for Core/Specials & Electives	Yes	\$70,000.00	69400		
2	2.2	EL Assessment, Integrated & Designated ELD	Yes	\$30,000.00	30000		
2	2.4	Academic Interventions-During the School Day	Yes	\$170,222.00	162000		
3	3.2	Attendance & Chronic Absenteeism Improvement	Yes	\$50,000.00	60000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3757778	248463	0	6.612%	\$321,400.00	0.000%	8.553%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

ACCT	ACCOUNT NAME	2025-2026 ACTUALS/FINAL BUDGET
LCFF		
8011	LCFF Revenues	349,862
8012	Education Protection Account Revenue	66,971
8019	Prior Year Income/Adjustments	-
8096	Charter Schools Funding In-Lieu of Property Taxes	3,589,408
80XX	---	
80XX	---	
TOTAL LCFF REVENUE		4,006,241

FEDERAL		
8181	Special Education - Entitlement	46,880
8182	Special Education - Mental Health	-
8220	Federal Child Nutrition Programs	66,000
8285	LAUSD Federal SPED	
8290	All Other Federal Revenue	
8291	Title I Federal Revenue	
8292	Title II	
8293	Title III Federal Revenue	
8294	Title IV	
8295	Title V Federal Revenue	
80XX	---	
80XX	---	
TOTAL FEDERAL REVENUE		112,880

OTHER STATE		
8520	State Child Nutrition Program	154,000
8550	Mandated Block Grant	6,881
8560	State Lottery Revenue	91,415
8590	All Other State Revenues	321,413
8591	SB 740 Revenue	-
8599	Prior Year State Income	-
8791	SPED State/Other Transfers of Apportionments from Districts	-
8792	SPED State/Other Transfers of Apportionments from County	301,105
8596	ASES	
80XX	---	
80XX	---	
TOTAL OTHER STATE REVENUE		874,815

OTHER STATE REVENUE ACCT BREAKDOWN

8590	Prop 28	44,879.00
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8590	<i>LREBG</i>	-
8590	<i>New FY26-27 Student Support and PD Grant (estimating \$900/ADA)</i>	106,892.00
8590	<i>Kitchen Infr. Grant</i>	-
8590	<i>ELOP</i>	169,642.00
8590	<i>STRS on Behalf Contribution</i>	
8590	<i>Literacy Screenings</i>	
8590	<i>State SPED Mental Health</i>	
8590	<i>NEW FY26-27 LREBG (estimating \$140/ADA)</i>	
8590		
8590		
TOTAL OTHER STATE REVENUE ACCT BREAKDOWN		321,413

LOCAL		
8639	Student Lunch revenue	
8650	Rental Income	
8660	Interest Income	15,000
8662	Net Increase/Decrease in Investment	-
8677	State Local SPED Revenue	-
8682	Foundation Grants/Donations	5,000
8684	Student Body (ASB) Fundraising Revenue	-
8685	School Site fundraising	-
8688	In Kind Contributions	-
8694	Field Trip Revenues	-
8698	E-rate Revenues	-
8699	All Other Local Revenue	205,000
8798	Income (Loss) from Ownership in Subsidiary	
80XX	---	
80XX	---	
TOTAL LOCAL REVENUE		225,000
TOTAL REVENUE		5,218,935

1000 - CERTIFICATED EMPLOYEES		
1100	Teachers' Salaries	1,333,822
1105	Teachers' Bonuses	-
1106	Teachers Stipends	-
1120	Substitute Expense	51,555
1121	Teachers' Salaries short term subs	-
1122	Short Term Subs	-
1123	Teachers' Salaries long term subs	-
1200	Certificated Pupil Support Salaries	197,859
1300	Certificated Supervisor and Administrator Salaries	553,583
1305	Certificated Supervisor and Administrator Bonuses	-
1900	Other Certificated Salaries	111,357
1910	Other Certificated Overtime	

10XX	---	
10XX	---	
<i>TOTAL CERTIFICATED EMPLOYEE EXPENSES</i>		2,248,176

2000 - CLASSIFIED EMPLOYEES

2100	Instructional Aide Salaries	114,011
2103	Classified Long Term Sub	-
2105	Instructional Aide Bonus	-
2110	Instructional Aide Overtime	-
2200	Classified Support Salaries (Maintenance, Food)	84,150
2205	Classified Support Salaries Bonus	-
2210	Classified Support Overtime	-
2300	Classified Supervisor and Administrator Salaries	-
2305	Classified Supervisor and Admin Bonus	-
2400	Clerical, Technical, and Office Staff Salaries	182,264
2405	Clerical Technical and Office Staff Bonus	-
2410	Clerical, Technical, and Office Staff Overtime	-
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	96,827
2901	Other Classified Salaries Substitute	
2905	Other Stipends	
2910	Other Classified Overtime	
20XX	---	
20XX	---	
<i>TOTAL CLASSIFIED EMPLOYEE EXPENSES</i>		477,253

3000 - EMPLOYEE BENEFITS

3101	State Teachers' Retirement System, certificated positions	423,224
3102	Employer STRS Classified	-
3201	Employer PERS Certificated	-
3202	Public Employees' Retirement System, classified positions	-
3301	OASDI/Medicare Certificated, Unrestricted	34,604
3302	OASDI/Medicare Classified	36,510
3401	Health & Welfare Benefits, Certificated	195,860
3402	Health & Welfare Benefits Classified	21,854
3501	State Unemployment Insurance Certificated	14,982
3502	State Unemployment Insurance Classified	8,626
3601	Worker Compensation Insurance	11,241
3602	Worker Compensation Insurance	2,386
3701	OPEB benefits	
3702	OPEB benefits	
3901	Other Employee Benefits	
3902	Other Employee Benefits Classified	
3903	Other Employee Benefits	
30XX	---	
30XX	---	

	<i>TOTAL EMPLOYEE BENEFITS EXPENSES</i>	749,287
	<i>TOTAL PAYROLL RELATED EXPENSES</i>	3,474,716

4000 - BOOKS AND SUPPLIES		
4100	Approved Textbooks and Core Curriculum	38,000
4101	Curriculum Assessment and Software	-
4102	Supplemental Curriculum	-
4200	Books and Other Reference Materials	2,000
4215	CSI Materials	-
4300	Materials and Supplies	35,000
4315	Classroom Materials and Supplies	18,000
4342	Materials for School Sponsored Athletics	-
4381	Materials for Plant Maintenance	-
4400	Noncapitalized Equipment	20,000
4407	Student Educational Software	-
4410	Software and Software Licensing	12,000
4430	Noncapitalized Student Equipment	-
4440	Student Event Materials	-
4700	Food and Food Supplies	220,000
40XX	---	
40XX	---	
<i>TOTAL BOOKS AND SUPPLIES</i>		345,000

5000 - SERVICES AND OTHER OPERATING EXPENSES		
5100	Subagreements for Services	
5200	Travel and Conferences	950
5206	Parking Expense	-
5210	Training and Development Expense	26,000
5300	Dues and Memberships	20,000
5400	Insurance	55,000
5450	Property Taxes	-
5500	Operation and Housekeeping Services	-
5501	Utilities	30,000
5505	Student Transportation/Field Trips	-
5600	Space Rental/Leases Expense	529,743
5601	Building Maintenance	75,000
5602	Other Space Rental	-
5603	Engagement Space Rental	-
5605	Equipment Rental/Lease Expense	26,000
5610	Equipment Repair	-
5621	Facilities Costs	-
5710	Transfer of Direct Costs	-
5800	Professional/Consulting Services and Operating Expenditures	-
5803	Banking and Payroll Service Fees	13,000
5805	Legal Services	25,000

5806	Audit Services	7,785
5807	Legal Settlements	-
5809	Employee Tuition Reimbursement	-
5810	Educational Consultants	140,000
5811	Student Transportation	-
5812	Other Student Activities	1,000
5813	Residential Placement	-
5815	Advertising/Recruiting	8,000
5820	Fundraising Expense	54,000
5825	School Pathways	-
5830	Field Trip Expenses	90,000
5836	Transportation Services	-
5842	Services Student Athletics	-
5850	Scholarships Awarded	-
5873	Financial Services	157,664
5874	Personnel Services	-
5875	District Oversight Fee	40,062
5877	IT Services	73,000
5885	Summer School Expenses	-
5890	Interest Expense/Fees	-
5891	Charter School Capital Fees	-
5892	ASB Activities Expense	-
5894	ASB Activities Expense	-
5899	CMO Management Fee Expense	-
5900	Communications (Tele., Internet, Copies,Postage,Messenger)	24,000
5901	Scholar Internet Reimbursement	
5998	Unallocated Credit Card Expense	
5999	Expense Suspense	
50XX	---	
50XX	---	
TOTAL SERVICES AND OTHER OPERATING EXPENSES		1,396,204

6000 - CAPITAL OUTLAY		
6900	Depreciation Expense	
6901	Amortization Expense	
60XX	---	
60XX	---	
TOTAL CAPITAL OUTLAY EXPENSES		-

7000 - OTHER OUTGOING		
7000	Miscellaneous Expense	
7141	Special Education Encroachment District	
7200	Other Transfer	
7201	Write Off of Prior year assets	

7299	All other Transfers	
7310	Transfer of Indirect Costs	
7438	Debt Service - Interest	
7439	Debt Service Amortization	
7619	Other Interfund Transfers out	
70XX	---	
70XX	---	
<i>TOTAL OTHER OUTGOING EXPENSES</i>		-
TOTAL NON-PAYROLL EXPENSES		1,741,204
TOTAL EXPENSES		5,215,920
NET INCOME		3,015

2026-2027 INITIAL		VARIANCE			
		2027-2028	2028-2029	2029-2030	2030-2031
		3.06%	3.34%	3.14%	3.18%
94,372	(255,490)	132,517	277,827	408,831	435,032
71,040	4,069	71,424	73,728	75,648	75,840
	-	-	-	-	-
4,281,364	691,956	4,412,374	4,559,747	4,702,923	4,852,476
	-	-	-	-	-
	-	-	-	-	-
4,446,776	440,535	4,616,315	4,911,302	5,187,402	5,363,348

		3.06%	3.34%	3.14%	3.18%
55,468	8,588	57,165	59,075	60,930	62,867
4,153	4,153	4,280	4,423	4,562	4,707
100,000	34,000	103,060	106,502	109,846	113,339
-	-	-	-	-	-
-	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
159,621	46,741	164,506	170,000	175,338	180,914

		3.06%	3.34%	3.14%	3.18%
200,000	46,000	206,120	213,004	219,693	226,679
7,463	581	7,691	7,948	8,198	8,458
96,614	5,199	99,571	102,896	106,127	109,502
650,478	329,065	622,994	469,578	484,323	499,725
-	-	-	-	-	-
	-	-	-	-	-
-	-	-	-	-	-
461,689	160,584	475,817	491,709	507,149	523,276
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
1,416,244	541,429	1,412,193	1,285,136	1,325,489	1,367,640

55,119	10,240	56,806	58,703	60,546	62,472
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-	-	-	-	-	-
159,840	52,948	159,840	-	-	-
-	-	-	-	-	-
147,401	(22,241)	151,911	156,985	161,915	167,064
209,339	209,339	215,744	222,950	229,951	237,263
-	-	-	-	-	-
29,051	29,051	29,940	30,940	31,911	32,926
49,728	49,728	8,753	-	-	-
	-	-	-	-	-
	-	-	-	-	-
650,478	329,065	622,994	469,578	484,323	499,725

		3.06%	3.34%	3.14%	3.18%
	-	-	-	-	-
	-	-	-	-	-
20,000	5,000	20,612	21,300	21,969	22,668
-	-	-	-	-	-
-	-	-	-	-	-
5,000	-	5,153	5,325	5,492	5,667
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
250,000	45,000	257,650	266,256	274,616	283,349
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
275,000	50,000	283,415	292,881	302,078	311,684
6,297,641	1,078,706	6,476,428	6,659,319	6,990,307	7,223,586

				3.14%	3.18%
1,473,050	139,229	1,500,208	1,527,910	1,575,886	1,625,999
-	-	-	-	-	-
-	-	-	-	-	-
90,255	38,700	92,060	93,901	96,849	99,929
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
192,909	(4,950)	196,601	200,367	206,658	213,230
567,258	13,674	578,539	590,046	608,574	627,927
-	-	-	-	-	-
114,123	2,766	116,391	118,705	122,432	126,326
-	-	-	-	-	-

1,052,469	303,182	1,079,015	1,102,511	1,137,130	1,173,290
4,013,872	539,156	4,112,393	4,193,241	4,324,908	4,462,441

		3.06%	3.34%	3.14%	3.18%
65,000	27,000	66,989	69,226	71,400	73,671
-	-	-	-	-	-
-	-	-	-	-	-
2,000	-	2,061	2,130	2,197	2,267
-	-	-	-	-	-
35,000	-	36,071	37,276	38,446	39,669
18,000	-	18,551	19,170	19,772	20,401
-	-	-	-	-	-
-	-	-	-	-	-
8,000	(12,000)	8,245	8,520	8,788	9,067
-	-	-	-	-	-
8,000	(4,000)	8,245	8,520	8,788	9,067
12,000	12,000	12,367	12,780	13,182	13,601
-	-	-	-	-	-
320,000	100,000	329,792	340,807	351,508	362,686
	-	-	-	-	-
	-	-	-	-	-
468,000	123,000	482,321	498,430	514,081	530,429

		3.06%	3.34%	3.14%	3.18%
	-	-	-	-	-
5,000	4,050	5,153	5,325	5,492	5,667
-	-	-	-	-	-
20,000	(6,000)	20,612	21,300	21,969	22,668
20,000	-	20,612	21,300	21,969	22,668
60,000	5,000	61,836	63,901	65,908	68,004
-	-	-	-	-	-
-	-	-	-	-	-
31,000	1,000	31,949	33,016	34,052	35,135
-	-	-	-	-	-
530,126	383	546,348	564,596	582,324	600,842
55,000	(20,000)	56,683	58,576	60,416	62,337
-	-	-	-	-	-
-	-	-	-	-	-
30,000	4,000	30,918	31,951	32,954	34,002
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
200	200	206	213	220	227
13,000	-	13,398	13,845	14,280	14,734
25,000	-	25,765	26,626	27,462	28,335

18,500	10,715	19,066	19,703	20,322	20,968
-	-	-	-	-	-
-	-	-	-	-	-
140,000	-	144,284	149,103	153,785	158,675
-	-	-	-	-	-
1,000	-	1,031	1,065	1,098	1,133
-	-	-	-	-	-
8,000	-	8,245	8,520	8,788	9,067
54,000	-	55,652	57,511	59,317	61,203
-	-	-	-	-	-
110,000	20,000	113,366	117,152	120,831	124,673
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
188,929	31,265	194,710	201,214	207,532	214,131
-	-	-	-	-	-
44,468	4,405	45,828	47,359	48,846	50,400
73,000	-	75,234	77,747	80,188	82,738
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
24,000	-	24,734	25,561	26,363	27,201
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
1,451,223	55,019	1,495,631	1,545,585	1,594,116	1,644,809

		3.06%	3.34%	3.14%	3.18%
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
-	-	-	-	-	-

		3.06%	3.34%	3.14%	3.18%
	-	-	-	-	-
-	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-

	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
-	-	-	-	-	-
1,919,223	178,019	1,977,951	2,044,015	2,108,197	2,175,238
5,933,096	717,175	6,090,344	6,237,256	6,433,105	6,637,678
364,545	361,531	386,084	422,064	557,202	585,907

2031-2032	2032-2033	2033-2034
3.18%	3.18%	3.18%
448,866	463,140	477,868
78,252	80,740	83,308
-	-	-
5,006,785	5,166,001	5,330,280
-	-	-
-	-	-
5,533,903	5,709,881	5,891,455

3.18%	3.18%	3.18%
64,866	66,929	69,058
4,857	5,011	5,170
116,944	120,662	124,500
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
186,667	192,603	198,728

3.18%	3.18%	3.18%
233,887	241,325	248,999
8,727	9,005	9,291
112,984	116,577	120,285
515,616	532,012	548,930
-	-	-
-	-	-
-	-	-
539,916	557,085	574,801
-	-	-
-	-	-
-	-	-
1,411,131	1,456,005	1,502,306

64,458	66,508	68,623
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-	-	-
-	-	-
-	-	-
172,376	177,858	183,514
244,808	252,593	260,626
-	-	-
33,973	35,054	36,168
-	-	-
-	-	-
-	-	-
515,616	532,012	548,930

3.18%	3.18%	3.18%
-	-	-
-	-	-
23,389	24,132	24,900
-	-	-
-	-	-
5,847	6,033	6,225
-	-	-
-	-	-
-	-	-
-	-	-
292,359	301,656	311,249
-	-	-
-	-	-
-	-	-
321,595	331,822	342,374
7,453,296	7,690,310	7,934,862

3.18%	3.18%	3.18%
1,677,706	1,731,057	1,786,105
-	-	-
-	-	-
103,107	106,386	109,769
-	-	-
-	-	-
-	-	-
220,011	227,007	234,226
647,895	668,498	689,756
-	-	-
130,343	134,488	138,764
-	-	-

1,210,601	1,249,098	1,288,820
4,604,346	4,750,764	4,901,839

3.18%	3.18%	3.18%
76,013	78,431	80,925
-	-	-
-	-	-
2,339	2,413	2,490
-	-	-
40,930	42,232	43,575
21,050	21,719	22,410
-	-	-
-	-	-
9,355	9,653	9,960
-	-	-
9,355	9,653	9,960
14,033	14,479	14,940
-	-	-
374,220	386,120	398,399
-	-	-
-	-	-
547,296	564,700	582,658

3.18%	3.18%	3.18%
-	-	-
5,847	6,033	6,225
-	-	-
23,389	24,132	24,900
23,389	24,132	24,900
70,166	72,397	74,700
-	-	-
-	-	-
36,253	37,405	38,595
-	-	-
619,949	639,663	660,005
64,319	66,364	68,475
-	-	-
-	-	-
35,083	36,199	37,350
-	-	-
-	-	-
-	-	-
234	241	249
15,203	15,686	16,185
29,236	30,166	31,125

21,635	22,323	23,032
-	-	-
-	-	-
163,721	168,927	174,299
-	-	-
1,169	1,207	1,245
-	-	-
9,355	9,653	9,960
63,150	65,158	67,230
-	-	-
128,638	132,729	136,950
-	-	-
-	-	-
-	-	-
220,941	227,967	235,216
-	-	-
52,002	53,656	55,362
85,369	88,084	90,885
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
28,066	28,959	29,880
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
1,697,114	1,751,082	1,806,766

3.18%	3.18%	3.18%
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-

3.18%	3.18%	3.18%
-	-	-
-	-	-
-	-	-
-	-	-

-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
2,244,410	2,315,782	2,389,424
6,848,756	7,066,547	7,291,263
604,539	623,764	643,599

Cash, Beginning Period

Increase (Decrease) in Cash

Cash flows from operating activities
Net Increase/(Decrease) in Net Assets
Accounts Receivable
Accounts Payable
Other Short Term Liabilities
Loans Payable Current
Accrued Liabilities
Other Assets
IntraCompany
Cash flows from operating activities
Cash flows from Assets/Depreciation
Cash flows from investing activities
Cash flows from financing activities

Total Increase (Decrease) in Cash

Cash, End of Period

Starting Fund Balance
Ending Fund Balance

Total Cash

Total Accounts Receivable
Total Investment
Total Fixed Assets/Depreciation
Total Prepaid Expenses/Other Assets

Total Accounts Payable
Total Accrued Liabilities
Total Other Short Term Liability
Total Loans Payable Current
Total Other Liabilities
Total Interfund Due to

Total Assets
Total Liabilities
Ending Fund Balance
Variance

Total Liabilities and Net Assets

**CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM**

CHARTER SCHOOL CERTIFICATION

Charter School Name:	Kinetic Academy
(name continued)	
CDS #:	30-66530-0134221
Charter Approving Entity:	Huntington Beach City Elementary
County:	Orange
Charter #:	1812
Fiscal Year:	2026-27

To the entity that approved the charter school:

(X) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____

Charter School Official
(Original signature required)

Print Bre Lionetti Title: Executive Director

To the County Superintendent of Schools:

(X) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____

Charter Approving Entity
(Original signature required)

Print _____ Title: _____

For additional information on the BUDGET, please contact:

For Approving Entity:
Gary Stine
Name
Assistant Superintendent
Title
714-378-2014
Telephone
gstine@hbcsd.us
E-mail address

For Charter School:
Bre Lionetti
Name
Executive Director
Title
714-465-4565
Telephone
breionetti@kineticacademy.org
E-mail address

() 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____

**CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Kinetic Academy
(name continued)
CDS #: 30-66530-0134221
Charter Approving Entity: Huntington Beach City Elementary
County: Orange
Charter #: 1812
Budgeting Period: 2026-27

This charter school uses the following basis of accounting:

☒ **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

☐ **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	349,862.00	94,372.00		94,372.00
Education Protection Account State Aid - Current Year	8012	66,971.00	71,040.00		71,040.00
State Aid - Prior Years	8019	0.00			0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	3,589,407.77	4,281,364.14		4,281,364.14
Other LCFF Transfers	8091, 8097	0.00			0.00
Total, LCFF Sources		4,006,240.77	4,446,776.14	0.00	4,446,776.14
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	0.00			0.00
Special Education - Federal	8181, 8182	46,879.68		59,621.09	59,621.09
Child Nutrition - Federal	8220	66,000.00		100,000.00	100,000.00
Donated Food Commodities	8221	0.00			0.00
Other Federal Revenues	8110, 8260-8299	0.00			0.00
Total, Federal Revenues		112,879.68	0.00	159,621.09	159,621.09
3. Other State Revenues					
Special Education - State	StateRevSE	301,104.88		490,740.00	490,740.00
All Other State Revenues	StateRevAO	573,709.62	284,289.28	641,214.40	925,503.68
Total, Other State Revenues		874,814.50	284,289.28	1,131,954.40	1,416,243.68
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	225,000.00	274,999.96		274,999.96
Total, Local Revenues		225,000.00	274,999.96	0.00	274,999.96
5. TOTAL REVENUES		5,218,934.95	5,006,065.38	1,291,575.49	6,297,640.87
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	1,385,376.36	1,474,254.66	89,050.25	1,563,304.91
Certificated Pupil Support Salaries	1200	197,858.76	166,851.95	26,056.58	192,908.53
Certificated Supervisors' and Administrators' Salaries	1300	553,583.40	359,135.48	208,122.28	567,257.76
Other Certificated Salaries	1900	111,357.36	114,123.36	0.00	114,123.36
Total, Certificated Salaries		2,248,175.88	2,114,365.45	323,229.11	2,437,594.56
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	114,011.28	0.17	86,172.32	86,172.49
Non-certificated Support Salaries	2200	84,150.00	85,437.81	42,114.92	127,552.73
Non-certificated Supervisors' and Administrators' Sal.	2300	800.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	181,464.16	182,101.50	5,000.00	187,101.50
Other Non-certificated Salaries	2900	96,827.04	65,172.48	57,810.00	122,982.48
Total, Non-certificated Salaries		477,252.48	332,711.96	191,097.24	523,809.20

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102	423,223.92	570,394.00	87,286.42	657,680.42
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	71,113.08	60,964.55	20,047.78	81,012.33
Health and Welfare Benefits	3401-3402	217,713.24	211,043.93	41,385.62	252,429.55
Unemployment Insurance	3501-3502	23,607.60	17,475.94	5,224.05	22,699.99
Workers' Compensation Insurance	3601-3602	13,626.72	31,934.38	6,711.95	38,646.33
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00
Total, Employee Benefits		749,284.56	891,812.80	160,655.82	1,052,468.62
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	38,000.00	7,838.09	57,161.92	65,000.01
Books and Other Reference Materials	4200	1,999.92	1,999.97	0.00	1,999.97
Materials and Supplies	4300	52,999.92	6,567.99	46,431.97	52,999.96
Noncapitalized Equipment	4400	31,999.92	0.00	28,000.00	28,000.00
Food	4700	219,999.96	0.26	319,999.77	320,000.03
Total, Books and Supplies		344,999.72	16,406.31	451,593.66	467,999.97
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	26,949.84	0.00	25,000.02	25,000.02
Dues and Memberships	5300	19,999.92	20,000.01	0.00	20,000.01
Insurance	5400	54,999.96	60,000.00	0.00	60,000.00
Operations and Housekeeping Services	5500	30,000.00	31,000.02	0.00	31,000.02
Rentals, Leases, Repairs, and Noncap. Improvements	5600	630,742.92	615,126.07	0.00	615,126.07

Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	609,510.96	536,097.27	139,999.64	676,096.91
Communications	5900	24,000.00	24,000.00	0.00	24,000.00
Total, Services and Other Operating Expenditures		1,396,203.60	1,286,223.37	164,999.66	1,451,223.03
6. Capital Outlay (Objects 6100-6170, 6200-6500, 6600 modified accrual only)					
Land and Land Improvements	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Lease Assets	6600				0.00
Subscription Assets	6700				0.00
Depreciation Expense (for accrual basis only)	6900				0.00
Amortization Expense - Lease Assets	6910				0.00
Amortization Expense - Subscription Assets	6920				0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,215,916.24	4,641,519.89	1,291,575.49	5,933,095.38
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		3,018.71	364,545.49	0.00	364,545.49

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		3,018.71	364,545.49	0.00	364,545.49
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	1,081,308.54	1,084,327.25		1,084,327.25
b. Adjustments/Restatements to Beginning Balance	9793, 9795				0.00
c. Adjusted Beginning Balance		1,081,308.54	1,084,327.25	0.00	1,084,327.25
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,084,327.25	1,448,872.74	0.00	1,448,872.74
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789				0.00
Unassigned / Unappropriated Amount	9790	1,084,327.25	1,448,872.74	0.00	1,448,872.74

CHARTER SCHOOL
MULTIYEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: KinetiC Academy

(name continued)

CDS #: 30-66530-0134221

Charter Approving Entity: Huntingtong Beach City Elementary

County: Orange

Charter #: 1812

Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

☒ Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

☐ Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	FY 2026-27			FY 2027-28			FY 2028-29		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	94,372.00		94,372.00	132,517.00		132,517.00	277,827.00		277,827.00
Education Protection Account State Aid - Current Year	8012	71,040.00		71,040.00	71,424.00		71,424.00	73,728.00		73,728.00
State Aid - Prior Years	8019			0.00	0.00		0.00	0.00		0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	4,281,364.14		4,281,364.14	4,412,373.87		4,412,373.87	4,559,747.16		4,559,747.16
Other LCFF Transfers	8091, 8097			0.00			0.00			0.00
Total, LCFF Sources		4,446,776.14	0.00	4,446,776.14	4,616,314.87	0.00	4,616,314.87	4,911,302.16	0.00	4,911,302.16
2. Federal Revenues										
Every Student Succeeds Act (Titles I - V)	8290			0.00			0.00			0.00
Special Education - Federal	8181, 8182		59,621.09	59,621.09		57,165.46	57,165.46		59,074.79	59,074.79
Child Nutrition - Federal	8220		100,000.00	100,000.00		107,340.00	107,340.00		110,925.00	110,925.00
Donated Food Commodities	8221			0.00			0.00			0.00
Other Federal Revenues	8110, 8260-8299			0.00			0.00			0.00
Total, Federal Revenues		0.00	159,621.09	159,621.09	0.00	164,505.46	164,505.46	0.00	169,999.79	169,999.79
3. Other State Revenues										
Special Education - State	StateRevSE		490,740.00	490,740.00		475,816.64	475,816.64		491,708.92	491,708.92
All Other State Revenues	StateRevAO	284,289.28	641,214.40	925,503.68	223,435.00	712,941.00	936,376.00	230,898.00	562,529.00	793,427.00
Total, Other State Revenues		284,289.28	1,131,954.40	1,416,243.68	223,435.00	1,188,757.64	1,412,192.64	230,898.00	1,054,237.92	1,285,135.92
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	274,999.96		274,999.96	283,415.00		283,415.00	292,881.06		292,881.06
Total, Local Revenues		274,999.96	0.00	274,999.96	283,415.00	0.00	283,415.00	292,881.06	0.00	292,881.06
5. TOTAL REVENUES										
		5,006,065.38	1,291,575.49	6,297,640.87	5,123,164.87	1,353,263.11	6,476,427.98	5,435,081.22	1,224,237.71	6,659,318.93
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,474,254.66	89,050.25	1,563,304.91	1,496,731.92	95,536.08	1,592,268.00	1,524,502.34	97,308.66	1,621,811.00
Certificated Pupil Support Salaries	1200	166,851.95	26,056.58	192,908.53	169,076.86	27,524.14	196,601.00	172,315.62	28,051.38	200,367.00
Certificated Supervisors' and Administrators' Salaries	1300	359,135.48	208,122.28	567,257.76	364,479.57	214,059.43	578,539.00	371,728.98	218,317.02	590,046.00
Other Certificated Salaries	1900	114,123.36	0.00	114,123.36	116,391.45		116,391.45	118,704.88		118,704.88
Total, Certificated Salaries		2,114,365.45	323,229.11	2,437,594.56	2,146,679.80	337,119.65	2,483,799.45	2,187,251.82	343,677.06	2,530,928.88
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	0.17	86,172.32	86,172.49		85,360.33	85,360.33		86,712.54	86,712.54
Non-certificated Support Salaries	2200	85,437.81	42,114.92	127,552.73	97,817.99	48,179.01	145,997.00	99,774.39	49,142.61	148,917.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00			0.00			0.00
Clerical and Office Salaries	2400	182,101.50	5,000.00	187,101.50	185,074.06	5,723.94	190,798.00	188,661.12	5,834.88	194,496.00
Other Non-certificated Salaries	2900	65,172.48	57,810.00	122,982.48	67,533.66	59,888.34	127,422.00	68,727.75	60,947.25	129,675.00
Total, Non-certificated Salaries		332,711.96	191,097.24	523,809.20	350,425.71	199,151.62	549,577.33	357,163.26	202,637.28	559,800.54

Description	Object Code	FY 2026-27			FY 2027-28			FY 2028-29		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
3. Employee Benefits										
STRS	3101-3102	570,394.00	87,286.42	657,680.42	585,133.29	87,433.71	672,567.00	598,927.14	89,494.86	688,422.00
PERS	3201-3202	0.00	0.00	0.00			0.00			0.00
OASDI / Medicare / Alternative	3301-3302	60,964.55	20,047.78	81,012.33	62,824.50	20,941.50	83,766.00	64,008.75	21,336.25	85,345.00
Health and Welfare Benefits	3401-3402	211,043.93	41,385.62	252,429.55	218,401.68	41,600.32	260,002.00	222,642.84	42,408.16	265,051.00
Unemployment Insurance	3501-3502	17,475.94	5,224.05	22,699.99	17,783.15	5,311.85	23,095.00	17,985.66	5,372.34	23,358.00
Workers' Compensation Insurance	3601-3602	31,934.38	6,711.95	38,646.33	32,856.38	6,729.62	39,586.00	33,477.22	6,856.78	40,334.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00			0.00			0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00			0.00			0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00			0.00			0.00
Total, Employee Benefits		891,812.80	160,655.82	1,052,468.62	916,999.00	162,017.00	1,079,016.00	937,041.61	165,468.39	1,102,510.00
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	7,838.09	57,161.92	65,000.01	8,038.68	58,950.32	66,989.00	8,307.12	60,918.88	69,226.00
Books and Other Reference Materials	4200	1,999.97	0.00	1,999.97	2,061.20		2,061.20	2,130.04		2,130.04
Materials and Supplies	4300	6,567.99	46,431.97	52,999.96	6,554.64	48,067.36	54,622.00	6,773.52	49,672.48	56,446.00
Noncapitalized Equipment	4400	0.00	28,000.00	28,000.00		28,857.00	28,857.00		29,821.00	29,821.00
Food	4700	0.26	319,999.77	320,000.03		329,792.00	329,792.00		340,807.05	340,807.05
Total, Books and Supplies		16,406.31	451,593.66	467,999.97	16,654.52	465,666.68	482,321.20	17,210.68	481,219.41	498,430.10
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	0.00	0.00	0.00			0.00			0.00
Travel and Conferences	5200	0.00	25,000.02	25,000.02		25,765.00	25,765.00		26,626.00	26,626.00
Dues and Memberships	5300	20,000.01	0.00	20,000.01	20,612.00		20,612.00	21,300.44		21,300.44
Insurance	5400	60,000.00	0.00	60,000.00	61,836.00		61,836.00	63,901.32		63,901.32

Look-up Table - Do Not Delete

2022-23	2023-24	2024-25
2023-24	2024-25	2025-26
2024-25	2025-26	2026-27
2025-26	2026-27	2027-28
2026-27	2027-28	2028-29
2027-28	2028-29	2029-30
2028-29	2029-30	2030-31

2006/07	2007/08	2008/09
2007/08	2008/09	2009/10

Operations and Housekeeping Services	5500	31,000.02	0.00	31,000.02	31,948.60		31,948.60	33,015.68		33,015.68
Rentals, Leases, Repairs, and Noncap. Improvements	5600	615,126.07	0.00	615,126.07	633,949.00		633,949.00	655,123.00		655,123.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00			0.00			0.00
Professional/Consulting Services and Operating Expend.	5800	536,097.27	139,999.64	676,096.91	533,242.85	163,543.15	696,786.00	568,845.82	151,212.18	720,058.00
Communications	5900	24,000.00	0.00	24,000.00	24,734.40		24,734.40	25,560.53		25,560.53
Total, Services and Other Operating Expenditures		1,286,223.37	164,999.66	1,451,223.03	1,306,322.85	189,308.15	1,495,631.00	1,367,746.80	177,838.18	1,545,584.98
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)										
Land and Land Improvements	6100-6170			0.00			0.00			0.00
Buildings and Improvements of Buildings	6200			0.00			0.00			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00			0.00			0.00
Equipment	6400			0.00			0.00			0.00
Equipment Replacement	6500			0.00			0.00			0.00
Lease Assets	6600			0.00			0.00			0.00
Subscription Assets	6700			0.00			0.00			0.00
Depreciation Expense (for full accrual only)	6900			0.00			0.00			0.00
Amortization Expense - Lease Assets	6910			0.00			0.00			0.00
Amortization Expense - Subscription Assets	6920			0.00			0.00			0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7. Other Outgo										
Tuition to Other Schools	7110-7143			0.00			0.00			0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213			0.00			0.00			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00			0.00			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00			0.00			0.00
All Other Transfers	7281-7299			0.00			0.00			0.00
Transfers of Indirect Costs	7300-7399			0.00			0.00			0.00
Debt Service:										
Interest	7438			0.00			0.00			0.00
Principal	7439			0.00			0.00			0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,641,519.89	1,291,575.49	5,933,095.38	4,737,081.88	1,353,263.10	6,090,344.99	4,866,414.17	1,370,840.32	6,237,254.50
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		364,545.49	0.00	364,545.49	386,082.99	0.00	386,082.99	568,667.05	(146,602.61)	422,064.43

Description	Object Code	FY 2026-27			FY 2027-28			FY 2028-29		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			0.00			0.00			0.00
2. Less: Other Uses	7630-7699			0.00			0.00			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	(0.00)	0.00	(146,602.61)	146,602.61	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	(0.00)	0.00	(146,602.61)	146,602.61	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		364,545.49	0.00	364,545.49	386,082.99	0.00	386,082.99	422,064.43	0.00	422,064.43
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	1,084,327.25		1,084,327.25	1,448,872.74	0.00	1,448,872.74	1,834,955.73	0.00	1,834,955.73
b. Adjustments to Beginning Balance	9793, 9795			0.00			0.00			0.00
c. Adjusted Beginning Balance		1,084,327.25	0.00	1,084,327.25	1,448,872.74	0.00	1,448,872.74	1,834,955.73	0.00	1,834,955.73
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,448,872.74	0.00	1,448,872.74	1,834,955.73	0.00	1,834,955.73	2,257,020.16	0.00	2,257,020.16
Components of Ending Fund Balance										
a. Nonspendable										
Revolving Cash	9711			0.00			0.00			0.00
Stores	9712			0.00			0.00			0.00
Prepaid Expenditures	9713			0.00			0.00			0.00
All Others	9719			0.00			0.00			0.00
b. Restricted	9740			0.00			0.00			0.00
c. Committed										
Stabilization Arrangements	9750			0.00			0.00			0.00
Other Commitments	9760			0.00			0.00			0.00
d. Assigned										
Other Assignments	9780			0.00			0.00			0.00
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789			0.00			0.00			0.00
Undesignated / Unappropriated Amount	9790	1,448,872.74	0.00	1,448,872.74	1,834,955.73	0.00	1,834,955.73	2,257,020.16	0.00	2,257,020.16

2006/07	2007/08	2008/09
2007/08	2008/09	2009/10

Bylaws of KINETIC ACADEMY

A California Nonprofit Public Benefit Corporation

ARTICLE 1 NAME

Section 1.1 Corporate Name

The name of this corporation is Kinetic Academy (the "Corporation").

ARTICLE 2 PRINCIPAL OFFICE OF THE CORPORATION

Section 2.1 Principal Office of the Corporation

The principal office for the transaction of the business of the Corporation is located at 721 Utica Ave., Huntington Beach, California, 92648 in Orange County. The Board of Directors may change the principal office from one location to another by resolution or by amendment to these Bylaws. If by resolution, the Secretary of the Corporation shall cause the resolution to be annexed to these Bylaws.

Section 2.2 Other Offices of the Corporation

The Board may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to transact business.

ARTICLE 3 GENERAL AND SPECIFIC PURPOSES

Section 3.1 General Purpose

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Corporation Law of California ("California Nonprofit Corporation Law") for charitable purposes.

Section 3.2 Specific Purpose

The specific purpose of the Corporation shall include, without limitation, to operate one or more charter schools in the State of California. Additionally, this Corporation may engage in any activities that are reasonably related to or in furtherance of its stated charitable purpose, or in any other charitable activities. This Corporation is organized exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provisions of any future United States Internal Revenue Law) (the "Code").

ARTICLE 4 LIMITATIONS

Section 4.1 Political Activities

The Corporation has been formed under California Nonprofit Corporation Law for the charitable purposes described in Article 3, and it shall be nonprofit. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

Section 4.2 Prohibited Activities

The Corporation shall not, except in any insubstantial degree, engage in any activities or

exercise any powers that are not in furtherance of the purposes described in Article 3. Furthermore, nothing in Article 3 shall be construed as allowing the Corporation to engage in any activity not permitted to be carried on (i) by a corporation exempt from federal income tax under section 501(c)(3) of the Code, or (ii) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

ARTICLE 5 DEDICATION OF ASSETS

Section 5.1 Property Dedicated to Nonprofit Purposes

The property and assets of the Corporation are irrevocably dedicated to charitable purposes. No part of the net income, properties, or assets of the Corporation, on dissolution or otherwise, shall ever inure to the benefit of any director or officer of the Corporation, or to the benefit of any private person or individual.

Section 5.2 Distribution of Assets upon Dissolution

Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State. ARTICLE 6 MEMBERSHIPS

Section 6.1 Members

The Corporation shall have no members within the meaning of the California Nonprofit Corporation Law.

ARTICLE 7 BOARD OF DIRECTORS

Section 7.1 Number and Qualifications

7.1.1 Number

The authorized number of directors of the Corporation ("Directors") shall be not less than five (5) and no more than nine (9); the exact authorized number to be fixed, within these limits, by resolution of the Board of Directors. All Directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All Directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

7.1.2 Qualifications

Directors shall be persons of at least eighteen (18) years of age, committed to the aims and purposes of the Corporation, and selected in accordance with these Bylaws. Directors need not be residents of any particular city, county or state, provided that they remain able at all times to fulfill the responsibilities of Directors in accordance with these Bylaws.

A Director shall not:

- (a) engage in any activity that is directly contrary to the interests of the Corporation;
- (b) engage in the misrepresentation of the Corporation and its policies to outside third parties, either willfully, or on a repeated basis;
- (c) be disruptive or unprofessional during one or more board meetings or exhibit behavior that is deemed to be detrimental to the function of the Board of Directors meeting; or
- (d) violate any other qualification or requirement for Board service that has been adopted by resolution of the Board of Directors prior to the commencement of that Director's term of office, if that Director was notified of such qualification or requirement at the commencement of his or her term of office.

Section 7.2 Corporate Powers Exercised by Board

Subject to the provisions of the Articles of Incorporation of the Corporation (the "Articles of Incorporation"), California Nonprofit Corporation Law and any other applicable laws, the business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (the "Board").

Section 7.3 Terms; Appointment of Successors

7.3.1 Term

Directors shall be appointed at each annual meeting of the Board of Directors for two (2) year terms. Each Director, including a Director appointed to fill a vacancy, shall hold office until the expiration of the term for which he or she was appointed and until the appointment and qualification of a successor, or until that Director's earlier resignation or removal in accordance with these Bylaws and California Nonprofit Corporation Law. The appointment of Directors at any special meeting, whether to fill a vacancy or for any other purpose, shall not affect the term of any other Directors.

Section 7.4 Vacancies

7.4.1 Events Causing Vacancy

A vacancy or vacancies on the Board shall be deemed to exist on the occurrence of the following: (i) the death, resignation, or removal of any Director; (ii) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Corporation Law, Part 2, Chapter 2, Article 3; (iii) whenever the number of authorized Directors is increased; (iv) the failure of the Board, at any meeting at which any Director or Directors are to be appointed, to appoint the full authorized number of Directors; (v) the failure to attend three (3) consecutive Board meetings during any calendar year; or (vi) the failure of a Director to meet any required qualification that was in effect at the beginning of that Director's current term of office.

7.4.2 Removal

Any Director, except for the representative appointed by the chartering authority, if any, may be removed, with or without cause, by a majority of Directors then in office. The representative designated by the chartering authority, if any, may be removed without cause by the chartering authority or with the written consent of the chartering authority.

7.4.3 No Removal on Reduction of Number of Directors

No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws and California Nonprofit Corporation Law.

7.4.4 Resignations

Except as provided in this Section 7.4.4, any Director may resign by giving written notice to the Chairperson, the President, the Secretary, or the Board. Such a written resignation will be effective on the later of (i) the date it is delivered or (ii) the time specified in the written notice that the resignation is to become effective. No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs, except upon notice to the California Attorney General (the "Attorney General").

7.4.5 Appointment to Fill Vacancies

If there is a vacancy on the Board, except for a vacancy of the seat of the representative appointed by the chartering authority, the Board may fill such vacancy by appointing a Director as soon as practicable after the vacancy occurs. If the number of Directors then in office is less than a quorum, Directors may be appointed to fill such vacancies by (i) the affirmative vote of a majority of the Directors in office at a regular or special meeting of the Board, or (iii) a sole remaining Director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 7.5 Annual and Regular Meetings

7.5.1 Annual Meeting

The Board of Directors shall meet annually for the purpose of organization, election of officers, adoption of the regular Board meeting schedule, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act").

7.5.2 Regular Meetings

The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The Chairperson shall have the authority to reschedule a regular meeting as necessary to establish a quorum of Directors.

Section 7.6 Special Meetings

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

Notice of the time and place of special meetings of the Board shall be publicly posted at least twenty-four (24) hours before the meeting (and posting of such information on the corporation's website and at the place meetings of the directors are regularly held shall constitute public notice for these purposes.) Notice of the time and place of special meetings of the Board shall be given or delivered personally to each Director at least twenty-four (24) hours before the meeting, sent to each Director by first-class mail at least four (4) days before the meeting or delivered by other form of written or telephonic communications (including facsimile, electronic mail and telephone) at least twenty-four (24) hours before the meeting. Such notice may be written or delivered to each Director at his or her address (e.g., mailing address, facsimile number or electronic mail address) as it is shown on the records of the Corporation or as may have been given to the Corporation by the Director for purposes of notice, or, if such address is not shown on such records or is not readily ascertainable, at the place in which the meetings of the Directors are regularly held.

- a) Notice by mail shall be deemed to have been given at the time a written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed to have been given at the time it is personally delivered to the recipient or is delivered to the common carrier for the transmission, or is actually

transmitted by electronic means by the person giving the notice to the recipient, as the case may be. Oral notice shall be deemed received at the time it is communicated to the recipient or to such person at the office of the recipient who the person giving the notice has reason to believe will promptly communicate it to the recipient.

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

Section 7.7 Place of Board Meetings

Regular and special meetings of the Board may be held at the principal office unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which that charter school or schools are located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code section 47604.1. A two-way teleconference location shall be established at each school site and each resource center, if any.

7.7.1 Teleconference Meetings¹

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

- a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical boundaries of the county in which that charter school or schools are located;
- b) All votes taken during a teleconference meeting shall be by roll call;
- c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location ;²

¹ Pursuant to Government Code Section 54953.8, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Sections 54953.8.2., 54953.8.3, or 54953.8.6.

² This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference

- e) Members of the public must be able to hear what is said during the meeting; ; and

All such Directors shall be deemed to be present in person at such meeting.

Section 7.8 Quorum and Action of the Board

7.8.1 Quorum

A majority of Directors then in office (but no fewer than two Directors or one-fifth of the authorized number in Section 7.1.1, whichever is greater) shall constitute a quorum for the transaction of business, except to adjourn as provided in Section 7.11.

7.8.2 Minimum Vote Requirements for Valid Board Action

Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or these Bylaws. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors from the meeting, if any action taken is approved by at least a majority of the required quorum for that meeting.

7.8.3 When a Greater Vote Is Required for Valid Board Action

The following actions shall require a vote by a majority of all Directors then in office in order to be effective:

- a) Creation of, and appointment to, Committees (but not advisory committees) as described in Section 8.1;
- b) Removal of a Director without cause as described in Section 7.4.2; and
- c) Indemnification of Directors as described in Article 11.

Section 7.10 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

Section 7.11 Notice of Adjournment

Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 7.12 Conduct of Meetings

Meetings of the Board shall be presided over by the Chairperson, or, if there is no Chairperson or the Chairperson is absent, the Vice-Chairperson or, in the absence of each

locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

of these persons, by a chairperson of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure according to Robert's Rules of Order to the extent consistent with the Brown Act. Notwithstanding the foregoing, failure to follow Robert's Rules of Order at any meeting shall not affect the validity of any corporate action otherwise in compliance with the California Corporations Code, the Articles of Incorporation, Bylaws, and any applicable corporate resolutions.

Section 7.13 Fees and Compensation of Directors

- a) The Corporation shall not pay any compensation to Directors for services rendered to the Corporation as Directors, except that Directors may be reimbursed for expenses incurred in the performance of their duties to the Corporation, in reasonable amounts as approved by the Board. Directors, except the Executive Director, may not be compensated for rendering services to the Corporation in a capacity other than as Directors.

Section 7.14 Restriction on Interested Persons as Directors

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

Section 7.15 Non-Liability of Directors

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 7.16 Compliance With Laws Governing Student Records

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

ARTICLE 8 COMMITTEES

Section 8.1 Committees of Directors

The Board may, by resolution adopted by a majority of the Directors then in office, create one or more Board Committees ("Committees"), including an executive committee, each

consisting of two or more Directors, to serve at the discretion of the Board. Only committees comprised solely of directors may exercise delegated authority of the Board. Any Committee, to the extent provided in the resolution of the Board, may be given the authority of the Board except that no Committee may:

- a) fill vacancies on the Board or in any Committee which has the authority of the Board;
- b) amend or repeal Bylaws or adopt new Bylaws;
- c) amend or repeal any resolution of the Board which by its express terms is not so amendable or able to be repealed;
- d) appoint any other Committees or the members of these Committees;

Section 8.2 Meetings and Action of Board Committees

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

Section 8.3 Quorum Rules for Board Committees

A majority of the Committee members shall constitute a quorum for the transaction of Committee business, except to adjourn. A majority of the Committee members present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Every act taken or decision made by a majority of the Committee members present at a meeting duly held at which a quorum is present shall be regarded as an act of the Committee, subject to the provisions of the California Nonprofit Corporation Law relating to actions that require a majority vote of the entire Board. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Committee members, if any action taken is approved by at least a majority of the required quorum for that meeting.

Section 8.4 Revocation of Delegated Authority

The Board may, at any time, revoke or modify any or all of the authority that the Board has delegated to a Committee, increase or decrease (but not below two) the number of members of a Committee, and fill vacancies in a Committee from the members of the Board.

Section 8.5 Advisory Committees

The Board may create one or more advisory committees to serve at the pleasure of the Board. Appointments to such advisory committees need not, but may, be Directors. The

Board shall appoint and discharge advisory committee members. All actions and recommendations of an advisory committee shall require ratification by the Board before being given effect. This provision applies to the Local Site Council.

ARTICLE 9 OFFICERS

Section 9.1 Officers

The officers of the Corporation ("Officers") shall be a President, known as the Executive Director, a Chairperson, a Secretary, and a Treasurer. Other than the Chairperson, these persons may, but need not be, selected from among the Directors. The Board shall have the power to designate additional Officers, including a Vice Chairperson, who also need not be Directors, with such duties, powers, titles and privileges as the Board may fix, including such Officers as may be appointed in accordance with this Section. Any number of offices may be held by the same person, except that the Secretary and the Treasurer may not serve concurrently as either the Executive Director, or the Chairperson.

Section 9.2 Election of Officers

The Officers shall be elected by the Board at the annual meeting of the Corporation for a term of one year, or as otherwise determined by the Board, and each shall serve at the discretion of the Board until his or her successor shall be elected, or his or her earlier resignation or removal.

Section 9.3 Removal of Officers

Subject to the rights, if any, of an Officer under any contract of employment, any Officer may be removed, with or without cause, (i) by the Board, at any regular or special meeting of the Board, or at the annual meeting of the Corporation.

Section 9.4 Resignation of Officers

Any Officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

Section 9.5 Vacancies in Offices

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these Bylaws for regular appointments to that office, provided that such vacancies shall be filled as they occur and not on an annual basis. In the event of a vacancy in any office, other than the Executive Director, Treasurer or a temporarily appointed officer, , such vacancy shall be filled temporarily by appointment by the Chairperson, and the appointee shall remain in office for sixty (60) days, or until the next regular meeting of the Board, whichever comes first. Thereafter, the position can be filled only by action of the Board.

Section 9.6 Responsibilities of Officers

9.6.1 Chairperson of the Board

The chairperson of the Board (the "Chairperson"), if any, shall be a Director and shall preside at meetings of the Board and exercise and perform such other powers and duties as may from time to time be assigned to him by the Board or prescribed by these Bylaws.

9.6.2 Executive Director

Subject to such supervisory powers as may be given by the Board to the Chairperson, the Board may hire an Executive Director who shall be the general manager of the Corporation, and subject to the control of the Board, shall supervise, direct and control the Corporation's day-to-day activities, business and affairs. The Executive Director (who may be referred to as the "Chief Executive Officer" or "President") shall be empowered to hire, supervise and fire all of the employees of the Corporation, under such terms and having such job responsibilities as the Executive Director shall determine in his or her sole discretion, subject to the rights, if any, of the employee under any contract of employment. The Executive Director may delegate his or her responsibilities and powers subject to the control of the Board. He or she shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

9.6.3 Vice Chairperson

The vice chairperson of the Corporation (the "Vice Chairperson") shall, in the absence or disability of the Chairperson perform all the duties of the Chairperson and, when so acting, have all the powers of and be subject to all the restrictions upon, the Chairperson. The Vice Chairperson shall have such other powers and perform such other duties as may be prescribed by the Board.

9.6.4 Secretary

The secretary of the Corporation (the "Secretary") shall attend to the following:

9.6.4.1 Bylaws

The Secretary shall certify and keep or cause to be kept at the principal office of the Corporation the original or a copy of these Bylaws as amended to date.

9.6.4.2 Minute Book

The Secretary shall keep or cause to be kept a minute book as described in Section 12.1.

9.6.4.3 Notices

The Secretary shall give, or cause to be given, notice of all meetings of the Board in accordance with these Bylaws.

9.6.4.4 Corporate Records

Upon request, the Secretary shall exhibit or cause to be exhibited at all reasonable times to any Director, or to his or her agent or attorney, these Bylaws and the minute book.

9.6.4.5 Corporate Seal and Other Duties

The Secretary shall keep or cause to be kept the seal of the Corporation, if any, in safe custody, and shall have such other powers and perform such other duties incident to the office of Secretary as may be prescribed by the Board or these Bylaws.

9.6.5 Treasurer

The treasurer of the Corporation (the "Treasurer") shall attend to the following:

9.6.5.1 Books of Account

The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements. The books of account shall be open to inspection by any Director at all reasonable times.

9.6.5.2 Financial Reports

The Treasurer shall prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

9.6.5.3 Deposit and Disbursement of Money and Valuables

The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board; shall disburse, or cause to be disbursed, the funds of the Corporation as may be ordered by the Board; shall render, or cause to be rendered to the Chairperson and Directors, whenever they request it, an account of all of his or her transactions as Treasurer and of the financial condition of the Corporation; and shall have other powers and perform such other duties incident to the office of Treasurer as may be prescribed by the Board or these Bylaws.

9.6.5.4 Bond

If required by the Board, the Treasurer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of his office and for

restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his possession or under his control on his death, resignation, retirement, or removal from office.

Section 9.7 Compensation of Officers

9.8.1 Fairness of Compensation

The Board shall periodically review the fairness of compensation, including benefits, paid to every person, regardless of title, with powers, duties, or responsibilities comparable to the president, chief executive officer, treasurer, or chief financial officer (i) once such person is hired, (ii) upon any extension or renewal of such person's term of employment, and (iii) when such person's compensation is modified (unless all employees are subject to the same general modification of compensation).

ARTICLE 10 TRANSACTIONS BETWEEN CORPORATION AND DIRECTORS OR OFFICERS

Section 10.1 Transactions with Directors

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest). Pursuant to Education Code section 47604.1 notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

Section 10.2 Transactions with Non-Director Designated Employees

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

Section 10.3 Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer; except that, however, the Corporation may advance money to a Director or Officer for expenses reasonably anticipated to be incurred in the performance of duties of such Director or Officer, if in the absence of such advance, such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

Section 10.4 Duty of Loyalty; Construction with Article 11

Nothing in this section shall be construed to derogate in any way from the absolute duty of loyalty that every Director and Officer owes to the Corporation. Furthermore, nothing in this section shall be construed to override or amend the provisions of Article 11. All conflicts between the two Articles shall be resolved in favor of Article 11.

ARTICLE 11 INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES AND AGENTS

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

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

ARTICLE 12 CORPORATE RECORDS, REPORTS AND SEAL

Section 12.1 Minute Book

The Corporation shall keep a minute book in written form which shall contain a record of all actions by the Board or any committee including (i) the time, date and place of each meeting; (ii) whether a meeting is regular or special and, if special, how called; (iii) the manner of giving notice of each meeting and a copy thereof; (iv) the names of the Directors present at each meeting of the Board or any Committee thereof; (v) the vote or abstention of each Board member present for each action taken; (vi) the minutes of all meetings; (vii) any approvals of the minutes thereof; (and (viii) disclosures and recusals from Board actions.

Section 12.2 Books and Records of Account

The Corporation shall keep adequate and correct books and records of account. "Correct books and records" includes, but is not necessarily limited to: accounts of properties and transactions, its assets, liabilities, receipts, disbursements, gains, and losses.

Section 12.3 Articles of Incorporation and Bylaws

The Corporation shall keep at its principal office, the original or a copy of the Articles of Incorporation and Bylaws as amended to date.

Section 12.4 Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns

The Corporation shall at all times keep at its principal office a copy of its federal tax exemption application and, for three years from their date of filing, its annual information returns. These documents shall be open to public inspection and copying to the extent required by the Code.

Section 12.5 Annual Report: Statement of Certain Transactions

The Corporation shall comply with Corporations Code sections 6321 and 6322.

Section 12.6 Directors' Rights of Inspection

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

Section 12.7 Corporate Seal

The corporate seal, if any, shall be in such form as may be approved from time to time by the Board. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

ARTICLE 13 EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

Section 13.1 Execution of Instruments

The Board, except as otherwise provided in these Bylaws, may by resolution authorize any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent, or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 13.2 Checks and Notes

Except as otherwise specifically determined by resolution or policy of the Board, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the Chairperson.

Section 13.3 Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select.

Section 13.4 Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the charitable or public purposes of the Corporation.

ARTICLE 14 CONSTRUCTION AND DEFINITIONS

Unless the context requires otherwise, the general provisions, rules of construction, and definitions of California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine gender includes the feminine and neuter, the singular number includes the plural, the plural number includes the singular, and the term "person" includes both the Corporation and a natural person. All references to statutes, regulations and laws shall include any future statutes, regulations and laws that replace those referenced.

ARTICLE 15 BYLAW AMENDMENTS

Section 15.1 Amendment by Directors

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority vote of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with such charter, the Corporation's Articles of Incorporation, or any laws. Such power is subject to the following limitations:

- a) If any provision of these requires the vote of a larger proportion of the Directors than is otherwise required by law, such provision may not be altered, amended or repealed except by the vote of such greater number.
- b) No amendment may extend the term of a Director beyond that for which such Director was elected.
- c) If bylaws are adopted, amended or repealed at a meeting of the Board of Directors, such action is authorized only at a duly called and held meeting for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefor, is given in accordance with these Bylaws.

ARTICLE 16 FISCAL YEAR OF THE CORPORATION

The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Kinetic Academy, a California nonprofit public benefit corporation; that these Bylaws, consisting of 18 pages, are the Bylaws of this Corporation as adopted by the Board of Directors on _____; and that these Bylaws have not been amended or modified since that date.

Executed on _____ at Huntington Beach,
California.

Michele Asay, Secretary
4933-0914-3985, v. 1

Kinetic Academy

Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect (the "Corporation")'s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

Financial interest for purposes of this policy shall be defined by state conflict of interest laws.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. If necessary, legal counsel shall be sought. If entering into the contract would violate Government Code 1090 or the Political Reform Act, the contract shall not be entered into. If exceptions to these laws allow a contract to be entered into, the procedures under Section 3 still must be complied with.

3. Procedures for Addressing a Conflict of Interest

- a) Other than the disclosure of the nature of the financial interest and all material facts relating to the potential or actual conflict, an interested person shall not influence or attempt to influence

the governing board or administration or make a presentation at the governing board or committee meeting. They shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

- b) The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

Violations of the conflict of interest policy include:

- a) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a) The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a) In the event that the charter school ever permits employees on the governing board, a member of the governing board who receives compensation, directly or indirectly, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

- b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.
- c) A member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a) Has received a copy of the conflicts of interest policy,
- b) Has read and understands the policy,
- c) Has agreed to comply with the policy, and
- d) Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a) Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.



CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME	Kinetic Academy
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE	
NPBC NAME	Kinetic Academy
NPBC MAILING ADDRESS	721 Utica Avenue, Huntington Beach, CA 92648

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

- ☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☒ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

- (a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.
- (b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.
- (c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.
- (d) NPBC satisfies either of the following:
 - (1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.
 - (2) NPBC satisfies all of the following requirements:
 - (i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.
 - (ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

- (iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.
- (e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.
- (f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

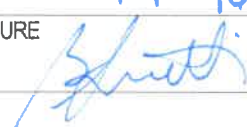
NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE	Bre Lionetti	
REPRESENTATIVE'S POSITION TITLE	Executive Director	
REPRESENTATIVE'S EMAIL	brelionetti@kineticacademy.org	
REPRESENTATIVE'S PHONE NUMBER	714-465-4565	
REPRESENTATIVE'S SIGNATURE		SIGNATURE DATE 6/12/2024

2026-27 BOARD MEETINGS

START TIME FOR ALL MEETINGS: 6:00 PM UNLESS OTHERWISE NOTED

The Kinetic Academy Board of Directors will hold regular meetings on the Thursday following the 3rd Tuesday of the month – Unless otherwise noted by an *.

Agendas will be posted 72 hours prior to the regular board meeting.

Special meetings may be scheduled throughout the year, as necessary, and notification will be made in accordance with our bylaws.

REGULAR BOARD MEETING SCHEDULE

AUGUST 20, 2026
SEPTEMBER 17, 2026
OCTOBER 22, 2026
NOVEMBER 19, 2026
DECEMBER 17, 2026
JANUARY 21, 2027
FEBRUARY 18, 2027
MARCH 18, 2027
APRIL 22, 2027
MAY 20, 2027
JUNE 10, 2027 *

MEETING LOGISTICS

Regular meetings will be held in person at the Kinetic West (Utica) campus unless otherwise noted. Video-conference using virtual meeting room (Zoom) is always available to the public. Details are posted in each agenda.

Submit comments or questions to be read during the public comments portion of the meeting to board@kineticacademy.org at least 1 hour prior to start of meeting. Public comments are limited to 3 minutes per community member.

721 Utica Avenue,
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E info@kineticacademy.org