

**AGENDA for the Joint Meeting of the
Sierra County Board of Education
and the
Sierra-Plumas Joint Unified School District Governing Board**

June 10, 2025

5:00pm CLOSED Session

6:00pm Regular Session

Meeting Location:

Downieville: Downieville School, 130 School St, Downieville CA 95936

Zoom for the public:

Link: <https://us02web.zoom.us/j/89046723758>

*Phone dial-in: 669-900-9128 (Press *6 to unmute)*

Webinar ID: 890 4672 3758

Board Members:

Area 1: Patty Hall – phall@spjUSD.org

Area 2: Rhynie Hollitz (Vice President) – rhollitz@spjUSD.org

Area 3: John Martinetti (Clerk) – jmartinetti@spjUSD.org

Area 4: Kelly Champion (President) – kchampion@spjUSD.org

Area 5: Richard Jaquez – rjaquez@spjUSD.org

Any individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent(s) or designee in writing.

Any student or parent/guardian who wishes to have directory information or personal information, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes should contact the Superintendent(s) or designee in writing.

Public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting, will be made available at Sierra County Office of Education, Room 3, 109 Beckwith Road, Loyalton, CA, 96118, and posted with the online agenda at <http://www.sierracountyschools.org> (Government Code 54957.5).

A. CALL TO ORDER

Please be advised that this meeting will be recorded.

B. ROLL CALL

C. APPROVAL OF AGENDA

D. PUBLIC COMMENT FOR CLOSED SESSION

At this time, the meeting opens for any public comments regarding the Closed Session item(s).

E. CLOSED SESSION

The Board will move into Closed Session to discuss the following item(s):

1. Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board:	James Berardi, County Superintendent Sean Snider, District Superintendent
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Employee Organizations:

Unrepresented Employees:	District Superintendent Sierra-Plumas Teachers' Association Classified Employees Confidential Employees Administrative Employees
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2. Government Code 54957
PUBLIC EMPLOYMENT
Title: Site Administrator
3. Government Code 54957
PUBLIC EMPLOYMENT PERFORMANCE EVALUATION
Title: District Superintendent

F. RETURN TO OPEN SESSION and ADJOURN FOR BREAK

G. 6:00PM – RECONVENE

H. FLAG SALUTE

I. REPORT OUT FROM CLOSED SESSION

J. INFORMATION/DISCUSSION ITEMS

1. Superintendent Reports

COUNTY—SCOE

- a. Continued Advocacy Work
- b. School Attendance Review Board (SARB) 2024-2025 Annual Report**
- c. SCOE Personnel Items:
 1. Assignment of Trenton Norman, Technology Specialist II, 1.0 FTE, effective June 02, 2025

DISTRICT—SPJUSD

- d. Middle School update
 - e. End of year activities
 - f. Facilities update (camera system, roof bid packages, easement from City Park)
 - g. Strategic Planning
2. Business Report
- a. Monthly Chronic Absenteeism Rates**
 - b. Ninth Month SPJUSD Enrollments for the 2024-2025 School Year**
3. SPTA Report
4. Board Self-Evaluation**
5. Committee/Board Member Reports
6. Public Comment – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board. Three (3) minutes may be allotted to each speaker and a maximum of twenty (20) minutes to each subject matter.

K. CONSENT CALENDAR

1. Approval of minutes for the joint Regular Meeting held May 13, 2025**
2. Approval of Board Report-Checks Dated 05/01/2025 through 05/31/2025
 - a. SCOE**
 - b. SPJUSD**
3. Acknowledgement of donation of food from Jadaa's Kitchen to Downieville Jr/Sr High School students during state testing valued at \$210**
4. Approval of the California Interscholastic Federation Representatives for the 2025-2026 School Year**
5. Approval of the following SPJUSD personnel items:
 - a. Assignment of Margaret Binkley, 2025-2026 Advisor Club Live, Loyalton Grades 7-8
 - b. Approval of Teaching Principal, Loyalton Middle School, 1.0 FTE
 - c. Authorization to fill Teaching Principal, Loyalton Middle School, 1.0 FTE
 - d. Assignment of Laurie Petterson, Teaching Principal, Loyalton Middle School, 1.0 FTE, effective July 01, 2025

L. ACTION ITEMS

1. New Business

COUNTY & DISTRICT—SCOE & SPJUSD

PUBLIC HEARING – SCOE/SPJUSD Local Control and Accountability Plan

- a. Public Hearing to receive public comment on the 2025-2026 LCAP
The LCAP is available for public inspection online at www.sierracountyschools.org and at the Sierra County Office of Education, 109 Beckwith Road, Room 3, Loyalton, California, during business hours M-F 8:00am-4:30pm.
- b. Presentation of the SCOE/SPJUSD 2025-2026 Local Control and Accountability Plan (LCAP)**

PUBLIC HEARING – SCOE and SPJUSD Budgets

- c. Public Hearing to receive public comment on the 2025-2026 SCOE and SPJUSD Budgets
The SCOE and SPJUSD budgets are available for public inspection online at www.sierracountyschools.org and at the Sierra County Office of Education, 109 Beckwith Road, Room 3, Loyalton, California, during business hours M-F 8:00am-4:30pm.
- d. Presentation of the 2025-2026 Budgets
 - 1. SCOE**
 - 2. SPJUSD**
- e. Adoption of Resolution 25-007C/25-010D designating additional signers via Office of Public School Construction Online**
- f. Approval of Employment Agreement for Site Administrator/County Superintendent*

PUBLIC HEARING – SPTA Initial Proposal

- g. Public Hearing to receive public comment on the Initial Proposal from Sierra-Plumas Teachers Association to open negotiations for 2025-2028**

DISTRICT—SPJUSD

- h. Approval of School Plan for Student Achievement for the following:
 - 1. Downieville Schools**
 - 2. Loyalton Elementary School**
 - 3. Loyalton High School/Sierra Pass**
- i. Approval of Teacher, Loyalton Middle School, .42858 FTE (3 periods)
- j. Authorization to fill Teacher, Loyalton Middle School, .42858 FTE (3 periods)
- k. Approval of new Job Description for Middle School Secretary/Districtwide Attendance Clerk**
- l. Approval of quotes for asbestos abatement
 - 1. Downieville Schools**
 - 2. Loyalton Elementary School**
 - 3. Loyalton High School**
- m. Approval of quotes for carpeting
 - 1. Downieville Schools**
 - 2. Loyalton Elementary School**
 - 3. Loyalton High School**
- n. Approval to surplus 1998 Chevrolet (LHS service truck), vin 1GCGK24R0WZ275420

BOARD POLICIES AND BYLAWS

Board Bylaw 9310: "The Superintendent or designee shall develop and present a first reading at a public Board meeting and action may be taken on the proposed policy. The Board may require additional readings if necessary."

Batch from May 13th – Second Reading

- o. 1312.2—Complaints Concerning Instructional Materials^^
- p. 1340—Access to District Records^^
- q. 3311—Bids^^
- r. 3311.1—Uniform Public Construction Cost Accounting Procedures^^
- s. 3312—Contracts^^
- t. 3516.5—Emergency Schedules^^
- u. 3580—District Records^^
- v. 4151~4251~4351—Employee Compensation^^
- w. 4158~4258~4358—Employee Security^^

New for June 10th – First Reading

- x. 6142.93—Science Instruction**
- y. 6142.94—History-Social Science Instruction**
- z. 6159—Individualized Education Program**
- aa. 6159.2—Nonpublic, Nonsectarian School and Agency for Special Education**
- bb. 9224—Oath of Affirmation**
- cc. 9260—Legal Protection**

Annual Review 2025

- dd. 5116.1—Intradistrict Open Enrollment**
- ee. 6145—Extracurricular and Cocurricular Activities**

M. ADVANCED PLANNING

1. The next Regular Joint Board Meeting will be held on **June 24, 2025**, at Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118 at **5:00pm**. If needed, Closed Session may be held before the Regular session beginning at **4:00pm**. Zoom videoconferencing will be available for the public.
2. Suggested Agenda Items

N. ADJOURN



James Berardi,
County Superintendent



Sean Snider,
District Superintendent

** enclosed

* handout

^^ prior meeting handout

James Berardi, County Superintendent – jberardi@spjUSD.org

Sean Snider, District Superintendent – ssnider@spjUSD.org

Kristie Jacobsen, Executive Assistant to the Superintendents – kjacobsen@spjUSD.org

Randy Jones, Director of Business Services/CBO – rjones@spjUSD.org

Office: 530-993-1660 x0

Email schoolinfo@spjUSD.org to be added to the agenda email list.

COUNTY/DISTRICT SCHOOL ATTENDANCE REVIEW BOARD (SARB)								
Annual Summary for 2024-25								
Sierra County Office of Education ~ Sierra-Plumas Joint Unified School District								
PO Box 955, Loyalton CA 96118								
James Berardi, Chairperson								
CASES REFERRED TO SARB FOR HEARINGS								
**As of May 15, 2025 (last meeting of the school year - cancelled due to no quorum)								
STUDENT ID NUMBER	GRADE LEVEL	GENDE R	AREA OF CONCERN	DATE	Parent Attendance	Action		
11202	9	M	Habitual Truancy	1/16/2025	Yes	No action - plan in place by parent		
11023	9	M	Habitual Truancy	1/16/2025	Yes	No action - alternate plan discussed with parent		
11293	9	F	Habitual Truancy	1/16/2025	No	No action - attendance improved since last letter		
11269	6	M	Chronic Truancy	4/17/2025	No	Directive set up		
11016	10	M	Irregular Attendance	4/17/2025	Yes	Directive set up		
11201	11	F	Habitual Truancy	5/15/2025	No	Meeting cancelled due to no quorum		
11522	3	M	Habitual Truancy	5/15/2025	No	Meeting cancelled due to no quorum		
Downieville Elementary School: 3 students on Watch List								
Downieville Jr/Sr High School: 0 students on Watch List								
Loyalton Elementary School: 11 students on Watch List								
Loyalton Jr/Sr High School: 16 students on Watch List								
Sierra Pass: 4 students on Watch List								

Chronic Absenteeism Rates as of June 5, 2025

Chronic absenteeism refers to the number (or percentage) of students in grades **TK through 8th grade** who have missed 10% or more of school days for **any reason**. At this point in the year, students who have missed **17 or more days** are considered chronically absent. By the end of the school year, this number increases to **18 days**.

2024-2025 School Year as of June 5 (This Year)

	January	February	March*	April	May	June
Loyalton Elementary School	19%	15%	8%	11%	10%	13%
Downieville Elementary	9%	11%	16%	15%	15%	15%
Loyalton High School	13%	11%	6%	19%	27%	27%
Downieville Jr/Sr High School	11%	20%	12%	27%	18%	27%
Sierra Pass	N/A	N/A	N/A	N/A	N/A	N/A
District	17%	11.4%	8.40%	13%	14%	16%

2023-2024 School Year as of June 6 (Last Year)

	January	February	March*	April	May	June
Loyalton Elementary School	13%	15%	15%	25%	27%	27%
Downieville Elementary	31%	23%	26%	35%	35%	36%
Loyalton High School	13%	17%	17%	32%	32%	30%
Downieville Jr/ Sr High School	11%	6%	6%	9%	0%	9%
Sierra Pass	N/A	N/A	N/A	N/A	N/A	N/A
District	15%	16%	16%	27%	28%	28%

ENROLLMENT BY SCHOOL MONTH - 2024-2025

****As of 05/20/2025**

	Downieville Elementary	Loyalton Elementary	Downieville Jr High	Loyalton Jr High	Downieville Sr High	Loyalton Sr High	Sierra Pass Continuation	Long-Term ISP/SDC	TOTAL
Ending 2023-2024	27	193	10	41	12	114	6	included in site #	403
1st Day 2024-2025	27	200	10	47	9	120	3	included in site #	416

	Month									
September	1	26	203	10	47	9	122	3	included in site #	420
08/21/24-09/13/24										
October	2	26	203	10	47	9	118	5	included in site #	418
09/16/24-10/11/24										
November	3	24	198	9	47	9	117	6	included in site #	410
10/14/24-11/08/24										
December	4	23	198	9	47	9	119	5	included in site #	410
11/12/24-12/06/24										
January	5	23	199	9	47	9	118	5	included in site #	410
12/09/24-01/17/25										
February	6	22	202	8	46	10	117	4	included in site #	409
01/21/25-02/14/25										
March	7	22	202	8	46	10	116	5	included in site #	409
02/18/25-03/14/25										
April	8	22	200	9	44	10	116	5	included in site #	406
03/18/25-04/11/25										
May	9	24	200	9	45	10	113	7	included in site #	408
04/14/25-05/09/25										
June	10								included in site #	0
05/13/25-06/06/25										

2023-2024	SPJUSD	SCOE	Washoe
P1 ADA	358.58	0.74	13.34
P2 ADA	357.90	0.74	13.37
Annual	358.02	0.74	13.33

Long-Term ISP	
DES	0
LES	6
DHS	0
LHS	6

2022-2023	SPJUSD	SCOE	Washoe
P1 ADA	354.53	0.70	13.50
P2 ADA	351.20	0.70	12.97
Annual	352.11	0.70	13.46



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Board Self-Evaluation

Overview

CSBA's Electronic Board Self-Evaluation provides an online assessment tool enabling board governance teams to step back and assess their effectiveness in meeting core responsibilities. After each board member and superintendent complete the evaluation individually, a full report of the results will be provided, often revealing a range of perceptions regarding the governance team's performance.

The Electronic Board Self-Evaluation tool was developed through collaborative efforts between board members across the state and field experts with more than 30 years experience providing guidance to school boards. Each of the characteristics to which the board and governance team will be evaluated has been purposefully chosen to provide insights to the board in order to inform and drive improvement. The evaluation is divided into two parts. Part one consists of questions regarding the conditions of effective governance. Part two contains questions that address the board's five major responsibilities. Learn more about the components of each part of this assessment.

Cost: \$300 per governance team. The fee is waived if the evaluation is incorporated into a [Governance Consulting workshop](#).

[Contact us](#) to sign up and get started. Once you have been given access, you may [begin your assessment here](#).

**MINUTES for the Joint Meeting of the
Sierra County Board of Education
and the
Sierra-Plumas Joint Unified School District Governing Board**

May 13, 2025

5:00pm CLOSED Session

6:00pm Regular Session

*Loyalton: Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118
Zoom videoconferencing was also available for the public.*

A. CALL TO ORDER

President KELLY CHAMPION called the meeting to order at 5:00pm.

B. ROLL CALL

PRESENT: *Area 1: Patty Hall
Area 2: Rhynie Hollitz (Vice President)
Area 3: John Martinetti (Clerk)
Area 4: Kelly Champion (President)
Area 5: Richard Jaquez*

ABSENT: *None*

C. APPROVAL OF AGENDA

*HALL/JAQUEZ
5/0*

D. PUBLIC COMMENT FOR CLOSED SESSION

None

E. CLOSED SESSION

The Board moved into Closed Session *at 5:00pm* to discuss the following item(s):

1. Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board: James Berardi, County Superintendent
Sean Snider, District Superintendent

Employee Organizations:

Unrepresented Employees: District Superintendent
Sierra-Plumas Teachers' Association
Classified Employees
Confidential Employees
Administrative Employees

2. Government Code 54957

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: District Superintendent

F. RETURN TO OPEN SESSION *at 5:55pm* and ADJOURN FOR BREAK

G. 6:02PM – RECONVENE

H. FLAG SALUTE

I. REPORT OUT FROM CLOSED SESSION

MARTINETTI: No action was taken.

***Only the first item was discussed. Closed Session will resume at the end of the meeting to discuss the second item.*

J. INFORMATION ITEMS

1. Superintendent Reports

COUNTY—SCOE

a. Continued Advocacy Work

BERARDI: Electric bus ride-along in Sacramento with state representatives was cancelled today. Will try to reschedule. Important to continue advocating for a change in law, especially for rural schools.

b. SCOE Personnel Items:

1. Resignation for Dylan Abbott, Technology Specialist, 1.0 FTE, effective April 18, 2025
2. Resignation for Tamara Hubbs, Speech Aide, .60 FTE (18 hours/week), effective June 06, 2025

DISTRICT—SPJUSD

c. Final report on District Superintendent goals for 2024-2025

SNIDER provided a quick overview of final report.

d. Bid Packages for LES Roof and DVL Cafeteria Roof

SNIDER: Next projects to embark on. Hoping for bid packages ready to go out in the next couple weeks. Planning for presenting a bid at board meeting June 24th.

e. State School Facilities Program

SNIDER: Taking steps to make sure we meet requirements for reimbursements and/or state matching funds on certain facilities projects.

f. May is Employee Appreciation Month

SNIDER: Teacher Appreciation week last week and Classified Employee Appreciation week this week.

g. LHS Band Concert

SNIDER: Amazing performance! Lots of talent in our little community.

2. Business Report

a. Letter from the California Department of Education concurring with the positive certification for the 2024-2025 Second Interim Reports for SCOE and SPJUSD

b. Monthly Chronic Absenteeism Rates

c. Eighth Month SPJUSD Enrollments for the 2024-2025 School Year

3. Board Meeting Spotlight on Schools: Loyalton Elementary School

Slide show presented by Staci Armstrong and Owen McIntosh.

Highlights: PBIS Character Focus—different character trait every two months: kindness, manners, integrity, friendship. Strong Literacy Work—Shelby's work through RTI, mini debates. Decreasing Chronic Absenteeism—major increase in short-term ISPs, attendance incentives. Music—Christmas concert in the high school gym, orchestra for 4th-6th grades, musical field journals, reinforce literacy. Sports Club—over 150 students

TK-8th grade participated in sports this year. Theme this year for all staff and students has been Joyful Excellence.

4. SPTA Report

SPTA members PRAKASH, BURNS and JOY presented a "Vote of No Confidence" for board member CHAMPION requesting she step down as Board President.

5. Committee/Board Member Reports

CHAMPION: Budget Committee meeting held today. Looked at middle school funding and projected expenses. Also discussed revenues vs. expenditures by site and programs in the district. Next meeting is scheduled for June 24th at 3pm.

6. Public Comment

None

K. CONSENT CALENDAR

1. Approval of minutes for the joint Regular Meeting held April 08, 2025
2. Approval of minutes for the joint Special Meeting held May 07, 2025
3. Approval of Board Report-Checks Dated 04/01/2025 through 04/30/2025
 - a. SCOE
 - b. SPJUSD
4. Approval of the following SPJUSD personnel items:
 - a. Assignment of Caroline Griffin to Teach Core Subjects out of Credential Authorization for the 2024-2025 School Year
 - b. Resignation for Alysia Massey, Cafeteria Worker, .44 FTE (3.5 hours/day), effective May 20, 2025
 - c. Authorization to fill Cafeteria Worker, .44 FTE (3.5 hours/day)
 - d. Transfers for the following to Loyalton Middle School for the 2025-2026 school year:
 1. Laurie Petterson (from LES)
 2. Margaret Binkley (from LHS)
 3. Jason Rosecrans (from LHS)
 - e. Authorization to fill Secretary, Loyalton Middle School, 1.0 FTE (8 hrs/day)
 - f. Authorization to fill 2 Instructional Aides, Loyalton Middle School, .58 FTE each (3.5 hrs/day)
 - g. Authorization to fill Custodian, Loyalton Middle School, .5 FTE (4 hrs/day)

~~HALL/HOLLITZ~~

~~5/0~~

Action rescinded.

~~CHAMPION/HOLLITZ~~

4/0 (1 Abstention – HALL (not present for Regular Meeting 4/8/25))

L. ACTION ITEMS

1. New Business

COUNTY & DISTRICT—SCOE & SPJUSD

- a. Adoption of Resolution 25-006C/25-009D declaring Classified School Employee Week
CHAMPION/HALL
5/0

COUNTY—SCOPE

PUBLIC HEARING – SELPA

- b. Public Hearing *opened at 6:39pm* to receive public comment on the 2025-2026 SCOPE SELPA Annual Budget and Service Plan. *Closed at 6:40pm with no comment.*

The SCOPE SELPA Annual Budget and Service plan is available for public inspection online at www.sierracountyschools.org and at the Sierra County Office of Education, 109 Beckwith Road, Room 3, Loyalton, California, during business hours M-F 8:00am-4:30pm.

- c. Adoption of the 2025-2026 SCOPE SELPA Annual Budget and Service Plan
HALL/JAQUEZ
5/0

DISTRICT—SPJUSD

- d. Approval of assignments for the 2025-2026 Extra Duty stipend positions
HALL/HOLLITZ
5/0

1. Coaching
2. Non-Coaching

- e. Approval of selection of Reading Difficulties Risk Screener
SNIDER recommending Amplify DIBELS screener.
JAQUEZ motioned to approve the use of Amplify's DIBELS screener. Second by HOLLITZ.
5/0

- f. Approval of quote for Reading Difficulties Risk Screener
HALL/HOLLITZ
5/0

- g. Approval of quote for District Office and Wellness Center foundation work
HOLLITZ/HALL
5/0

- h. Approval of quote for new ramps for portables
JAQUEZ/HALL
5/0

BOARD POLICIES AND BYLAWS

Board Bylaw 9310: "The Superintendent or designee shall develop and present a first reading at a public Board meeting and action may be taken on the proposed policy. The Board may require additional readings if necessary."

Batch from April 8th – Second Reading

HOLLITZ/HALL

4/1 (MARINETTI)

- i. 5125—Student Records
- j. 5131—Conduct
- k. 5131.6—Alcohol and Other Drugs
- l. 5131.8—Mobile Communication Devices
- m. 5141.5—Mental Health
- n. 5141.52—Suicide Prevention
- o. 5145.13—Response to Immigration Enforcement

New for May 13th – First Reading

Postponed to June for Second Reading.

- p. 1312.2—Complaints Concerning Instructional Materials
- q. 1340—Access to District Records
- r. 3311—Bids
- s. 3311.1—Uniform Public Construction Cost Accounting Procedures
- t. 3312—Contracts
- u. 3516.5—Emergency Schedules
- v. 3580—District Records
- w. 4151~4251~4351—Employee Compensation
- x. 4158~4258~4358—Employee Security

M. ADVANCED PLANNING

1. The next Regular Joint Board Meeting will be held on June 10, 2025, at Downieville School, 130 School St, Downieville CA 95936 at 6:00pm. If needed, Closed Session may be held before the Regular session beginning at 5:00pm. Zoom videoconferencing will be available for the public.

2. Suggested Agenda Items

None

N. RESUME CLOSED SESSION at 7:05pm

O. RETURN TO OPEN SESSION at 8:20pm

P. REPORT OUT FROM CLOSED SESSION

MARTINETTI: The second item was for discussion only. No action was taken.

N-Q. ADJOURN

CHAMPION adjourned the meeting at 8:20pm.

James Berardi,
County Superintendent

Sean Snider,
District Superintendent

John Martinetti, Clerk

**SIERRA COUNTY BOARD OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
Closed Session Reporting Form**

DATE: May 13, 2025

CLOSED SESSION BEGAN AT: 5:00 P.M.

BOARD MEMBERS PRESENT:

☒ Patty Hall ☒ Rhynie Hollitz ☒ John Martinetti ☒ Kelly Champion ☒ Richard Jaquez

OTHERS PRESENT:

- ☒ James Berardi, County Superintendent
☒ Sean Snider, District Superintendent
☐ Randy Jones, Director of Business Service/CBO
☐ Carol Wieckowski, Evans, Wieckowski, Ward & Scoffield LLP, Legal Counsel
☐ _____
☐ _____

I. SESSION TOPIC(S):

Item #1—Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board:

James Berardi, County Superintendent

Sean Snider, District Superintendent

Employee Organizations:

Unrepresented Employees:

District Superintendent

Sierra-Plumas Teachers' Association

Classified Employees

Confidential Employees

Administrative Employees

RESULT:

- ☐ DIRECTION WAS GIVEN TO SUPERINTENDENT
☒ THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.
☐ A ROLL CALL VOTE WAS TAKEN:
HALL _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____
☐ A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:
HALL _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____

Item #2—Government Code 54957

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: District Superintendent

RESULT:

- ☐ DIRECTION WAS GIVEN TO SUPERINTENDENT
☒ THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.
☐ A ROLL CALL VOTE WAS TAKEN:
HALL _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____
☐ A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:
HALL _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____

**SIERRA COUNTY BOARD OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
Closed Session Reporting Form**

II. ENDED CLOSED SESSION AT 8:20 P.M. AND RETURNED TO OPEN SESSION

PRESIDED BY:

Kelly Champion
Kelly Champion, PRESIDENT

RECORDED BY:

John Martinetti
John Martinetti, CLERK

Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00017467	05/13/2025	ALHAMBRA	11-4330	WATER SERVICE		46.94
00017468	05/13/2025	AMAZON CAPITAL SERVICES	11-4320	CLEANING SUPPLIES		129.06
00017469	05/13/2025	AT&T	11-5900	PHONE		176.57
00017470	05/13/2025	DONALD BERGSTROM	01-5810	SPED/DO CLEANING	1,225.00	
			01-5899	SPED/DO CLEANING	525.00	1,750.00
00017471	05/13/2025	MELANIE CHRISTIAN	01-5810	TRANSPORTATION REIMBURSE		1,386.00
00017472	05/13/2025	MICAH COHEN, MOT, OTR/L	01-5810	OCCUPATIONAL THERAPY SERVICES		2,819.39
00017473	05/13/2025	ELEVATION TRUCKEE	01-5810	TRANSITIONAL SERVICES		3,528.00
00017474	05/13/2025	JULIE HAMMOND, DPT FEATHER RIVER PHYSICAL THERAPY	01-5810	PHYSICAL THERAPY SERVICES		1,820.88
00017475	05/13/2025	KELLI GROCK	01-5100	COUNSELING SERVICES	3,278.52	
			01-5810	COUNSELING SERVICES	1,091.48	4,370.00
00017476	05/13/2025	WENDY JACKSON	01-5899	CONFERENCE TRAVEL	165.50	
			11-5200	CONFERENCE TRAVEL	165.50	331.00
00017477	05/13/2025	JOEL TILLMAN	11-5810	TECH SUPPORT		322.13
00017478	05/13/2025	LAUREN JONES BEHAVIORAL CONSULTANT	01-5899	BEHAVIORAL CONSULTANT		6,942.00
00017479	05/13/2025	LES SCHAWB	01-4350	VEHICLE SERVICE		39.96
00017480	05/13/2025	LIBERTY UTILITY CA	01-5500	ELECTRICAL SERVICE	1,635.10	
			11-5500	ELECTRICAL SERVICE	304.39	1,939.49
00017481	05/13/2025	MASTERCRAFT HARDWOOD LUMBER INC.	01-4300	SHOP SUPPLIES		480.08
00017482	05/13/2025	ODP BUSINESS SOLUTIONS LLC	01-4330	OFFICE SUPPLIES	59.86	
			11-4300	CLASS SUPPLIES	30.36	90.22
00017483	05/13/2025	SAVVAS LEARNING COMPANY LLC	01-5810	PROFESSIONAL DEVELOPMENT		3,500.00
00017484	05/13/2025	PITNEY BOWES, INC.	01-5600	POSTAGE MACHINE LEASE	51.34	
			01-5899	POSTAGE MACHINE LEASE	154.02	205.36
00017485	05/13/2025	PLACER COUNTY OFFICE OF EDUCATION	01-5810	TEACHER INDUCTION		4,650.00
00017486	05/13/2025	PLUMAS COUNTY OFFICE OF EDUCATION	01-5300	CAPITOL ADVISORS GROUP		5,000.00
00017487	05/13/2025	PLUMAS-SIERRA TELECOMMUNICATIONS	11-5900	BROADBAND SERVICE		109.00
00017488	05/13/2025	RANDY JONES	01-5200	MILEAGE	183.75	
			01-5899	MILEAGE	183.75	367.50
00017489	05/13/2025	UBEO WEST LLC	11-5600	COPIER/MAINTENANCE		49.28
00017490	05/13/2025	SIERRA COUNTY OFFICE OF EDUCATION	01-5808	BANK SERVICE FEES		80.15
00017491	05/13/2025	SIERRA VALLEY HOME CENTER	01-4300	SHOP CLASS SUPPLIES	1,374.49	
			11-4320	MAINT SUPPLIES	30.00	1,404.49
00017492	05/13/2025	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	HEALTH INSURANCE	1,794.00	
			76-9576	HEALTH INSURANCE	30,156.40	31,950.40
00017493	05/29/2025	KIMBERLY ASKEW	01-5200	PER DIEM		193.20
00017494	05/29/2025	AT&T	11-5900	PHONE		177.66

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Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00017495	05/29/2025	JAMES BERARDI	01-5200	CCS TRAVEL		476.09
00017496	05/29/2025	CASAS	11-5200	CASAS SUMMER INSTITUTE		845.00
00017497	05/29/2025	KELLY CHAMPION	01-5200	PER DIEM	34.23	
				PER DIEM/MILEAGE/PARKING	332.80	
			01-5899	PER DIEM	34.23	401.26
00017498	05/29/2025	MSTS RECEIVABLES LLC.	01-4300	SHOP CLASS SUPPLIES		226.01
00017499	05/29/2025	INTERMOUNTAIN DISPOSAL, INC.	01-5899	GARBAGE SERVICE	118.50	
			11-5500	GARBAGE SERVICE	37.91	156.41
00017500	05/29/2025	LASSEN COUNTY OFFICE OF EDUCATION	01-5810	ADAPTIVE PE SERVICES		593.26
00017501	05/29/2025	LIBERTY UTILITY CA	01-5500	ELECTRICAL SERVICE	1,578.74	
			11-5500	ELECTRICAL SERVICE	271.63	1,850.37
00017502	05/29/2025	POWERSCHOOL GROUP, LLC	01-5200	POWERSCHOOL UNIVERSITY	8,100.00	
			01-5899	POWERSCHOOL UNIVERSITY	8,100.00	16,200.00
00017503	05/29/2025	PRESENCELEARNING, INC.	01-5810	PRESENCE LEARNING		9,295.75
00017504	05/29/2025	RHYNIE HOLLITZ	01-5200	PER DIEM		69.30
00017505	05/29/2025	U.S. BANK	01-4300	EPOXY	428.99	
			01-4330	STAMPED ENVELOPES	451.75	
			01-4400	LAPTOP	1,081.57	
			01-5200	CCS TRAVEL	2,172.46	
				HOTEL ACCOMODATIONS	2,277.68	
				REGISTRATION	1,655.00	
			01-5810	DOMAIN RENEWAL	115.85	
			11-4300	OVEN THERMOMETERS	22.65	
			11-4320	CLEANING SUPPLIES	143.01	8,348.96
00017506	05/29/2025	U.S. BANK VOYAGER	01-4350	FUEL EXPENSE	196.26	
			01-5200	FUEL EXPENSE	224.95	
			01-5899	FUEL EXPENSE	98.59	
			11-5200	FUEL EXPENSE	36.15	555.95
Total Number of Checks					40	112,877.12

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	32	79,823.48
11	ADULT EDUCATION	16	2,897.24
76	Payroll Clearing	1	30,156.40

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Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
			Total Number of Checks	40	112,877.12	
			Less Unpaid Sales Tax Liability		.00	
			Net (Check Amount)		<u>112,877.12</u>	

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

Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00087569	05/13/2025	AIRGAS, USA, LLC	01-5600	TANK RENTAL LHS/DVL		539.82
00087570	05/13/2025	AMAZON CAPITAL SERVICES	01-4300	CABLES	29.16	
				music program	444.76	
			01-4330	office supplies	155.56	629.48
00087571	05/13/2025	AMERICAN EAGLE ENTERPRISES	01-5890	BLEACHER INSPECTION		2,350.00
00087572	05/13/2025	AMERIGAS	01-5540	PROPANE		4,029.58
00087573	05/13/2025	APPLE COMPUTER, INC.	01-4400	SMARTBOARDS		535.18
00087574	05/13/2025	STACI ARMSTRONG	01-4300	ATTENDANCE AWARDS		60.55
00087575	05/13/2025	AT&T	01-5890	PHONE SERVICES	60.19	
			01-5899	PHONE SERVICES	27.55	
			01-5910	PHONE SERVICES	634.52	722.26
00087576	05/13/2025	BLUE NOTE B'S HORN SHOP	01-5890	INSTRUMENT REPAIR		2,266.38
00087577	05/13/2025	BRADY INDUSTRIES	01-4400	VACUUM		637.09
00087578	05/13/2025	PAMELA BRANDON	01-5600	TECH COTTAGE RENTAL		100.00
00087579	05/13/2025	CDW GOVERNMENT, INC	01-4300	CHROMEBOOKS		4,550.57
00087580	05/13/2025	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	4,874.85	
			01-5899	WATER AND SEWER - LOYALTON SITES	283.57	5,158.42
00087581	05/13/2025	DERRICK KOCH	01-4305	FNL REIMBURSEMENT		135.70
00087582	05/13/2025	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	Water		164.60
00087583	05/13/2025	EMPLOYMENT DEVELOPMENT DEPARTMENT	01-3502	1ST QTR QTR LOCAL EXPERIENCE CHARGE		200.55
00087584	05/13/2025	EDULINK SYSTEMS INC.	Reissued			3,000.00 *
		Reissued on 05/23/2025				
00087585	05/13/2025	EDWARDS, STEVENS AND TUCKER, LLP	01-5810	LEGAL FEES		4,941.50
00087586	05/13/2025	CAROLINE GRIFFIN	01-5200	Reim. for Hotel Rooms		718.02
00087587	05/13/2025	JANET HAMILTON	01-5600	TECH COTTAGE RENTAL		100.00
00087588	05/13/2025	HUNT & SONS, INC.	01-5590	HEATING OIL		1,719.45
00087589	05/13/2025	JOSHUA WILKINSON	01-5200	DMV FEES		299.39
00087590	05/13/2025	SONIA JOY	01-4305	FNL REIMBURSEMENT		67.40
00087591	05/13/2025	LES SCHWAB TIRE CENTER	01-4350	Vehicle maintenance		259.90
00087592	05/13/2025	LIBERTY UTILITY CA	01-5510	ELECTRIC - LOYALTON SITES	15,175.95	
			01-5899	ELECTRIC - LOYALTON SITES	878.99	16,054.94
00087593	05/13/2025	LUDWIG HINRICHS	01-5890	ELOP INSTRUCTOR		500.00
00087594	05/13/2025	MODEL DAIRY, LLC	13-4700	DAIRY PRODUCTS		1,004.31
00087595	05/13/2025	MOUNTAIN MESSENGER	01-5890	ADVERTISEMENTS AND PUBLIC HEARINGS		53.96
00087596	05/13/2025	MYSTERY SCIENCE INC.	01-5890	curriculum membership		999.00
00087597	05/13/2025	ODP BUSINESS SOLUTIONS LLC	01-4302	Paper		221.79

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Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00087598	05/13/2025	RANDY JONES	01-4340	KITCHEN SUPPLIES		71.00
00087599	05/13/2025	UBEO WEST LLC	01-5600	COPIER MAINT.	760.81	
			01-5899	COPIER MAINT.	185.92	946.73
00087600	05/13/2025	RICHARD BAKER PROJECTS	40-5890	PROJECT MANAGER		4,031.25
00087601	05/13/2025	RUA & SON MECHANICAL, INC	40-6200	ROOF REPLACEMENT PROJECT	57,811.74	
			40-9515	ROOF REPLACEMENT PROJECT	2,890.59-	54,921.15
00087602	05/13/2025	SIERRA BOOSTER	01-5890	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES		138.00
00087603	05/13/2025	SIERRA COUNTY HEALTH DEPARTMENT	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00087604	05/13/2025	INTERMOUNTAIN DISPOSAL, INC.	01-5520	GARBAGE SERVICE	724.18	
			01-5899	GARBAGE SERVICE	13.33	737.51
00087605	05/13/2025	SIERRA VALLEY LITTLE LEAGUE	01-4305	POLES		270.00
00087606	05/13/2025	SIERRA VALLEY HOME CENTER	01-4300	MISC. AG SUPPLIES	529.36	
			01-4320	MAINT SUPPLIES	46.04	
				MAINT. SUPPLIES	329.62	905.02
00087607	05/13/2025	SIERRA-PLUMAS JOINT UNIFIED	01-5890	RENTAL CAR		1,344.62
00087608	05/13/2025	SEAN SNIDER	01-5890	NOTARY FEES		15.00
00087609	05/13/2025	CDE, CASHIER'S OFFICE	13-4700	COMMODITIES	650.73	
			13-8221	COMMODITIES	445.98-	204.75
00087610	05/13/2025	SYSCO FOOD SVCS OF SACRAMENTO	13-4340	CAFETERIA - FOOD AND SUPPLIES	240.94	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	6,168.85	6,409.79
00087611	05/13/2025	TEAM ONE NETWORKING	01-5899	PHONE SERVICES	14.00	
			01-5910	PHONE SERVICES	126.00	140.00
00087612	05/13/2025	TERMINIX PROCESSING CENTER	01-5890	PEST CONTROL -LES/LHS		199.92
00087613	05/13/2025	TINYEYE TECHNOLOGIES CORP c/o V68000U	01-5890	THERAPY SERVICES		19,857.07
00087614	05/13/2025	TRI COUNTY SCHOOLS INS. GR.	01-9535	HEALTH INSURANCE	128.39	
			76-9576	HEALTH INSURANCE	89,863.97	89,992.36
00087615	05/13/2025	UC SCOUT	01-5890	ONLINE COURSES		3,591.00
00087616	05/13/2025	WASHOE COUNTY SCHOOL DISTRICT	01-9510	2023-24 TUITION		100,230.00
00087617	05/23/2025	EDULINK SYSTEMS INC.	01-5890	EDULINK SUPPORT CONTRACT		3,000.00
00087618	05/29/2025	ACCO ENGINEERED SYSTEMS	13-5600	KITCHEN EXHAUST FAN		510.00
00087619	05/29/2025	AIRGAS, USA, LLC	01-5600	TANK RENTAL LHS/DVL		383.50
00087620	05/29/2025	AMAZON CAPITAL SERVICES	01-4302	TONER	136.95	
			01-4305	Softball Supplies	10.71	
			01-4320	FAUCET	674.88	
				Flags/lpad Case	16.59-	
				maint. supplies	115.99	

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Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00087620	05/29/2025	AMAZON CAPITAL SERVICES	01-4320	maintenance supplies	127.50	
			01-4330	NURSE SUPPLIES	68.03	
			01-4340	BULLETIN BOARD	30.56	1,148.03
00087621	05/29/2025	STACI ARMSTRONG	01-4300	ATTENDANCE AWARDS		52.97
00087622	05/29/2025	KIMBERLY ASKEW	01-5200	PER DIEM/PARKING		258.00
00087623	05/29/2025	AT&T	01-5890	PHONE SERVICES	60.77	
			01-5899	PHONE SERVICES	27.79	
			01-5910	PHONE SERVICES	639.13	727.69
00087624	05/29/2025	KATRINA BOSWORTH	01-5200	MILEAGE		138.60
00087625	05/29/2025	KELLY CHAMPION	01-5200	MILEAGE/PER DIEM/EXPENSES	826.91	
			01-5899	MILEAGE/PER DIEM/EXPENSES	826.91	1,653.82
00087626	05/29/2025	DIXON SMARTSCHOOLHOUSE LLC	40-5890	FACILITY MASTER PLAN		13,250.00
00087627	05/29/2025	FLINN SCIENTIFIC, INC.	01-4300	Physics Labs		539.60
00087628	05/29/2025	FOLLETT SCHOOL SOLUTIONS	01-5890	DESTINY RENEWAL		5,373.24
00087629	05/29/2025	SONIA JOY	01-4305	FNL REIMBURSEMENT		103.81
00087630	05/29/2025	K 12 MANAGEMENT DBA FUELED	01-5890	STUDENT LICENSE BLOCK/ISP COURSES		250.00
00087631	05/29/2025	LES SCHWAB TIRE CENTER	01-4350	Vehicle Maintenance		77.69
00087632	05/29/2025	LIBERTY UTILITY CA	01-5510	ELECTRIC - LOYALTON SITES	11,794.31	
			01-5899	ELECTRIC - LOYALTON SITES	868.20	12,662.51
00087633	05/29/2025	LUDWIG HINRICHS	01-5890	ELOP INSTRUCTOR		750.00
00087634	05/29/2025	MARTIN EARTHWORKS	01-6200	BUILDING PREP WORK		5,000.00
00087635	05/29/2025	MARTIN EARTHWORKS	01-6200	BUILDING PREP WORK		5,000.00
00087636	05/29/2025	MODEL DAIRY, LLC	13-4700	DAIRY PRODUCTS		822.96
00087637	05/29/2025	MOUNTAIN MESSENGER	01-5890	ADVERTISEMENTS AND PUBLIC HEARINGS		53.96
00087638	05/29/2025	ODP BUSINESS SOLUTIONS LLC	01-4330	OFFICE SUPPLIES	334.96	
			01-5899	OFFICE SUPPLIES	111.65	446.61
00087639	05/29/2025	PACIFIC GAS & ELECTRIC COMPANY	01-5510	Electricity		4,133.04
00087640	05/29/2025	PETERNELL ELECTRIC	40-5890	ROOF WORK		2,328.00
00087641	05/29/2025	PITNEY BOWES BANK, INC. RESERVE ACCOUNT	01-5899	POSTAGE FOR MACHINE	375.00	
			01-5900	POSTAGE FOR MACHINE	1,125.00	1,500.00
00087642	05/29/2025	SIERRA-PLUMAS JOINT UNIFIED	01-6200	BUILDING PREP WORK		1,000.00
00087643	05/29/2025	DEPARTMENT OF JUSTICE ACCOUNTING OFFICE	01-5890	EMPLOYMENT FINGERPRINTING		224.00
00087644	05/29/2025	SYSCO FOOD SVCS OF SACRAMENTO	13-4340	CAFETERIA - FOOD AND SUPPLIES	2,271.61	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	2,816.21	5,087.82
00087645	05/29/2025	TERMINIX PROCESSING CENTER	01-5890	PEST CONTROL -LES/LHS		181.00
00087646	05/29/2025	TURNITIN, LLC	01-5890	AI DETECTION PRODUCTS		4,139.83

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Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00087647	05/29/2025	U.S. BANK	01-4300	GARDEN GRANT SUPPLIES	4,860.25	
				IPAD SOFTWARE	22.00	
				LIBRARY BOOKS	769.98	
				SPEECH/LANG SCREENERS	581.72	
			01-4305	Batter Box Template	378.40	
			01-4320	MAINT. SUPPLIES	244.04	
				TOILET	139.66	
			01-4330	ADOBE PRO SUBSCRIPTION	14.99	
			01-4340	KITCHEN SUPPLIES	170.49	
				STORAGE TUBS	110.24	
			01-4350	BUS BATTERIES	57.71-	
				FUEL FOR MAINT.	184.78	
			01-4351	BUS FUEL	418.51	
			01-4400	INSTRUMENTS	1,190.92	
				SMARTBOARDS	5,066.87	
			01-5200	CHARTER BUS	4,211.56	
				HOTEL ACCOMODATIONS	1,191.77	
				REGISTRATION	1,145.00	
			01-5600	MOBILE BUS REPAIR	5,237.48	
			01-5890	ZOOM SUBSCRIPTION	234.15	
			01-5899	ADOBE PRO SUBSCRIPTION	5.00	
				HOTEL ACCOMODATIONS	855.71	
			01-5900	STAMPS	114.55	
			13-6400	CAFETERIA EQUIPMENT	6,783.40	33,873.76
00087648	05/29/2025	VERIZON WIRELESS	01-5899	CELL PHONE SERVICE	516.31	
			01-5910	CELL PHONE SERVICE	466.52	982.83
00087649	05/29/2025	U.S. BANK VOYAGER	01-4305	FUEL FOR ATHLETIC TRIPS	973.88	
			01-4351	BUS FUEL	2,153.31	
				Fuel for Maintenance	120.94	
			01-5200	FUEL	147.90	
				FUEL FOR FFA	310.69	3,706.72
Total Number of Checks					81	445,674.50

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Checks Dated 05/01/2025 through 05/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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	Count	Amount
Reissue	1	3,000.00
Net Issue		442,674.50

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	70	257,457.10
13	Cafeteria Fund	7	20,823.03
40	Special Reserve for Capital Ou	4	74,530.40
76	Warrant/Pass Though (payroll)	1	89,863.97
Total Number of Checks		80	442,674.50
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			442,674.50

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

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

P.O. Box 955
109 Beckwith Road
Loyalton, California 96118

Sean Snider
Superintendent

Phone: (530) 993-1660
FAX: (530) 993-0828
Email: ssnider@spjUSD.org

May 13, 2025

Jadaa's Kitchen
105 Commercial St
Downieville CA 95936

Dear Jadaa's Kitchen,

On behalf of Sierra-Plumas Joint Unified School District and Downieville Jr/Sr High School, thank you!

Your donation of food valued at \$210 during state testing for the Jr/Sr High School students is greatly appreciated. It kept the students fueled and alert through the testing period.

Sincerely,



Sean Snider
Superintendent

SPJUSD Fed Tax Id: 94-6003301

2025-2026 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 27, 2025.**

Sierra-Plumas Joint Unified School District/Governing Board at its June 10, 2025 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2025-2026 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Loyalton High School
NAME OF REPRESENTATIVE Rebekah Perez POSITION Athletic Director
ADDRESS PO Box 37, 700 Fourth St CITY Loyalton ZIP 96118
PHONE 530-993-4454 FAX 530-993-4667 E-MAIL rperez@spjUSD.org

NAME OF SCHOOL Loyalton High School
NAME OF REPRESENTATIVE Caroline Griffin POSITION Principal
ADDRESS PO Box 37, 700 Fourth St CITY Loyalton ZIP 96118
PHONE 530-993-4454 FAX 530-993-4667 E-MAIL cgriffin@spjUSD.org

NAME OF SCHOOL Downieville School
NAME OF REPRESENTATIVE Steve Fillo POSITION Athletic Director
ADDRESS PO Box B, 130 School St CITY Downieville ZIP 95936
PHONE 530-289-3473 FAX 530-289-3693 E-MAIL sfillo@spjUSD.org

NAME OF SCHOOL Downieville School
NAME OF REPRESENTATIVE James Berardi POSITION Principal
ADDRESS PO Box B, 130 School St CITY Downieville ZIP 95936
PHONE 530-289-3473 FAX 530-289-3693 E-MAIL jberardi@spjUSD.org

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Sean Snider, Superintendent Signature _____

Address PO Box 955, 109 Beckwith Rd City Loyalton Zip 96118

Phone 530-993-1660 Fax 530-993-0828

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE

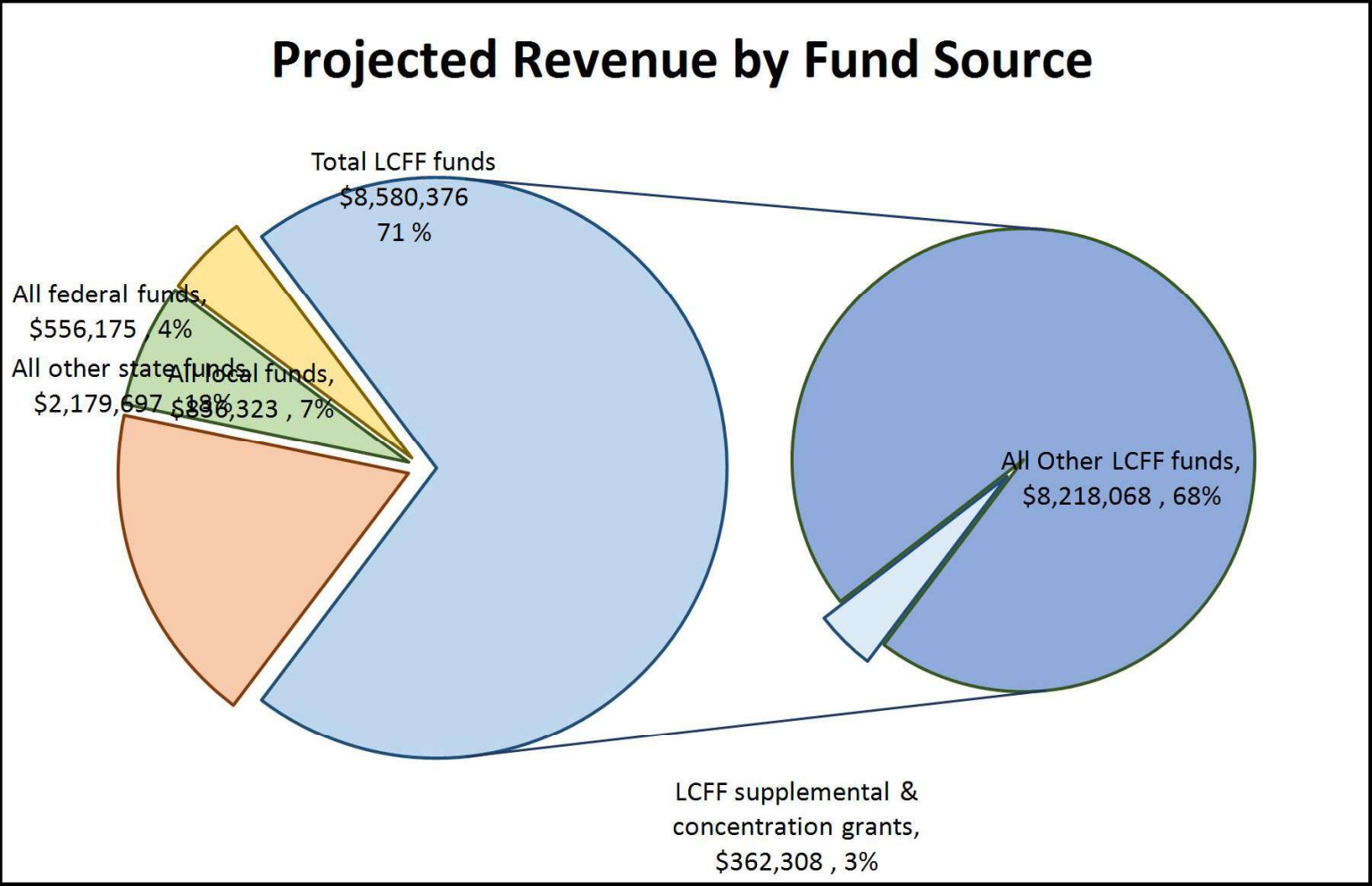


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra–Plumas Joint Unified School District / Sierra County Office of Education
CDS Code: 46-70177/46-10462
School Year: 2025-26
LEA contact information:
Sean Snider
District Superintendent
ssnider@spjUSD.org
530-993-1660

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

Budget Overview for the 2025-26 School Year

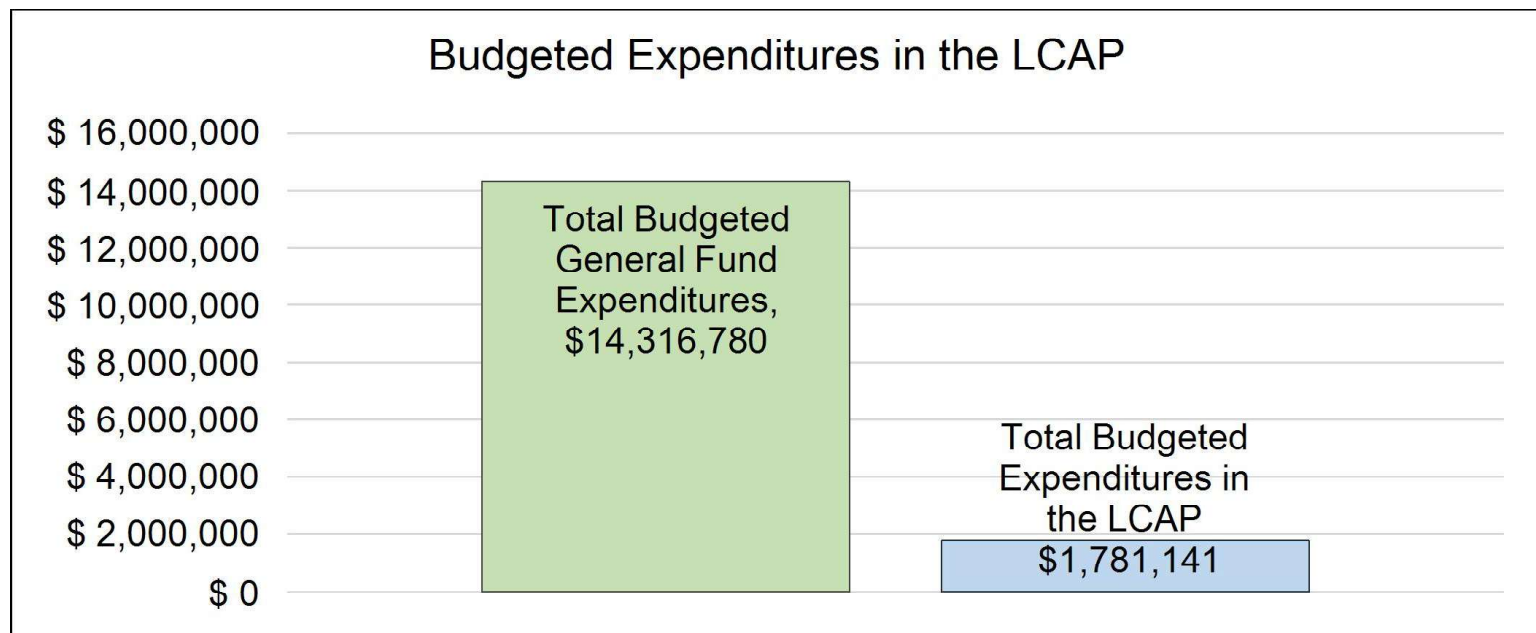


This chart shows the total general purpose revenue Sierra–Plumas Joint Unified School District / Sierra County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sierra–Plumas Joint Unified School District / Sierra County Office of Education is \$12,152,571, of which \$8,580,376 is Local Control Funding Formula (LCFF), \$2,179,697 is other state funds, \$836,323 is local funds, and \$556,175 is federal funds. Of the \$8,580,376 in LCFF Funds, \$362,308 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 Sierra–Plumas Joint Unified School District / Sierra County Office of Education plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sierra–Plumas Joint Unified School District / Sierra County Office of Education plans to spend \$14,316,780 for the 2025-26 school year. Of that amount, \$1,781,141 is tied to actions/services in the LCAP and \$12,535,639 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

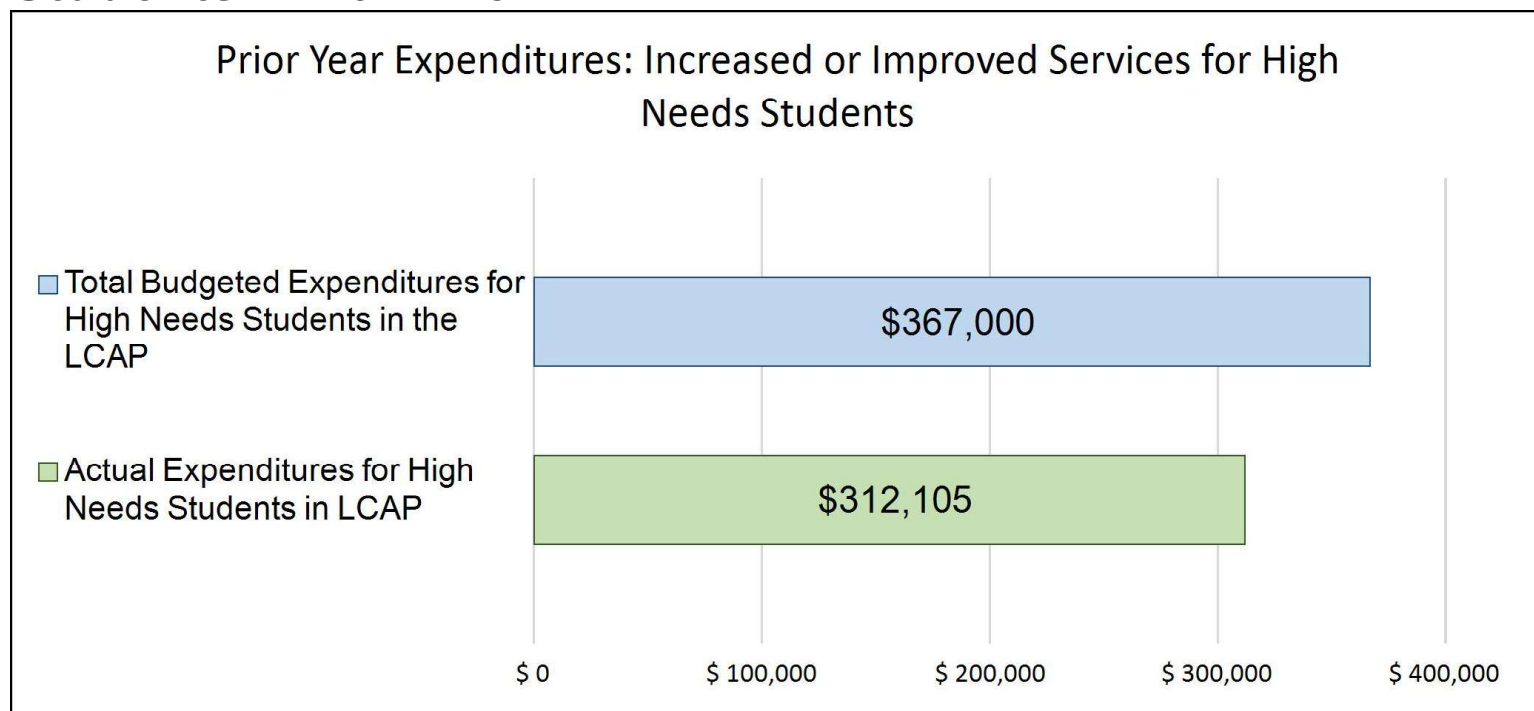
The major expenditures not in the LCAP include general fund employee salaries, health and welfare benefits, unrestricted operational costs such as utilities, property and liability insurance, routine maintenance, and other central services. Restricted costs not in the LCAP include Special Education and other federal, state and local grants.

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

In 2025-26, Sierra–Plumas Joint Unified School District / Sierra County Office of Education is projecting it will receive \$362,308 based on the enrollment of foster youth, English learner, and low-income students. Sierra–Plumas Joint Unified School District / Sierra County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra–Plumas Joint Unified School District / Sierra County Office of Education plans to spend \$426,855 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Sierra–Plumas Joint Unified School District / Sierra County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sierra–Plumas Joint Unified School District / Sierra County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Sierra–Plumas Joint Unified School District / Sierra County Office of Education's LCAP budgeted \$367,000 for planned actions to increase or improve services for high needs students. Sierra–Plumas Joint Unified School District / Sierra County Office of Education actually spent \$312,105 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$54,895 had the following impact on Sierra–Plumas Joint Unified School District / Sierra County Office of Education's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students in 2024–25 were less than originally budgeted due to a combination of staffing vacancies, adjusted timelines, and unanticipated external funding. For example, the bilingual aide provided services through the end of December, but the position remained vacant for the second half of the year. During this time, a variety of staff stepped in to support English learners and help maintain continuity of services. Additionally, site-level LCFF allocations were underutilized as schools adjusted to their new roles in planning and aligning spending with their School Plans for Student Achievement. While these factors led to delayed or partial implementation of some services, the district remained committed to supporting high-needs students and has carried over unspent funds to be used in 2025–26 to strengthen and expand services—particularly in the areas of academic support through instructional aides, arts access, attendance interventions, and credit recovery.



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
Sierra–Plumas Joint Unified School District / Sierra County Office of Education	Sean Snider District Superintendent	ssnider@spjUSD.org 530-993-1660

Plan Summary [2025-26]

General Information

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

The Sierra-Plumas Joint Unified School District and Sierra County Office of Education serve all of Sierra County and the eastern quarter of Plumas County. A five person Governing Board, each member of which represents a defined geographical area of the District governs the District. The District Governing Board also serves as the Sierra County Board of Education.

Sierra County, the second least populous county in the state of California with about 3,200 total residents, lies north of Truckee and borders the State of Nevada on the east. Located in the heart of the Northern Sierra Nevada Mountains, it contains one-half million acres of forestland, forty-five mountain lakes, and an estimated seven hundred miles of trout streams. The eastern quarter of Plumas County lies within the boundaries of the Sierra-Plumas Joint Unified School District, and children from the towns of Vinton, Chilcoot, and Beckwourth attend school in Loyalton. Elevations within the District range from 2000 to nearly 9000 feet. Heavy snowfall and extreme temperatures are the general rule during the winter at the higher elevations. Eastern Sierra and Plumas county include the great Sierra Valley, once an ancient lakebed but is now the largest alpine valley in the Sierra Nevada range, a natural area for agriculture, timber production and mineral extraction operations. The western portion of Sierra County is heavily forested, has timber management areas, and contains both lode and placer gold mining operations. Gold was discovered here in 1849, and the area is rich in early California history. Recreational activities abound including fishing, mountain biking, hunting, skiing, hiking, camping, boating, and visits to points of historical interest.

We are comprised of 4 schools, serving approximately 400 students and employing roughly 75 staff members. Loyalton Elementary is the largest school, with roughly 200 students. Loyalton High School, a Necessary Small School, serves roughly 150 students in grades 7-12, and Sierra Pass Continuation School serves high school students with a population that fluctuates between 5-10 students on average.

Downieville School is another Necessary Small School, and the elementary and junior-senior high are located in the same building, serving a total of roughly 45 students TK-12. None of our schools receive Equity Multiplier funding. A more detailed breakdown of these numbers in 2024-25 includes:

Community – 3,240
Administrators – 7
Principals – 3
School Personnel – 75
Students – 409
English Learners - 21 (5.1%)
Foster Youth - 5 (1.2%)
Homeless Youth - 50 (12.1%)
Students with Disabilities – 57 (13.8%)
Socio-economically disadvantaged – 145 (35%)

We envision schools where all children succeed, where all children feel safe, and where their curiosity is cultivated. We provide an educational environment that encourages productive, responsible citizens. It is our goal to equip students with the tools to live and to contribute successfully in a rapidly changing world. Our schools offer a challenging, meaningful, and relevant curriculum that values creativity, critical thinking, and effective communication. Our students apply knowledge to new contexts and do so with honesty and integrity. Our students learn to appreciate beauty and care for the environment as well as each other and ultimately understand that their actions make a difference.

Reflections: Annual Performance

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

A review of the California School Dashboard (Dashboard) and local data shows many areas of strength, as well as some opportunities for growth.

Areas of strength include our percentage of students successfully completing a Career Technical Education (CTE) pathway, Advanced Placement (AP) Exam pass rate, college going rate, suspension rate, expulsion rate, and English learner reclassification rate. We saw an overall increase in the percentage of students meeting or exceeding standards on the ELA CAASPP assessment, with especially notable gains among our homeless, students with disabilities, and socioeconomically disadvantaged subgroups. While these results are encouraging, we believe there is still room for continued growth. We are optimistic that the year-long literacy professional development series implemented in the 2024–25 school year, along with a focused effort from our teachers and support staff, will lead to even stronger outcomes.

In mathematics, we experienced a 3% decline, with only 31% of students meeting or exceeding the standard. This highlights a critical area for improvement. To address this, we will launch a year-long focus on the newly adopted Mathematics Framework in the 2025-26 school year. This professional learning will support a pilot and adoption process for new instructional materials planned for the spring, with the goal

of strengthening math instruction and improving student achievement. We would like to see our high school graduation rate increase and our chronic absenteeism rate decrease for all schools and student groups.

Student groups for the Sierra-Plumas Joint Unified School District receiving the lowest performance level on one or more state indicators on the 2023 Dashboard include the "Homeless" subgroup for chronic absenteeism and English language-arts achievement, the "Socioeconomically Disadvantaged" subgroup for chronic absenteeism, the "Students with Disabilities" subgroup for chronic absenteeism, and the "Hispanic" subgroup for chronic absenteeism. Loyalton Elementary School (LES) received a red rating for the chronic absenteeism indicator, and the LES "Students with Disabilities" subgroup received a "Very High" rating in chronic absenteeism in 2022, and a "Red" rating in 2023, making them eligible for Additional Targeted Support and Improvement (ATSI).

For Language Arts and math improvements we are focusing on intervention time with the Title 1 teacher five days a week. We completed a professional development series on TK-12 literacy strategies across all content areas in the 2024-25 school year, and are preparing for a series on the Mathematics Framework, as well as a new math instructional materials adoption in 2025-26. After school tutoring and summer school is offered at all schools to support skill development for students in need. The district uses Title 1 funds for a full time intervention teacher to address the intervention needs of the students grades 4-12 district wide. We utilize intervention assessments to provide local data to help drive improvements in learning gaps. Our intervention teacher also holds monthly MTSS professional developments at each school site to go over assessment results, and use those to guide staff on individualized supports for students.

We anticipate carrying over approximately \$51,500 in unspent Learning Recovery Emergency Block Grant (LREBG) funds into the 2025–26 school year. Our recent needs assessment highlighted several key areas for improvement, including English Language Arts (ELA) and Math achievement, reducing chronic absenteeism, increasing the graduation rate, boosting the percentage of students meeting UC/CSU A–G requirements, and raising the number of graduates classified as “prepared” on the California Dashboard’s College and Career Indicator. We plan to allocate the remaining LREBG funds toward LCAP actions and services that directly support these priorities and enhance student outcomes. Actions and services funded with LREBG funds will include an explanation of how each action aligns with the allowable uses of the funds and how it is expected to address the identified areas of student and school need as outlined in the needs assessment within each action description.

Reflections: Technical Assistance

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

SPJUSD was identified for Differentiated Assistance based on the 2024 Dashboard because our homeless subgroup received red performance indicators in the areas of chronic absenteeism and suspension rate, our socioeconomically disadvantaged subgroup received red performance indicators in chronic absenteeism, suspension rate, and English language arts achievement, our students with disabilities subgroup received red performance indicators in chronic absenteeism and English language arts achievement, and our Hispanic subgroup received red performance indicators in chronic absenteeism and English language arts achievement.

Since County Offices of Education are responsible for providing differentiated assistance and we are a single district county, we are not able to provide differentiated assistance to ourselves. We receive technical assistance from the Placer COE, and our work underway with them includes significant efforts to reduce the chronic absenteeism rate (mainly with independent study contracts for absent students) and efforts

to increase ELA achievement for our socioeconomically disadvantaged, students with disabilities, and Hispanic subgroups through a year-long professional learning series on literacy. We are confident that our red performance indicators in suspension rate for our homeless and socioeconomically disadvantaged subgroups are a result of our data finally being reported accurately and the resulting increase from previous years' reporting of 0%. We are keeping a close eye on suspension rate, and don't expect to have red performance indicators again on the 2025 Dashboard.

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.

There are no schools eligible 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.

No schools were eligible

Monitoring and Evaluating Effectiveness

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

No schools were eligible

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, principals, administrators, other school personnel, local bargaining units, parents, and students	<p>During April and May 2025, meetings were conducted for all staff members, families, students, and community members in both Loyaltown and Downieville to have open discussions about current district data, results from surveys, and to brainstorm ideas for possible revisions to LCAP goals, actions, and/or services.</p> <p>At the conclusion of each meeting, participants were asked to complete the educational partner engagement survey or to complete it at a time convenient to them. For those who were unable to attend the virtual meetings, the link to the survey was disseminated to all families through our email and text messaging system, as well as on social media to reach the broader community to ensure that everyone had the opportunity to provide feedback. Families with limited access to technology were encouraged to come to their school office to complete a paper version of the survey.</p> <p>A total of 74 participants completed the survey. The results of the survey were analyzed and used to help determine whether revisions to our LCAP goals, actions, and services were needed or not. A narrative summary of the feedback is included in the following section.</p> <p>Because our school district and community are so small with minimal involvement or participation in public meetings, we incorporate much of the educational partner engagement process into our smaller committees such as school site councils and parent groups. Site</p>

Educational Partner(s)	Process for Engagement
	<p>Councils also serve as our Parent Advisory Committees, and we take advantage of those meetings to share the district's goals as well as provide opportunities for parents and community members to share their concerns, ideas, and items they feel are important for our school district to include in our goals. Our site councils include staff members, parents, and any community members that would like to be part of them.</p> <p>The local bargaining unit leaders and SELPA representatives also had an opportunity to review the draft LCAP goals, actions and services and provide feedback on any areas of need they felt were not identified.</p> <p>After the revisions to the LCAP for 2025-26 as a result of the educational partner feedback were made, it was shared with the Parent Advisory Committee and the Community Advisory Council (CAC) for review, feedback, and revisions before being presented for the public hearing and Board adoption.</p>

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

The community meetings and survey data provided valuable feedback and ideas about how we could improve in each of the ten California State Priority areas. Survey data provided input regarding strengths, areas of need, and what people feel should be our priorities for the coming year and beyond. Survey results were reviewed and used to determine whether any revisions were needed for our LCAP goals, actions, and services for the 2025-26 school year.

Feedback from educational partners, primarily parents and guardians, highlighted strong support for increasing academic achievement, career and college readiness, and student well-being. Top priorities identified include expanding Career Technical Education (CTE) pathways, increasing parent involvement, improving school facilities, and ensuring students graduate A-G ready. Respondents also emphasized the importance of intervention support, a wider variety of course offerings, and social-emotional resources.

Areas of concern included inconsistent transportation, the need for healthier school meals, limited support for English learners with the bilingual aide position being vacant, and the desire for more rigorous options for advanced learners. These insights directly informed the adopted LCAP goals, actions, and services to ensure alignment with the most urgent needs and priorities of our students, families, and community. Broad goals in Academics, School Culture & Climate, and Parent / Family Involvement continue to be the focus.

Feedback from educational partners directly influenced several updates to the adopted LCAP. In response to concerns raised through the survey, action items were added to address transportation challenges by upgrading the bus fleet and recruiting additional drivers, as well as to improve student nutrition by incorporating more locally sourced, organic ingredients into school meals. These actions reflect priorities voiced by families regarding transportation reliability and school meals. Existing actions were also sustained or improved, including continued support for instructional aides to increase academic achievement, a bilingual aide for English learners, and online platforms to expand course offerings and remedial supports. These efforts align with our commitment to Career & College Readiness through expanded CTE pathways, dual enrollment, and career advising.

Reducing the chronic absenteeism rate remains a key priority, particularly for our Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic subgroups, as well as at Loyalton Elementary and includes strategies to strengthen school connectedness and student wellness. Action items were added to goal 2 to address feedback in this area. We also continue to invest in improving academic achievement in English Language Arts and Mathematics through tutoring, intervention support, and curriculum enhancements. Together, these actions demonstrate a comprehensive, educational partner-driven approach to improving student outcomes, school climate, and family engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academics: All students will show growth toward meeting or exceeding state standards in all academic subject areas, with more growth for students or subgroups performing below standard in order to close achievement gaps.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

While our review of CA School Dashboard data from 2020 to 2023 shows nice gains in mathematics and shows us right at the state average, our scores for English language arts have declined and the gap between us and the state average has increased. An achievement gap between the "All Students" group and our socioeconomically disadvantaged students, English learners, foster youth, homeless, and students with disabilities also exists. The metrics selected as measurements of progress toward this goal are predominantly academic measures, or are in support of improving academics (such as fully credentialed teachers and instructional materials aligned to the standards). These metrics will provide us with key information on the impact the goal 1 actions and services are having on student achievement, which is the overarching theme of goal 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Dashboard Local Indicator: Teachers Fully Credentialed and Appropriately Assigned	All teachers fully credentialed or Necessary Small School exempted and 2 missassignments	All teachers fully credentialed or Necessary Small School exempted and 2 missassignments		All teachers fully credentialed and properly assigned	Same as baseline
1.2	Dashboard Local Indicator: Standards-	All students have their own copies of	All students have their own copies of		All students have their own copies of	Same as baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned Instructional Materials for Every Student	standards-aligned instructional materials	standards-aligned instructional materials		standards-aligned instructional materials	
1.3	Dashboard Local Indicator: School Facilities in "Good Repair"	All facilities rated "Good" or better on FIT	1 of 3 schools rated "Good" or better on FIT		All facilities rated "Good" or better on FIT	
1.4	Implementation of State Standards for all students including access to English Language Development (ELD) standards for English Learners	Full implementation of State Standards for all students with designated and integrated ELD being provided for EL's to access the ELD standards	Full implementation of State Standards for all students with designated and integrated ELD being provided for EL's to access the ELD standards		Full implementation of CCSS for all students with designated and integrated ELD being provided for EL's to access the ELD standards	Same as baseline
1.5	State Test Achievement Data (CAASPP) for English Language Arts (ELA)	<p>Spring 2023 Results (ELA):</p> <p>State of California: 46.6% Met or Exceeded SPJUSD: 32.5% Met or Exceeded</p> <p>31.8% of 3rd grade met or exceeded standard 33.3% of 4th grade met or exceeded standard 21.9% of 5th grade met or exceeded standard 28.6% of 6th grade met or exceeded standard 29.2% of 7th grade met or exceeded standard 40.6% of 8th grade met or exceeded standard</p>	<p>Spring 2024 Results (ELA):</p> <p>State of California: 47.04% Met or Exceeded SPJUSD: 32.97% Met or Exceeded</p> <p>42.85% of 3rd grade met or exceeded standard 33.33% of 4th grade met or exceeded standard 27.27% of 5th grade met or exceeded standard</p>		<p>Spring 2026 Target Outcomes: To be at or above the State Average:</p> <p>SPJUSD: 46.6% met or Exceeded</p> <p>43% of 3rd grade met or exceeded 43.7% of 4th grade met or exceeded 46.7% of 5th grade met or exceeded 44.2% of 6th grade met or exceeded 47.4% of 7th grade met or exceeded 50.6% of 8th grade met or exceeded</p>	<p>Spring 2024 Results (ELA): (% met or exceeded standard)</p> <p>State of California: .08% improvement SPJUSD: .47% improvement</p> <p>11.05% improvement for 3rd grade Same as baseline for 4th grade 5.37% improvement for 5th grade</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>40.7% of 11th grade met or exceeded standard</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 32.5%</p> <p>"Homeless"- 13.05%</p> <p>"Students with Disabilities"- 10%</p> <p>"Socioeconomically Disadvantaged"- 18.8%</p>	<p>16.67% of 6th grade met or exceeded standard</p> <p>40.91% of 7th grade met or exceeded standard</p> <p>26.92% of 8th grade met or exceeded standard</p> <p>52.63% of 11th grade met or exceeded standard</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 32.97%</p> <p>"Homeless"- 15.38%</p> <p>"Students with Disabilities"- 16.13%</p> <p>"Socioeconomically Disadvantaged"- 24.39%</p>		<p>50.7% of 11th grade met or exceeded</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 46.6%</p> <p>"Homeless"- 34.05%</p> <p>"Students with Disabilities"- 31%</p> <p>"Socioeconomically Disadvantaged"- 39.8%</p>	<p>11.93% decline for 6th grade</p> <p>11.71% improvement for 7th grade</p> <p>13.68% decline for 8th grade</p> <p>11.93% improvement for 11th grade</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- .47% improvement</p> <p>"Homeless"- 2.33% improvement</p> <p>"Students with Disabilities"- 6.13% improvement</p> <p>"Socioeconomically Disadvantaged"- 5.59% improvement</p>
1.6	State Test Achievement Data (CAASPP) for Math	<p>Spring 2023 Results:</p> <p>State of California: 34.6% Met or Exceeded</p> <p>SPJUSD: 34.2% Met or Exceeded</p>	<p>Spring 2024 Results (Math):</p> <p>State of California: 35.54% Met or Exceeded</p> <p>SPJUSD: 31.11% Met or Exceeded</p>		<p>Spring 2026 Target Outcomes: To be at or above the State Average:</p> <p>SPJUSD: 43.2% Met or Exceeded</p>	<p>Spring 2024 Results (Math): (% met or exceeded standard)</p> <p>State of California: .94% improvement</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		36.4% of 3rd grade met or exceeded standard 50% of 4th grade met or exceeded standard 19.4% of 5th grade met or exceeded standard 33.3% of 6th grade met or exceeded standard 25% of 7th grade met or exceeded standard 39.4% of 8th grade met or exceeded standard 30.8% of 11th grade met or exceeded standard Subgroup % Met or Exceeded Standard: "All Students"- 34.2% "Homeless"- 18.1% "Students with Disabilities"- 16.7% "Socioeconomically Disadvantaged"- 22.9%	42.86% of 3rd grade met or exceeded standard 43.48% of 4th grade met or exceeded standard 27.27% of 5th grade met or exceeded standard 17.24% of 6th grade met or exceeded standard 27.28% of 7th grade met or exceeded standard 38.46% of 8th grade met or exceeded standard 21.06% of 11th grade met or exceeded standard Subgroup % Met or Exceeded standard: "All Students"- 31.11% "Homeless"- 35.72% "Students with Disabilities"- 12.91% "Socioeconomically Disadvantaged"- 16.66%		45.4% of 3rd grade met or exceeded 59% of 4th grade met or exceeded 33.4% of 5th grade met or exceeded 42.3% of 6th grade met or exceeded 34% of 7th grade met or exceeded 48.4% of 8th grade met or exceeded 39.8% of 11th grade met or exceeded Subgroup % Met or Exceeded Standard: "All Students"- 43.2% "Homeless"- 39.1% "Students with Disabilities"- 37.7% "Socioeconomically Disadvantaged"- 43.9%	SPJUSD: 3.09% decline 6.46% improvement for 3rd grade 6.52% decline for 4th grade 7.87% improvement for 5th grade 16.06% decline for 6th grade 2.28% improvement for 7th grade .94% decline for 8th grade 9.74% improvement for 11th grade Subgroup % Met or Exceeded Standard: "All Students"- 3.09% decline "Homeless"- 17.62% improvement "Students with Disabilities"- 3.79% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						"Socioeconomically Disadvantaged"-6.24% decline
1.7	English Learner Progress - ELPAC	2023 Summative ELPAC: 7% Level 1: Beginning to develop: 29% Level 2: Somewhat developed: 50% Level 3: Moderately developed: 14% Level 4: Well Developed:	2024 Summative ELPAC: 28.57% Level 1: Beginning to develop: 33.33% Level 2: Somewhat developed: 28.57% Level 3: Moderately developed: 9.52% Level 4: Well Developed:		2026 Summative ELPAC Target Outcomes: 7% Level 1: Beginning to develop: 29% Level 2: Somewhat developed: 50% Level 3: Moderately developed: 14% Level 4: Well Developed:	2024 Summative ELPAC: 21.57% increase in Level 1: Beginning to develop: 4.33% increase in Level 2: Somewhat developed: 21.43% decline in Level 3: Moderately developed: 4.48% decline in Level 4: Well Developed:
1.8	English Learner Reclassification Rate	2022-2023: 15.8% of English learners reclassified as fluent English Proficient	2023-2024: 16.66% of English learners reclassified as fluent English Proficient		2025-2026 Target Outcome: 24.8% of English learners reclassified as fluent English Proficient	2023-2024: .86% improvement in % of English learners reclassified as fluent English proficient
1.9	% of Students Successfully Completing UC and CSU A-G Requirements	Class of 2023: 58.6% of SPJUSD high school graduates met A-G requirements	Class of 2024: 40% of SPJUSD high school graduates met A-G requirements		Class of 2026 Target Outcome: 67.7% of SPJUSD high school graduates met A-G requirements	Class of 2024: 18.6% decline in % of SPJUSD high school graduates meeting A-G requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	% of students who have successfully completed Career Technical Education (CTE) pathways	Class of 2023: 17.2% of SPJUSD graduates were CTE pathway completers	Class of 2024: 43.3% of SPJUSD graduates were CTE pathway completers		Class of 2026 Target Outcome: 47.2% of SPJUSD graduates will be CTE pathway completers	Class of 2024: 26.1% improvement in % of SPJUSD graduates being CTE pathway completers
1.11	% of students who pass AP exams with a score of 3 or higher	Spring 2023 Results: 30.7% of students who took an AP exam had a passing score of 3 or higher	Spring 2024 Results: 43% of students who took an AP exam had a passing score of 3 or higher		Spring 2026 Target Outcome: 45% of students who take an AP exam will have a passing score of 3 or higher	Spring 2024 Results: 12.3% improvement in students who took an AP exam and had a passing score of 3 or higher
1.12	High School Graduation Rate	Class of 2023: (4 Year Cohort Rate) 96.6%	Class of 2024: (4 Year Cohort Rate) 86.7%		Class of 2026 Target Outcome: (4 Year Cohort Rate) 100%	Class of 2024: (4 Year Cohort Graduation Rate) 9.9% decline
1.13	High School Dropout Rate	Class of 2023: (4 Year Cohort Rate) 3.4%	Class of 2024: (4 Year Cohort Rate) 13.3%		Class of 2026 Target Outcome: (4 Year Cohort Rate) 0%	Class of 2024: (4 Year Cohort Dropout Rate) 9.9% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Middle School Dropout Rate	2022-2023: 0%	2023-2024: 0%		2025-2026 Target Outcome: 0%	Same as baseline
1.15	% of graduates who earn "Prepared" on the CA Dashboard College/Career Indicator	2023 Dashboard: 58.6% of students "Prepared"	2024 Dashboard: 43.3% of students "Prepared"		2026 Dashboard Target Outcome: 67.6% of students "Prepared"	2024 Dashboard: 15.3% increase in % of students "Prepared"
1.16	College Going Rate	2021-2022 (Most Recent Data) 64.5% of 2022 high school graduates enrolled in college	2023-2024 60% of 2024 high school graduates enrolled in college		2024-2025 Target Outcome: 73.5% of 2025 high school graduates will enroll in college	2023-2024 4.5% decline in % of high school graduates who enrolled in college
1.17	Dashboard Local Indicator: Provide Professional Learning for Teaching to Current State Standards and Adopted Curriculum	2024-25 Local Indicator Self-Reflection Tool ELA- Rating of 4 (Full Implementation) ELD- Rating of 3 (Initial Implementation) Math- Rating of 3 (Initial Implementation) Science- Rating of 4 (Full Implementation) Social Studies- Rating of 4 (Full Implementation)	2025-26 Local Indicator Self-Reflection Tool ELA- Rating of 5 (Full Implementation) ELD- Rating of 3 (Initial Implementation) Math- Rating of 3 (Initial Implementation) Science- Rating of 4 (Full Implementation) Social Studies- Rating of 4 (Full Implementation)		2027-28 Local Indicator Self-Reflection Tool ELA- Rating of 5 (Full Implementation and Sustainability) ELD- Rating of 5 (Full Implementation and Sustainability) Math- Rating of 5 (Full Implementation and Sustainability) Science- Rating of 5 (Full Implementation and Sustainability)	2025-26 Local Indicator Self-Reflection Tool ELA- Improvement of 1: (Full Implementation with Sustainability) ELD- Same as baseline Math- Same as baseline Science- Same as baseline Social Studies- Same as baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Implementation and Sustainability) Social Studies- Rating of 5 (Full Implementation and Sustainability)	

Goal Analysis [2024-25]

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

Out of 23 planned actions, 21 were completed as expected. Most activities and services went smoothly and supported our goals. One challenge we faced was that the bilingual aide position was vacant for about half of the year, which made it harder to provide consistent support for our English learners. One action- previewing, piloting, and purchasing new math instructional materials aligned with the updated state framework for grades TK–12 is planned for the 2025–26 school year and was not expected to take place this year. Overall, despite a few challenges, we stayed on track and made good progress toward meeting our goals.

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 a few material differences between Budgeted Expenditures and Estimated Actual Expenditures for the 2024–25 school year.

Action 1.6 (Bilingual Aide to Support English Learners): Actual expenditures were lower than budgeted due to a staffing vacancy for approximately half of the year. The position remained unfilled for an extended period, resulting in reduced salary and benefit costs.

Action 1.15 (Math Textbook Adoption): No expenditures were incurred during this year, as the adoption and purchase of new math instructional materials are scheduled for the following school year. As a result, the estimated actual expenditure for this action was \$0.

Action 1.21 (LCFF Supplemental Site Allocations): Expenditures were lower than anticipated. This was the first year these funds were allocated directly to school sites, and principals required time to adjust to this shift in responsibility. As they aligned their School Site Council work and revised their School Plans for Student Achievement (SPSAs), full implementation of spending plans was delayed, but on track to be in full implementation next year.

Action 1.22 (AP Summer Institute): Actual expenditures came in under budget due to only one teacher attending the training, resulting in lower-than-expected costs for registration and travel.

While services were still provided in each area, the differences between budgeted and actual spending were largely due to timing and capacity factors rather than programmatic changes.

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

Overall, the actions implemented under Goal 1 have shown encouraging progress toward our three-year targets. Our 2024 CAASPP ELA scores increased districtwide, with particularly notable gains among our homeless, students with disabilities, and socioeconomically disadvantaged subgroups indicating positive impact from our targeted supports. Additionally, we observed an increase in our English Learner reclassification rate, as well as substantial growth in both the percentage of students completing CTE pathways and those earning passing scores on Advanced Placement exams.

While these results highlight the effectiveness of our efforts to date, areas for continued improvement include raising student performance in Mathematics on the CAASPP, increasing the percentage of students meeting the "Prepared" criteria for College and Career Readiness on the California School Dashboard, and improving our college-going rate. These focus areas will guide our planning and resource allocation in the coming year to ensure continued progress.

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

In response to our reflections on prior practice, and with the goal of improving student outcomes in both ELA and mathematics, we have added the purchase of the Amplify Learning (DIBELS) assessment suite to Action Item 1.8. Access to timely, accurate, and detailed assessment data is essential for identifying student needs and delivering instruction that is appropriately targeted to each student's skill level. This addition supports our broader efforts to implement data-informed instructional practices and accelerate learning growth.

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	MTSS	Continue the Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, programs, and resources to improve student outcomes, using intervention teacher and STAR benchmark assessment reports district wide.	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Academic Curriculum / Support	<p>Purchase and implement online learning platform to enhance curricular options including credit recovery, AP, elective options, and interventions.</p> <p>Learning Recovery Emergency Block Grant (LREBG) funds will be used for a small portion of this action item. LREBG funds will be used to purchase a portion of the Peak/FuelEd online platform. The Peak/FuelEd platform supports credit-deficient students with flexible, evidence-based, standards-aligned instruction tailored to individual pacing and needs. This aligns with Allowable Uses D (credit recovery), A (expanded instructional time), and B.2 (learning recovery materials). Research indicates that online credit recovery programs can be effective when combined with monitoring, instructional support, and clear alignment to learning standards, particularly for students at risk of not graduating. Effectiveness will be measured through graduation/dropout rates and credit completion data.</p>	\$70,000.00	Yes
1.3	Instructional technology to support ELA/Math	Purchase Moby Max technology to support ELA and Math instruction.	\$4,000.00	Yes
1.4	After School Tutoring	<p>Fund credentialed teachers for after school tutoring focused primarily on our unduplicated pupil population in all core courses at all school sites.</p> <p>Learning Recovery Emergency Block Grant (LREBG) funds will be used. After-school tutoring addresses achievement gaps using an evidence-based approach to extend learning time and provide targeted academic support for underserved students. This action aligns with Allowable Uses A (extended learning time), B.1 (tutoring), B.2 (learning recovery), B.4 (expanded learning), C (addressing barriers), D (credit recovery), and E (progress monitoring). Research supports that consistent, small-group tutoring—especially when provided by trained educators—can yield significant gains in reading and math, particularly for at-risk students. Effectiveness will be assessed through CAASPP scores (K–8), graduation/dropout rates (9–12), and formative data.</p>	\$13,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Summer School	<p>Fund credentialed teachers for summer school for grades 1-12 in all core courses at all school sites.</p> <p>Learning Recovery Emergency Block Grant (LREBG) funds will be used. Summer school was selected to address academic achievement gaps and support college and career readiness, particularly for socioeconomically disadvantaged students, English learners, foster youth, and Students with Disabilities. This evidence-based action aligns with Allowable Uses A (increased instructional time), B.1 (targeted small-group supports), and D (credit recovery and graduation support). Research shows that high-quality summer programs improve academic outcomes, especially when they offer individualized instruction, certified teachers, and consistent attendance. Effectiveness will be measured using CAASPP scores (K–8) and graduation/dropout rates (9–12).</p>	\$5,000.00	No
1.6	Support for English Learner students	Bilingual Aide to support EL students.	\$57,000.00	Yes
1.7	Support for English Learner students	English language development (ELD) supplementary materials: additional academic materials to assist English learners with their English language development	\$2,000.00	Yes
1.8	Student assessment to monitor progress	Purchase Amplify Learning (DIBELS) Assessment Suite and Renaissance Learning's STAR program used to assess student outcomes and performance to support intervention and class placement decisions.	\$16,000.00	Yes
1.10	Professional Development	The District continues to fund professional development to support teachers, administrators, and other support staff with continuous improvement in academic, social-emotional, behavioral, and all other areas. This happens through a combination of bringing experts into the district for preservice days or Early Release Wednesdays, as well as through supporting teachers to attend professional development workshops outside the district based on our goals.	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Intervention Teacher	Provide an intervention teacher to support the academic needs of at-risk students.	\$105,000.00	No
1.12	Technology to Support Instruction	Purchase additional chromebooks to ensure all unduplicated pupils have access to a device.	\$25,000.00	Yes
1.13	Instructional Aides	Provide instructional aides to support student academic growth.	\$184,855.00	Yes
1.14	Refine and Expand CTE Pathways	Continue to refine and expand CTE pathway opportunities for students in order to continually increase the percentage of pathway CTE completers each year.	\$0.00	No
1.15	CTE Courses A-G Approved	Work to ensure all CTE pathway courses are A-G approved.	\$0.00	No
1.16	Increase number of students meeting all A-G requirements	Review all high school courses to identify any that are not currently A-G approved. Work with teachers to refine the syllabus and then submit courses for A-G approval.	\$0.00	No
1.17	Math Textbook Adoption	Preview, pilot, and purchase new instructional materials aligned to the recently state-approved Mathematics Framework for grades TK-12.	\$105,000.00	No
1.18	Special Education Curriculum	Special education curriculum aligned with CA State Standards and the general education curriculum (SCOE LCFF)	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	Dashboard Local Indicators Self-Reflection	Complete the Dashboard Local Performance Indicator Self-Reflection annually.	\$0.00	No
1.20	Facilities Inspection Tool (FIT) Reports	Perform an annual inspection of facilities through the Facilities Inspection Tool (FIT).	\$0.00	No
1.21	LCFF Supplemental Site Allocations	LCFF Supplemental funding allocations to each school for site-specific unduplicated pupil support.	\$16,000.00	Yes
1.22	AP Summer Institute	Provide funding for teachers to attend AP Summer Institute for AP courses taught in an effort to increase the AP pass rate.	\$4,936.00	No
1.23	Targeted ELA Support for Homeless Subgroup	Increase achievement in English Language Arts for the "Homeless" student subgroup through targeted support with the intervention teacher and instructional aides.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Culture & Climate: All students will show an increase in positive school engagement and connectedness with staff, other students, and the community as a whole, including demonstrating improvement in social/emotional wellness and physical health.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our review of the California Healthy Kids Survey data indicates a need to support the social-emotional wellness of our students, as well as a need to increase connectedness with the school, staff, and peers. The metrics selected as measurements of progress toward this goal are predominantly indicative of social emotional wellness and school engagement, or are in support of these areas. These metrics will provide us with key information on the impact the goal 2 actions and services are having on the physical health of our students, social emotional wellness, the overall mental health of students and staff, and school engagement, which is the overarching theme of goal 2.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate	2022-2023 School Year: % of students who were Chronically Absent "All Students"- 17% "Homeless"- 26.5%	2023-2024 School Year: % of students who were Chronically Absent "All Students"- 27.3%		2025-2026 Target Outcome: % of students who were Chronically Absent "All Students"- 11%	% of students who were Chronically Absent: "All Students"- 10.3% increase "Homeless"- 10.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Socioeconomically Disadvantaged"- 23.4% "Students with Disabilities"- 25.9% "Hispanic"- 20.4% "White"- 15.2%	"Homeless"- 36.8% "Socioeconomically Disadvantaged"- 30.9% "Students with Disabilities"- 38.3% "Hispanic"- 23.9% "White"- 31.5%		"Homeless"- 14.5% "Socioeconomically Disadvantaged"- 11.4% "Students with Disabilities"- 13.9% "Hispanic"- 8.4% "White"- 6.2%	"Socioeconomically Disadvantaged"- 5.5% increase "Students with Disabilities"- 12.4% increase "Hispanic"- 3.5% increase "White"- 16.3% increase
2.2	Attendance Rate	2022-2023 School Year: 89.3% Attendance Rate	2023-2024 School Year: 88.8% Attendance Rate		2025-2026 Target Outcome: 95.3% Attendance Rate	Attendance Rate: 0.5% decrease
2.3	Suspension Rate	2022-2023 School Year: 0% (This is not accurate. We are working with Power School to identify the issue). We hope to establish baseline data in the 23-24 school year.	2023-2024 School Year: 2.6% of students suspended 1 day or more		2025-2026 Target Outcome: 0%	Suspension Rate: 2.6% increase
2.4	Expulsion Rate	2022-2023 School Year: 0%	2023-2024 School Year: 0%		2025-2026 Target Outcome: 0%	Expulsion Rate: No change
2.5	School Safety and Connectedness	2021-2022 School Year:	2023-2024 School Year:		2025-2026 Target Outcome:	California Healthy Kids Survey:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(California Healthy Kids Survey Data)	<p>5th Grade School Connectedness - 64%</p> <p>Students motivated academically? - 78%</p> <p>Caring adults at school? - 50%</p> <p>Feel safe at school? - 81%</p> <p>Called bad names or target of mean jokes- 69%</p> <p>Cyberbullying?- 31%</p>	<p>5th Grade Not administered in 2024</p>		<p>5th Grade School Connectedness - 76%</p> <p>Students motivated academically? - 90%</p> <p>Caring adults at school? - 62%</p> <p>Feel safe at school? - 93%</p> <p>Called bad names or target of mean jokes- 57%</p> <p>Cyberbullying?- 19%</p>	<p>5th Grade No 2024 data for comparison</p>
		<p>7th Grade School Connectedness - 64%</p> <p>Students motivated academically? - 58%</p> <p>Caring adults at school? - 66%</p> <p>Feel safe at school? - 63%</p> <p>Experienced any harassment or bullying?- 46%</p> <p>Had mean rumors or lies spread about you?- 56%</p> <p>Cyberbullying?- 31%</p>	<p>7th Grade School Connectedness - 54%</p> <p>Students motivated academically? - 56%</p> <p>Caring adults at school? - 65%</p> <p>Feel safe at school? - 67%</p> <p>Experienced any harassment or bullying?- 50%</p> <p>Had mean rumors or lies spread about you?- 78%</p> <p>Cyberbullying?- 50%</p>		<p>7th Grade School Connectedness - 76%</p> <p>Students motivated academically? - 70%</p> <p>Caring adults at school? - 78%</p> <p>Feel safe at school? - 75%</p> <p>Experienced any harassment or bullying?- 34%</p> <p>Had mean rumors or lies spread about you?- 44%</p>	<p>7th Grade School Connectedness - 10% decrease</p> <p>Students motivated academically? - 2% decrease</p> <p>Caring adults at school? - 1% decrease</p> <p>Feel safe at school? - 4% increase</p> <p>Experienced any harassment or bullying?- 4% increase</p> <p>Had mean rumors or lies spread about you?- 22% increase</p> <p>Cyberbullying?- 19% increase</p>
		<p>9th Grade School Connectedness - 64%</p>	<p>9th Grade</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students motivated academically? - 59%</p> <p>Caring adults at school? - 47%</p> <p>Feel safe at school? - 75%</p> <p>Experienced any harassment or bullying?- 38%</p> <p>Had mean rumors or lies spread about you- 44%</p> <p>Cyberbullying?- 38%</p>	<p>School Connectedness - 42%</p> <p>Students motivated academically? - 38%</p> <p>Caring adults at school? - 49%</p> <p>Feel safe at school? - 57%</p> <p>Experienced any harassment or bullying?- 38%</p> <p>Had mean rumors or lies spread about you- 36%</p> <p>Cyberbullying?- 27%</p>		<p>Cyberbullying?- 19%</p> <p>9th Grade School Connectedness - 76%</p> <p>Students motivated academically? - 71%</p> <p>Caring adults at school? - 59%</p> <p>Feel safe at school? - 87%</p> <p>Experienced any harassment or bullying?- 26%</p> <p>Had mean rumors or lies spread about you- 32%</p> <p>Cyberbullying?- 26%</p>	<p>9th Grade School Connectedness - 22% decrease</p> <p>Students motivated academically? - 21% decrease</p> <p>Caring adults at school? - 2% increase</p> <p>Feel safe at school? - 18% decrease</p> <p>Experienced any harassment or bullying?- No change</p> <p>Had mean rumors or lies spread about you- 8% decrease</p> <p>Cyberbullying?- 11% decrease</p>
		<p>11th Grade School Connectedness - 66%</p> <p>Students motivated academically? - 46%</p> <p>Caring adults at school? - 64%</p> <p>Feel safe at school? - 92%</p> <p>Experienced any harassment or bullying?- 17%</p> <p>Had mean rumors or lies spread about you?- 75%</p> <p>Cyberbullying?- 67%</p>	<p>11th Grade School Connectedness - 66%</p> <p>Students motivated academically? - 52%</p> <p>Caring adults at school? - 67%</p> <p>Feel safe at school? - 70%</p> <p>Experienced any harassment or bullying?- 20%</p>		<p>11th Grade School Connectedness - 78%</p> <p>Students motivated academically? - 58%</p> <p>Caring adults at school? - 76%</p> <p>Feel safe at school? - 100%</p>	<p>11th Grade School Connectedness - No change</p> <p>Students motivated academically? - 6% increase</p> <p>Caring adults at school? - 3% increase</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Had mean rumors or lies spread about you?- 20% Cyberbullying?- 10%		Experienced any harassment or bullying?- 5% Had mean rumors or lies spread about you?- 63% Cyberbullying?- 55%	Feel safe at school? - 22% decrease Experienced any harassment or bullying?- 3% increase Had mean rumors or lies spread about you?- 55% decrease Cyberbullying?- 57% decrease
2.6	Enrollment Records- Number of Foster Youth and Expelled Students	2022-2023 School Year 3 Foster Youth 0 Expelled Youth	2023-2024 School Year 7 Foster Youth 0 Expelled Youth		2025-2026 Target Outcome: 3 Foster Youth 0 Expelled Youth	Number of Foster Youth and Expelled Students: Foster Youth: Increase of 4 Expelled Youth: No change
2.7	Number of Counseling Hours	2023-2024 School Year East Side 18 hours per week West Side 3.5 hours per week	2024-2025 School Year East Side 25 hours per week West Side 4 hours per week		2026-2027 Target Outcome: East Side 18 hours per week West Side 3.5 hours per week	Number of Counseling Hours: East Side: increase of 7 hours per week West Side: increase of .5 hours per week

Goal Analysis [2024-25]

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

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

We are pleased to report that all Goal 2 actions and services were implemented as planned, with the exception of action 2.2 due to the fact that we did not have any expelled students. The Wellness Center referenced in Action 2.3 is scheduled for completion in summer 2025. We look forward to the expanded support services it will provide once operational.

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 a few material differences between Budgeted Expenditures and Estimated Actual Expenditures for the 2024–25 school year under Goal 2, primarily due to changes in student needs, external funding adjustments, and revised implementation timelines.

Action 2.2 (Counseling for Expelled Students): Actual expenditures were lower than budgeted because the district did not have any expelled students this year.

Wellness Center for Counseling Services: Expenditures were less than expected due to fewer materials and supplies being needed than originally projected. However, we look forward to the installation of the new building planned for summer 2025 to house the new wellness center.

Action 2.7 (Music Teacher): Actual costs were lower than anticipated because Proposition 28 funding covered a greater portion of the music teacher's salary and benefits than expected at the time the LCAP was adopted.

Action 2.8 (Art in Schools): Expenditures were lower than budgeted due to the Sierra County Arts Council not receiving the anticipated grant this funding was the match for. As a result, the planned match funding was not utilized. These funds, along with unspent carryover from the current year, will be allocated to school sites next year. Principals will collaborate with their School Site Councils to determine how best to invest the funds in meaningful arts experiences for students.

These differences reflect the district's responsiveness to changing circumstances, while continuing to prioritize and provide services in the areas of student wellness and access to enrichment opportunities.

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

Our Goal 2 actions produced mixed results. We continue to see strengths in maintaining a 0% expulsion rate and a suspension rate that remains below the state average. Additionally, we are encouraged by the reduction in the percentage of 9th and 11th grade students reporting experiences of mean rumors or lies being spread about them, as well as incidents of cyberbullying. One of the most significant challenges was a notable increase in our chronic absenteeism rate for 2023-24, which rose to 27.4%. This has become a primary focus area for the 2024–25 school year, and we are implementing targeted strategies with the expectation of seeing significant improvement in Year 2.

While our suspension rate also increased to 2.6%, we attribute this change to it being the first year data was formally reported (up from 0%) and we are pleased to remain below the state average. Results from the California Healthy Kids Survey showed a combination of improvements and areas of decline, indicating the need for continued efforts to support student well-being and school climate.

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

In response to a significant increase in chronic absenteeism, the district engaged in extensive collaboration and problem-solving, which led to the addition of Actions and Services 2.12, 2.13, and 2.16 for Year 2. These actions included the creation of a dedicated attendance clerk position to support school sites by making daily attendance calls to families, issuing attendance letters, and coordinating with probation in more complex cases. Schools also began offering short-term independent study for students absent as little as one day, including due to illness, in order to maintain academic engagement and recapture attendance credit. Additionally, each school site received an allocation to provide student and classroom-based incentives to encourage positive attendance. Preliminary data for the 2024–25 school year indicates these efforts have had a significant impact, with the chronic absenteeism rate reduced by nearly half.

Furthermore, Actions 2.14 (Upgrade Bus Fleet and Recruit Additional Drivers) and 2.15 (Enhance School Meals with Local Ingredients) were added in direct response to educational partner feedback gathered through our annual LCAP survey, reflecting the district’s commitment to addressing transportation reliability and student wellness.

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	Counseling for Students	District will maintain or increase the hours of our counseling services to better meet the needs of identified students.	\$170,000.00	No
2.2	Counseling for Expelled Students- COE	Provide intensive counseling and rehabilitation services for expelled students.	\$2,500.00	No
2.3	Wellness Center for Counseling	Create a wellness center for students to go for counseling services.	\$250,000.00	No
2.4	Gas Vouchers, Personal Phone	In an effort to reduce the chronic absenteeism rate (students who miss 10% or more of the days of school for any reason) for our Students with	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Calls, and Home Visits	Disabilities, Homeless students, Socioeconomically Disadvantaged students, Hispanic students, and all Loyalton Elementary Students, provide gas cards, make personal phone calls, and/or conduct home visits to families of students who are chronically absent.		
2.5	Facility Inspection Tool (FIT) Reports	Perform an annual inspection of facilities through the Facilities Inspection Tool (FIT).	\$0.00	No
2.7	Music Teacher	Fund a portion of a music teacher position and program costs	\$36,000.00	Yes
2.8	Art in Schools	Funding to support art in the schools	\$16,000.00	Yes
2.9	Foster Youth Liaison / SCOE	Maintain a part time Foster Youth Coordinator to support the needs of our Foster Youth with things such as routine check-ins for grades, ensuring they have the supplies they need, and attending meetings and working with other agencies to coordinate services and ensure timely transfer of records for foster youth in the district.	\$5,000.00	Yes
2.10	Improvements to School Facilities	Continue to repair and upgrade school facilities through projects such as new roofs, new windows, new heating units, improvements to play structures and sports fields, and safety upgrades. Principals, superintendent and maintenance personnel meet periodically to review classroom and school needs to prioritize maintenance needs.	\$300,000.00	No
2.11	Sports / Athletics	Provide district support for student athletics grades TK-12.	\$80,000.00	No
2.12	Attendance Clerk Position	Dedicated person to support school sites with daily attendance calls to families, the issuance of attendance letters, and coordination with probation in more complex attendance cases.	\$34,330.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Independent Study Emphasis at School Sites	School Sites focus on offering short-term independent study for students missing as little as one day, including absences due to illness, to help maintain academic engagement and capture attendance credit for those days.	\$0.00	No
2.14	Upgrade Bus Fleet and Recruit Additional Drivers	To improve the reliability of our home-to-school transportation program, we will purchase new buses and actively recruit additional drivers to prevent route cancellations caused by mechanical issues or driver shortages.	\$208,520.00	No
2.15	Enhance School Meals with Local Ingredients	Explore opportunities to incorporate more locally sourced, organic ingredients into school meal programs.	\$0.00	No
2.16	Attendance Incentive Allocations to each School	Each school gets funding to work with Site Council on how best to use it for student incentives that promote improved attendance.	\$8,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent and Community Involvement with SPJUSD / SCOE: All families and the larger school community will have increased levels of engagement with our schools, and families will feel welcomed to be an active participant in their child's education.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A main goal for SPJUSD and SCOE is to increase parent and community involvement in our schools. A review of local survey data as well as Dashboard Local Indicator self-reflection ratings also indicates a need for continued emphasis on parent and community involvement. Research has shown that when parents are involved in their children's school, student achievement increases, behavior improves, and the relationships between families and the school are better.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California School Parent Survey Data (Parent Engagement)	Baseline will be established with the Spring 2024 administration of the survey	2023-2024 California School Parent Survey 89 Responses (45 ES, 44 HS) % of parents that "Strongly Agree":		2025-2026 (Data from CA School Parent Survey): 150 Responses (75 ES, 75 HS) % of parents that "Strongly Agree":	No difference, since baseline was established in 2023-2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Parent Involvement in School: 69% School encourages me to be an active participant: 40% School actively seeks input of parents: 27% School is a safe place for my child: 40% School has adults who really care about students: 44% Communication with parents about school: 38% Teachers responsive to child's social and emotional needs: 74% School treats all students with respect: 41%		Parent Involvement in School: 79% School encourages me to be an active participant: 50% School actively seeks input of parents: 37% School is a safe place for my child: 50% School has adults who really care about students: 54% Communication with parents about school: 48% Teachers responsive to child's social and emotional needs: 84% School treats all students with respect: 51%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	SARB Board	2022-2023 School Year: Broad participation on the SARB Board from community agencies such as District Attorney, Probation, Sheriff's Office, Social Services, CPS, Behavioral Health, and Principals	2023-2024 School Year: Broad participation on the SARB Board from community agencies such as District Attorney, Probation, Sheriff's Office, Social Services, CPS, Behavioral Health, and Principals		2025-2026 Target Outcome: Broad participation on the SARB Board from community agencies such as District Attorney, Probation, Sheriff's Office, Social Services, CPS, Behavioral Health, and Principals	Same as baseline
3.3	Number of SARB Referrals	2022-2023 School Year: 4 Referrals	2023-2024 School Year: 7 Referrals		2025-2026 Target Outcome: 0 Referrals	2023-2024 School Year: Improvement of 1 less referral than baseline
3.4	Number of Students/Parents Participating in Four-year Planning	2023-2024 School Year: 91% of families participated	2024-2025 School Year: 90% of families participated		2026-2027 Target Outcome: 100% of families participate	2023-2024 School Year: 1% decrease in # of families that participated
3.5	Dashboard Local Indicator: Seeking Input for Decision-Making	2023-24 Local Indicator Self-Reflection Tool Build Capacity of and Support Principals and Staff to engage Families with Decision-	2024-25 Local Indicator Self-Reflection Tool Build Capacity of and Support Principals and Staff to engage		2026-27 Local Indicator Self-Reflection Tool Build Capacity of and Support Principals and Staff to engage	2024-25 Local Indicator Self-Reflection Tool Build Capacity of and Support Principals and Staff to engage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Making- Rating of 4 (Full Implementation)</p> <p>Build Capacity of and Support Families to engage in advisory groups and Decision-Making- Rating of 4 (Full Implementation)</p> <p>Provide Opportunities to Provide Input on Policies and Programs, and Seek Input from Underrepresented Groups- Rating of 3 (Initial Implementation)</p>	<p>Families with Decision-Making- Rating of 5 (Full Implementation with Sustainability)</p> <p>Build Capacity of and Support Families to engage in advisory groups and Decision-Making- Rating of 4 (Full Implementation)</p> <p>Provide Opportunities to Provide Input on Policies and Programs, and Seek Input from Underrepresented Groups- Rating of 4 (Full Implementation)</p>		<p>Families with Decision-Making- Rating of 5 (Full Implementation and Sustainability)</p> <p>Build Capacity of and Support Families to engage in advisory groups and Decision-Making- Rating of 5 (Full Implementation and Sustainability)</p> <p>Provide Opportunities to Provide Input on Policies and Programs, and Seek Input from Underrepresented Groups- Rating of 5 (Full Implementation and Sustainability)</p>	<p>Families with Decision-Making- Increased 1 level to 5</p> <p>Capacity of and Support Families to engage in advisory groups and Decision-Making- Same as baseline</p> <p>Provide Opportunities to Provide Input on Policies and Programs, and Seek Input from Underrepresented Groups- Increased 1 level to 4</p>

Goal Analysis [2024-25]

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

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

All goal 3 actions and services were implemented as planned.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We are pleased to report we made progress across all Goal 3 metrics, and we are on track to meet our Year 3 target outcomes.

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.

One change was for Metric 3.1, which measures California School Parent Survey data related to parent engagement. The Year 1 results established a baseline for reporting, and as a result, the Year 3 outcome targets have been revised to align with each category's descriptors and to set realistic, measurable goals for improvement in each area. We also increased the budgeted amount for action 3.3 (Family Nights) due to a grant received to provide family nights in the areas of math, science, and computer science.

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	SARB	Work with local agencies to increase pupil attendance and reduce the chronic absenteeism rate. Agencies include, Sierra County Sheriff's Department, Probation, District Attorney, Behavioral Health, Counselors, Child Protective Services, Superintendent, and Site Administrators.	\$0.00	No
3.2	Parent Involvement Opportunities	Continue with School Site Councils, Boosters, Parent Clubs, Community Advisory Committee (CAC) for families of students with IEPs, and other opportunities for parents to provide input and be involved in school decision-making.	\$1,500.00	No
3.3	Family Nights	Family nights and activities at the schools	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Parent and Family Surveys	Send yearly surveys (California School Parent Survey, Annual LCAP Survey, School-Specific Surveys) to all families to get feedback on their level of involvement.	\$500.00	No
3.5	Four Year Planning	Four year planning will be provided to families of both high school sites for students and parents.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$362,308	\$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
6.250%	0.946%	\$53,636.00	7.196%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Academic Curriculum / Support</p> <p>Need: Our Dashboard and local data analysis shows a higher percentage of socioeconomically disadvantaged students, English learners, and foster youth needing credit recovery, having a lower graduation rate, and performing below the "all students" group in ELA and math.</p>	By using the Fuel Ed online credit recovery program, we will be able to work with the school support team to implement the most effective strategies and programs to meet the needs of our English learners, socioeconomically disadvantaged students, and foster youth. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the credit recovery progress, graduation rate, dropout rate, and ELA	CAASPP Achievement Data for ELA & Mathematics, CTE Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	and math achievement for our unduplicated pupils than in these same areas for all other students.	
1.3	Action: Instructional technology to support ELA/Math Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics. Scope: LEA-wide	The Moby Max online platform for assessment and progress monitoring data will provide the online learning programs and assessment data needed in order to effectively monitor the progress of students toward proficiency, particularly our English learners, socioeconomically disadvantaged students, and foster youth. Using this data, we will be able to work with the school support team to implement the most effective strategies and programs to meet their needs. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our unduplicated pupils than in these same areas for all other students.	CAASPP Achievement Data for ELA & Mathematics, English Learner Progress, English learner reclassification rate
1.8	Action: Student assessment to monitor progress Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics. Scope: LEA-wide	The Renaissance STAR Reading and Math Online Platform for assessment and progress monitoring data will provide the assessment data needed in order to effectively monitor the progress of students toward proficiency, particularly our English learners, socioeconomically disadvantaged students, and foster youth. Using this data, we will be able to work with the school support team to implement the most effective strategies and programs to meet their needs. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our unduplicated pupils than in these same areas for all other students.	CAASPP Achievement Data for ELA & Mathematics, English Learner Progress, English learner reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.12	<p>Action: Technology to Support Instruction</p> <p>Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics and socioeconomically disadvantaged students having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	Providing access to devices is a crucial support for these student groups to level the playing field. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores and the graduation rate for these student groups than in these same areas for all other students.	CAASPP Achievement Data for ELA & Mathematics, CTE Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate
1.13	<p>Action: Instructional Aides</p> <p>Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, and socioeconomically disadvantaged students having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	The instructional aides will support these student groups with things such as implementing research-based programs and strategies to address areas of identified need, providing targeted small group instruction, or providing individual assistance. While this service is being provided on an LEA-wide basis, we expect our local assessment data, CAASPP English language arts and math scores, and graduation rate to increase at a greater pace for our unduplicated pupil groups than for the "all students" group as a result of the instructional aides.	CAASPP Achievement Data for ELA & Mathematics, CTE Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate
1.21	<p>Action: LCFF Supplemental Site Allocations</p> <p>Need:</p>	The LCFF supplemental funding allocations to each school for site-specific unduplicated pupil needs will allow each individual school to implement supports specific to the needs of their individual students based on the needs	CAASPP Achievement Data for ELA & Mathematics, Chronic Absenteeism Rate, Suspension Rate, CTE

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Our review of Dashboard, CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, having a higher chronic absenteeism rate, and a higher percentage of these same student groups needing credit recovery and having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	<p>assessment conducted at the beginning of each school year. The funding allocations will be used to implement research-based interventions to support all students, but particularly socioeconomically disadvantaged students, English learners and foster youth. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our unduplicated pupils than in these same areas for all other students, and that our socioeconomically disadvantaged students, English learners, and foster youth will make greater gains when it comes to chronic absenteeism, suspension rate, and California Healthy Kids Survey data, and that socioeconomically disadvantaged students will have increased high school graduation rate, an increased percentage of students "prepared" on the college and career indicator, and a greater increased college going rate than the "all students" group as a result.</p>	<p>Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate</p>
2.7	<p>Action: Music Teacher</p> <p>Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, Socioeconomically Disadvantaged students having a higher chronic absenteeism rate, and a higher percentage of these same student groups needing credit recovery and having a lower graduation rate.</p>	<p>A 2012 report from the National Endowment for the Arts showed that, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed students from a low-arts, low-SES background, closing (and in some cases eliminating) the achievement gap that often appears between low-SES students and their more economically advantaged peers. The arts don't just impact standardized test scores, though the report does show, for example, that low-SES eighth grade students who have a history of high arts engagement have higher science and writing scores on the National Assessment of</p>	<p>CAASPP Achievement Data for ELA & Mathematics, Graduation Rate, and Chronic Absenteeism Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Educational Progress (NAEP) than those who do not. Such high school students had better GPAs than their low-arts, low-SES peers (and in some instances, than all students). We expect the music teacher to have a more significant positive impact on the ELA and math scores and graduation rate of the unduplicated student groups as a result.	
2.8	Action: Art in Schools Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, Socioeconomically Disadvantaged students having a higher chronic absenteeism rate, and a higher percentage of these same student groups needing credit recovery and having a lower graduation rate. Scope: LEA-wide	A 2012 report from the National Endowment for the Arts showed that, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed students from a low-arts, low-SES background, closing (and in some cases eliminating) the achievement gap that often appears between low-SES students and their more economically advantaged peers. The arts don't just impact standardized test scores, though the report does show, for example, that low-SES eighth grade students who have a history of high arts engagement have higher science and writing scores on the National Assessment of Educational Progress (NAEP) than those who do not. Such high school students had better GPAs than their low-arts, low-SES peers (and in some instances, than all students). We expect the music teacher to have a more significant positive impact on the ELA and math scores and graduation rate of the unduplicated student groups as a result.	CAASPP Achievement Data for ELA & Mathematics, Graduation Rate, and Chronic Absenteeism Rate

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
1.6	<p>Action: Support for English Learner students</p> <p>Need: Our review of CAASPP and local data shows English learners performing below the "All Students" group in both English language arts and mathematics, as well as having a higher chronic absenteeism rate. Also, based on a review of our ELPAC scores, as well as our educational partner feedback, specifically from English Learner (EL) parents, our EL students are struggling with access to the curriculum. Local survey and anecdotal data indicates this is in part due to a language barrier and lack of connection between EL parents and the school.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Bilingual aides support English learners in many areas, including English language arts, mathematics, the ability to speak in the students' primary language, social emotional learning, and any other academic area they might need support with. Specific examples include:</p> <ul style="list-style-type: none"> • Assist instructional personnel in the implementation of individual learning plans for EL students experiencing language development needs • Weekly grade reports-Communication with teachers and students • Establish rapport and positive relationship with students, their families and staff members • Assist in the parent conference process when requested by the classroom teacher; provide oral and written translation with limited or non-English speaking parents; translate notes, letters and other materials as needed • Assist the teacher in preparing and maintaining a variety of records as they pertain to EL students, files and reports related to their progress • Use a second language in assisting with bilingual needs both verbal and written communication • Support certificated personnel in the delivery of appropriate instruction to individuals or small groups of EL students 	<p>CAASPP Achievement Data for ELA & Mathematics, ELPAC Scores, Graduation Rate, Dropout Rate, English Learner Progress, English learner reclassification rate, California Healthy Kids Survey data, particularly school connectedness and caring adults at school</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<ul style="list-style-type: none"> • Collaborate with teachers to create instructional materials for the purpose of providing access to course content for EL students • Assist certificated personnel in the development and maintenance of a learning environment appropriate to the special needs and language requirements of EL students • Assist students in the development of appropriate social behaviors • Work individually or in small groups with EL students for purposes of English language acquisition and/or accessing class material <p>We expect this action to produce greater access to the curriculum and as a result, have a significant impact on the ELA and Math CAASPP scores, ELPAC scores, California Healthy Kids survey results, EL reclassification rate, and progress toward English language proficiency for our English Learners, and expect more growth for them than the other student groups.</p>	
1.7	<p>Action: Support for English Learner students</p> <p>Need: Our review of CAASPP and local data shows English learners performing below the "All Students" group in both English language arts and mathematics, as well as having a higher chronic absenteeism rate. Also, based on a review of our ELPAC scores, as well as our educational partner feedback, specifically from</p>	Additional ELD supplemental materials will provide support for designated and integrated ELD instruction, and have a positive effect in all content areas. We expect this action to have a significant positive impact on the ELA and Math CAASPP scores for our English Learners, as well as the EL reclassification rate, and progress toward English language proficiency for our English Learners and expect more growth for them than the other student groups as a result.	CAASPP Achievement Data for ELA & Mathematics, ELPAC Scores, Graduation Rate, Dropout Rate, English Learner Progress, English learner reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English Learner (EL) parents, our EL students are struggling with access to the curriculum.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
2.9	<p>Action: Foster Youth Liaison / SCOE</p> <p>Need: Foster youth are our most at-risk and vulnerable student population. While we don't have enough Foster youth to generate Dashboard ratings, our analysis of state and local assessment data shows Foster youth performing below the "all students" group in English language arts and mathematics, and Foster youth having a higher chronic absenteeism rate than the "all students" group. This is in part due to a lack of awareness of the supports and services available to Foster youth and a lack of communication between foster families and the school.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The Foster liaison provides a high level of support for our Foster youth. The Foster Youth Coordinator attends meetings and works with other agencies to coordinate services for Foster youth in the district. Because we are so rural, and have a extremely small amount of foster youth students, it was a concern that our foster youth students were not receiving all of the services that they should be receiving. Specific examples of supports provided by the Foster liaison to address the needs of our Foster youth include:</p> <ul style="list-style-type: none"> • Represent Sierra County as the Foster Youth Services Program Coordinator • Increase the scope and coordination of services for foster youth in Sierra County, and/or Sierra County youth placed in out-of-county group homes • Develop a case-management system, including a database to include: school of attendance, grade, living arrangements, health records, specialized pupil support services, and extra-curricular activities • Coordinate trainings for group-home providers, with Sierra County Social Services, for new and existing providers • Represent educational interests of eligible foster care youth during juvenile court proceedings 	<p>Specific to our Foster Youth: CAASPP Achievement Data for ELA & Mathematics, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate, Chronic Absenteeism Rate, Attendance Rate, Suspension Rate, Expulsion Rate, California Healthy Kids Survey Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<ul style="list-style-type: none"> • Develop written procedures for inter-agency collaboration for eligible foster youth subject to out-of-home placement decisions by the court • Increase the scope and coordination of services for foster youth in Sierra County, and/or Sierra County youth placed in out-of-county group homes • Provide mentoring services to participants based on social and emotional needs including referral for counseling or other services as appropriate • Organize and schedule experiential learning and team-building activities to eligible foster youth • Coordinate enrollment of participants in after-school programs as appropriate • Develop a case-management system, including a database to include: school of attendance, grade, living arrangements, health records, specialized pupil support services, and extra-curricular activities <p>We are confident that as a result of the Foster Youth Liaison, our Foster students will receive the increased level of services that they need to be successful. We believe it will have a significant positive impact on the California Healthy Kids Survey data, the English language arts and mathematics CAASPP scores, and the chronic absenteeism rate for Foster youth.</p>	

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.

We do not receive the additional concentration grant add-on funding.

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$5,797,023	\$362,308	6.250%	0.946%	7.196%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,036,040.00	\$210,101.00	\$430,000.00	\$105,000.00	\$1,781,141.00	\$425,488.00	\$1,355,653.00

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	MTSS	All	No			All Schools	2024-2027	\$0.00	\$2,500.00		\$2,500.00			\$2,500.00	
1	1.2	Academic Curriculum / Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$70,000.00	\$65,000.00	\$5,000.00			\$70,000.00	
1	1.3	Instructional technology to support ELA/Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
1	1.4	After School Tutoring	All	No			All Schools	2024-2027	\$13,000.00	\$0.00		\$13,000.00			\$13,000.00	
1	1.5	Summer School	All	No			All Schools	2024-2027	\$5,000.00	\$0.00		\$5,000.00			\$5,000.00	
1	1.6	Support for English Learner students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$57,000.00	\$0.00	\$57,000.00				\$57,000.00	
1	1.7	Support for English Learner students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.8	Student assessment to monitor progress	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	

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
1	1.10	Professional Development	All	No			All Schools	2024-2027	\$0.00	\$45,000.00		\$45,000.00			\$45,000.00	
1	1.11	Intervention Teacher	All	No			All Schools	2024-2027	\$105,000.00	\$0.00				\$105,000.00	\$105,000.00	
1	1.12	Technology to Support Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.13	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$184,855.00	\$0.00	\$184,855.00				\$184,855.00	
1	1.14	Refine and Expand CTE Pathways	All	No			Grades 7-12	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.15	CTE Courses A-G Approved	All	No			Grades 9-12	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.16	Increase number of students meeting all A-G requirements	All	No			Grades 9-12	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.17	Math Textbook Adoption	All	No			All Schools	2025-2026	\$0.00	\$105,000.00		\$105,000.00			\$105,000.00	
1	1.18	Special Education Curriculum	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.19	Dashboard Local Indicators Self-Reflection	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.20	Facilities Inspection Tool (FIT) Reports	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.21	LCFF Supplemental Site Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	
1	1.22	AP Summer Institute	All	No			All Schools 9-12	2024-2027	\$2,468.00	\$2,468.00		\$4,936.00			\$4,936.00	
1	1.23	Targeted ELA Support for Homeless Subgroup	Homeless	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Counseling for Students	All	No			All Schools	2024-2027	\$0.00	\$170,000.00			\$170,000.00		\$170,000.00	

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
2	2.2	Counseling for Expelled Students- COE	Expelled Youth	No			All Schools	2024-2027	\$0.00	\$2,500.00		\$2,500.00			\$2,500.00	
2	2.3	Wellness Center for Counseling	All	No			All Schools	2024-2027	\$0.00	\$250,000.00			\$250,000.00		\$250,000.00	
2	2.4	Gas Vouchers, Personal Phone Calls, and Home Visits	All Students with Disabilities Homeless	No			All Schools Specific Schools: Loyaltan Elementary School	2024-2027	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.5	Facility Inspection Tool (FIT) Reports	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	Music Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$36,000.00	\$0.00	\$36,000.00				\$36,000.00	
2	2.8	Art in Schools		Yes	LEA-wide		All Schools	2024-2027	\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	
2	2.9	Foster Youth Liaison / SCOE	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2027	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
2	2.10	Improvements to School Facilities	All	No			All Schools	2024-2027	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
2	2.11	Sports / Athletics	All	No			All Schools	2024-2027	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
2	2.12	Attendance Clerk Position	All	No			All Schools	2024-2027	\$17,165.00	\$17,165.00	\$17,165.00	\$17,165.00			\$34,330.00	
2	2.13	Independent Study Emphasis at School Sites	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.14	Upgrade Bus Fleet and Recruit Additional Drivers	All	No			All Schools	2025-2027	\$0.00	\$208,520.00	\$208,520.00				\$208,520.00	
2	2.15	Enhance School Meals with Local Ingredients	All	No			All Schools	2025-2027	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.16	Attendance Incentive Allocations to each School	All	No			All Schools	2025-2027	\$0.00	\$8,000.00		\$8,000.00			\$8,000.00	
3	3.1	SARB	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Parent Involvement Opportunities	All	No			All Schools	2024-2027	\$0.00	\$1,500.00		\$1,500.00			\$1,500.00	
3	3.3	Family Nights	All	No			All Schools	2024-2027	\$0.00	\$10,000.00			\$10,000.00		\$10,000.00	
3	3.4	Parent and Family Surveys	All	No			All Schools	2024-2027	\$0.00	\$500.00		\$500.00			\$500.00	
3	3.5	Four Year Planning	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,797,023	\$362,308	6.250%	0.946%	7.196%	\$426,855.00	0.000%	7.363 %	Total:	\$426,855.00
								LEA-wide Total:	\$362,855.00
								Limited Total:	\$64,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Academic Curriculum / Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	
1	1.3	Instructional technology to support ELA/Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
1	1.6	Support for English Learner students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$57,000.00	
1	1.7	Support for English Learner students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	
1	1.8	Student assessment to monitor progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	
1	1.12	Technology to Support Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
1	1.13	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$184,855.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.21	LCFF Supplemental Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	
2	2.7	Music Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	
2	2.8	Art in Schools	Yes	LEA-wide		All Schools	\$16,000.00	
2	2.9	Foster Youth Liaison / SCOE	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,184,000.00	\$1,053,264.00

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	MTSS	No	\$2,500.00	\$2,500
1	1.2	Academic Curriculum / Support	Yes	\$70,000.00	\$68,354
1	1.3	Instructional technology to support ELA/Math	Yes	\$4,000.00	\$4,795
1	1.4	After School Tutoring	No	\$10,000.00	\$13,000
1	1.5	Summer School	No	\$5,000.00	\$5,000
1	1.6	Support for English Learner students	Yes	\$57,000.00	\$22,350
1	1.7	Support for English Learner students	Yes	\$2,000.00	\$800
1	1.8	Student assessment to monitor progress	Yes	\$9,000.00	\$8,832
1	1.10	Professional Development	No	\$45,000.00	53,400
1	1.11	Intervention Teacher	No	\$105,000.00	\$104,000
1	1.12	Technology to Support Instruction	Yes	\$10,000.00	\$10,000

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	1.13	Instructional Aides	Yes	\$158,000.00	\$163,000
1	1.14	Refine and Expand CTE Pathways	No	\$0.00	\$0
1	1.15	CTE Courses A-G Approved	No	\$0.00	\$0
1	1.16	Increase number of students meeting all A-G requirements	No	\$0.00	\$0
1	1.17	Math Textbook Adoption	No	\$105,000.00	\$0
1	1.18	Special Education Curriculum	No	\$2,500.00	\$750
1	1.19	Dashboard Local Indicators Self-Reflection	No	\$0.00	\$0
1	1.20	Facilities Inspection Tool (FIT) Reports	No	\$0.00	\$0
1	1.21	LCFF Supplemental Site Allocations	Yes	\$8,000.00	\$0
1	1.22	AP Summer Institute	No	\$5,000.00	\$775
1	1.23	Targeted ELA Support for Homeless Subgroup	No	\$0.00	\$0
2	2.1	Counseling for Students	No	\$130,000.00	\$170,000
2	2.2	Counseling for Expelled Students-COE	No	\$2,500.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Wellness Center for Counseling	No	\$20,000.00	\$5,670
2	2.4	Gas Vouchers, Personal Phone Calls, and Home Visits	No	\$1,000.00	\$0
2	2.5	Facility Inspection Tool (FIT) Reports	No	\$0.00	\$0
2	2.7	Music Teacher	Yes	\$36,000.00	\$28,974
2	2.8	Art in Schools	Yes	\$8,000.00	\$0
2	2.9	Foster Youth Liaison / SCOE	Yes	\$5,000.00	\$5,000
2	2.10	Improvements to School Facilities	No	\$300,000.00	\$310,324
2	2.11	Sports / Athletics	No	\$80,000.00	\$75,000
3	3.1	SARB	No	\$0.00	\$0
3	3.2	Parent Involvement Opportunities	No	\$1,500.00	\$140
3	3.3	Family Nights	No	\$1,500.00	\$100
3	3.4	Parent and Family Surveys	No	\$500.00	\$500
3	3.5	Four Year Planning	No	\$0.00	\$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
365,741	\$367,000.00	\$312,105.00	\$54,895.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Curriculum / Support	Yes	\$70,000.00	\$68,354		
1	1.3	Instructional technology to support ELA/Math	Yes	\$4,000.00	\$4,795		
1	1.6	Support for English Learner students	Yes	\$57,000.00	\$22,350		
1	1.7	Support for English Learner students	Yes	\$2,000.00	\$800		
1	1.8	Student assessment to monitor progress	Yes	\$9,000.00	\$8,832		
1	1.12	Technology to Support Instruction	Yes	\$10,000.00	\$10,000		
1	1.13	Instructional Aides	Yes	\$158,000.00	\$163,000		
1	1.21	LCFF Supplemental Site Allocations	Yes	\$8,000.00	\$0		
2	2.7	Music Teacher	Yes	\$36,000.00	\$28,974		
2	2.8	Art in Schools	Yes	\$8,000.00	\$0		
2	2.9	Foster Youth Liaison / SCOE	Yes	\$5,000.00	\$5,000		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,667,108	365,741	0	6.454%	\$312,105.00	0.000%	5.507%	\$53,636.00	0.946%

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the County Board of Education pursuant to Education Code sections 1620, 1622, 33129, 52066, 52067, and 52068.

Public Hearing:

Adoption Date: 6/24/2025

Place: 130 School St Downieville CA
95936

Signed: _____

Date: 6/10/2025

Clerk/Secretary of the County Board

Time: 6:00 PM

(Original signature required)

Printed Name: _____

Title: _____

Contact person for additional information on the budget reports:

Name: Randy Jones

Title: Director of Business Services

Telephone: 530-993-1660 x120

E-mail: rjones@spjusd.org

To update our mailing database, please complete the following:

Superintendent's
Name: James Berardi

Chief Business
Official's Name: Randy Jones

CBO's Title: Director of Business Services

CBO's
Telephone: 530-993-1660 x120

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met" and supplemental information and additional fiscal indicators that are "Yes" may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1a	Average Daily Attendance (ADA) - County Operations Grant	Projected County Operations Grant ADA has not been overestimated by more than the standard for the first prior fiscal year, or two or more of the previous three fiscal years.		
1b	ADA - County Programs	Projected funded ADA for county programs has not exceeded the standard for the budget and two subsequent fiscal years.		
2	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		
3	Salaries and Benefits	Projected total salaries and benefits are within the standard for the budget and two subsequent fiscal years.		
4a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		
4b	Other Expenditures	Projected expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		
5	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.		
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.		

**Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
County Office of Education Certification**

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Form CB
G8BGURCYH5(2025-26)

7a	Fund Balance	Unrestricted county school service fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.		
7b	Cash Balance	Projected county school fund cash balance will be positive at the end of the current fiscal year.		
8	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.		
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?		
S2	Using One-time Revenues to Fund Ongoing Exps.	Are there ongoing county school service fund expenditures in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?		
S3	Using Ongoing Revenues to Fund One-time Exps.	Are there large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?		
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?		
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements? ▪ If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?		
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)? ▪ If yes, are they lifetime benefits? ▪ If yes, do benefits continue beyond age 65? ▪ If yes, are benefits funded by pay-as-you-go?		
S7b	Other Self-insurance Benefits	Does the county office provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?		
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: ▪ Certificated? (Section S8A, Line 1) ▪ Classified? (Section S8B, Line 1) ▪ Management/supervisor/confidential? (Section S8C, Line 1)		
S9	Local Control and Accountability Plan (LCAP)	▪ Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year? ▪ Adoption date of the LCAP or an update to the LCAP		
S10	LCAP Expenditures	Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?		
A2	Independent Position Control	Is personnel position control independent from the payroll system?		
A3	Declining ADA	Is County Operations Grant ADA decreasing in both the prior fiscal year and budget year?		
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county boundaries that are impacting the county office's ADA, either in the prior fiscal year or budget year?		

A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?		
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.		
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a county office of education is self-insured for workers' compensation claims, the county superintendent of schools annually shall provide information to the governing board of the county board of education regarding the estimated accrued but unfunded cost of those claims. The county board of education annually shall certify to the Superintendent of Public Instruction the amount of money, if any, that has been reserved in the budget of the county office of education for the cost of those claims.

To the Superintendent of Public Instruction:

Our county office of education is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	
Less: Amount of total liabilities reserved in budget:	\$	
Estimated accrued but unfunded liabilities:	\$	0.00

This county office of education is self-insured for workers' compensation claims through a JPA, and offers the following information:

☒ This county office of education is not self-insured for workers' compensation claims.

Signed

Date of Meeting: 6/24/2025

Clerk/Secretary of the Governing Board
(Original signature required)

Printed Name:

Title:

For additional information on this certification, please contact:

Name: Randy Jones

Title: Director of Business Services

Telephone: 530-993-1660 x120

E-mail: rjones@spjUSD.org

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources	8010-8099		1,680,626.00	0.00	1,680,626.00	1,712,134.00	0.00	1,712,134.00	1.9%
2) Federal Revenue	8100-8299		0.00	184,857.00	184,857.00	0.00	185,032.00	185,032.00	0.1%
3) Other State Revenue	8300-8599		4,691.00	968,342.00	973,033.00	3,616.00	945,232.00	948,848.00	-2.5%
4) Other Local Revenue	8600-8799		556,800.00	596,239.00	1,153,039.00	553,800.00	345,959.00	899,759.00	-22.0%
5) TOTAL, REVENUES			2,242,117.00	1,749,438.00	3,991,555.00	2,269,550.00	1,476,223.00	3,745,773.00	-6.2%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		387,429.00	368,447.00	755,876.00	358,502.00	376,269.00	734,771.00	-2.8%
2) Classified Salaries	2000-2999		555,490.00	225,296.00	780,786.00	504,636.00	197,003.00	701,639.00	-10.1%
3) Employee Benefits	3000-3999		449,624.00	343,297.00	792,921.00	430,227.00	339,796.00	770,023.00	-2.9%
4) Books and Supplies	4000-4999		24,346.00	183,829.00	208,175.00	27,916.00	165,453.00	193,369.00	-7.1%
5) Services and Other Operating Expenditures	5000-5999		463,324.00	572,345.20	1,035,669.20	463,524.00	959,117.00	1,422,641.00	37.4%
6) Capital Outlay	6000-6999		35,000.00	88,191.00	123,191.00	35,000.00	50,000.00	85,000.00	-31.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7300-7399		(164,983.00)	145,864.00	(19,119.00)	(124,729.00)	107,515.00	(17,214.00)	-10.0%
9) TOTAL, EXPENDITURES			1,750,230.00	1,927,269.20	3,677,499.20	1,695,076.00	2,195,153.00	3,890,229.00	5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			491,887.00	(177,831.20)	314,055.80	574,474.00	(718,930.00)	(144,456.00)	-146.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		46,000.00	0.00	46,000.00	70,000.00	0.00	70,000.00	52.2%
b) Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			46,000.00	0.00	46,000.00	70,000.00	0.00	70,000.00	52.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			537,887.00	(177,831.20)	360,055.80	644,474.00	(718,930.00)	(74,456.00)	-120.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		5,092,607.00	1,027,291.00	6,119,898.00	5,630,494.00	849,459.80	6,479,953.80	5.9%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			5,092,607.00	1,027,291.00	6,119,898.00	5,630,494.00	849,459.80	6,479,953.80	5.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,092,607.00	1,027,291.00	6,119,898.00	5,630,494.00	849,459.80	6,479,953.80	5.9%
2) Ending Balance, June 30 (E + F1e)			5,630,494.00	849,459.80	6,479,953.80	6,274,968.00	130,529.80	6,405,497.80	-1.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	600.00	0.00	600.00	600.00	0.00	600.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	849,895.80	849,895.80	0.00	251,092.80	251,092.80	-70.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	494,474.00	0.00	494,474.00	0.00	0.00	0.00	-100.0%
Unassigned/Unappropriated Amount		9790	5,135,420.00	(436.00)	5,134,984.00	6,274,368.00	(120,563.00)	6,153,805.00	19.8%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	5,129,376.90	1,039,413.01	6,168,789.91				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	600.00	0.00	600.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	720.00	0.00	720.00				
4) Due from Grantor Government		9290	0.00	141,985.55	141,985.55				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025- 26Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			5,130,696.90	1,181,398.56	6,312,095.46				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	83,204.25	0.00	83,204.25				
2) Due to Grantor Governments		9590	1,457.99	77,350.71	78,808.70				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			84,662.24	77,350.71	162,012.95				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			5,046,034.66	1,104,047.85	6,150,082.51				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	1,465,905.00	0.00	1,465,905.00	1,497,654.00	0.00	1,497,654.00	2.2%
Education Protection Account State Aid - Current Year		8012	137,060.00	0.00	137,060.00	137,060.00	0.00	137,060.00	0.0%
State Aid - Prior Years		8019	241.00	0.00	241.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	500.00	0.00	500.00	500.00	0.00	500.00	0.0%
Timber Yield Tax		8022	300.00	0.00	300.00	300.00	0.00	300.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	73,000.00	0.00	73,000.00	73,000.00	0.00	73,000.00	0.0%
Unsecured Roll Taxes		8042	2,700.00	0.00	2,700.00	2,700.00	0.00	2,700.00	0.0%
Prior Years' Taxes		8043	70.00	0.00	70.00	70.00	0.00	70.00	0.0%
Supplemental Taxes		8044	850.00	0.00	850.00	850.00	0.00	850.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025- 26Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sups.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			1,680,626.00	0.00	1,680,626.00	1,712,134.00	0.00	1,712,134.00	1.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,680,626.00	0.00	1,680,626.00	1,712,134.00	0.00	1,712,134.00	1.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	122,206.00	122,206.00	0.00	122,206.00	122,206.00	0.0%
Special Education Discretionary Grants		8182	0.00	35,358.00	35,358.00	0.00	35,533.00	35,533.00	0.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		0.00	0.00		0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	27,293.00	27,293.00	0.00	27,293.00	27,293.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	184,857.00	184,857.00	0.00	185,032.00	185,032.00	0.1%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		693,474.00	693,474.00		690,239.00	690,239.00	-0.5%
Prior Years	6500	8319		766.00	766.00		0.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,045.00	0.00	1,045.00	0.00	0.00	0.00	-100.0%
Lottery - Unrestricted and Instructional Materials		8560	3,346.00	1,436.00	4,782.00	3,616.00	1,436.00	5,052.00	5.6%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		75,000.00	75,000.00		75,000.00	75,000.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	300.00	197,666.00	197,966.00	0.00	178,557.00	178,557.00	-9.8%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER STATE REVENUE			4,691.00	968,342.00	973,033.00	3,616.00	945,232.00	948,848.00	-2.5%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	180,000.00	0.00	180,000.00	180,000.00	0.00	180,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	368,000.00	0.00	368,000.00	368,000.00	31,569.00	399,569.00	8.6%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025- 26Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Local Revenue		8699	8,800.00	391,444.00	400,244.00	5,800.00	109,595.00	115,395.00	-71.2%
Tuition		8710	0.00	204,795.00	204,795.00	0.00	204,795.00	204,795.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			556,800.00	596,239.00	1,153,039.00	553,800.00	345,959.00	899,759.00	-22.0%
TOTAL, REVENUES			2,242,117.00	1,749,438.00	3,991,555.00	2,269,550.00	1,476,223.00	3,745,773.00	-6.2%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	219,225.00	260,698.00	479,923.00	200,362.00	265,830.00	466,192.00	-2.9%
Certificated Pupil Support Salaries		1200	4,000.00	26,437.00	30,437.00	0.00	27,500.00	27,500.00	-9.6%
Certificated Supervisors' and Administrators' Salaries		1300	164,204.00	81,312.00	245,516.00	158,140.00	82,939.00	241,079.00	-1.8%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			387,429.00	368,447.00	755,876.00	358,502.00	376,269.00	734,771.00	-2.8%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	26,898.00	159,636.00	186,534.00	17,741.00	142,271.00	160,012.00	-14.2%
Classified Support Salaries		2200	92,409.00	48,000.00	140,409.00	86,389.00	50,432.00	136,821.00	-2.6%
Classified Supervisors' and Administrators' Salaries		2300	155,217.00	0.00	155,217.00	170,678.00	0.00	170,678.00	10.0%
Clerical, Technical and Office Salaries		2400	280,966.00	0.00	280,966.00	229,828.00	0.00	229,828.00	-18.2%
Other Classified Salaries		2900	0.00	17,660.00	17,660.00	0.00	4,300.00	4,300.00	-75.7%
TOTAL, CLASSIFIED SALARIES			555,490.00	225,296.00	780,786.00	504,636.00	197,003.00	701,639.00	-10.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	72,050.00	129,058.00	201,108.00	68,474.00	127,724.00	196,198.00	-2.4%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
PERS		3201-3202	134,853.00	48,670.00	183,523.00	131,798.00	45,439.00	177,237.00	-3.4%
OASDI/Medicare/Alternative		3301-3302	46,126.00	21,207.00	67,333.00	41,865.00	18,655.00	60,520.00	-10.1%
Health and Welfare Benefits		3401-3402	162,752.00	123,154.00	285,906.00	157,694.00	127,663.00	285,357.00	-0.2%
Unemployment Insurance		3501-3502	471.00	294.00	765.00	433.00	285.00	718.00	-6.1%
Workers' Compensation		3601-3602	33,372.00	20,914.00	54,286.00	29,963.00	20,030.00	49,993.00	-7.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			449,624.00	343,297.00	792,921.00	430,227.00	339,796.00	770,023.00	-2.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	9,825.00	9,825.00	0.00	9,389.00	9,389.00	-4.4%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	17,030.00	130,675.00	147,705.00	20,600.00	124,945.00	145,545.00	-1.5%
Noncapitalized Equipment		4400	7,316.00	43,329.00	50,645.00	7,316.00	31,119.00	38,435.00	-24.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			24,346.00	183,829.00	208,175.00	27,916.00	165,453.00	193,369.00	-7.1%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	121,560.00	121,560.00	0.00	153,129.00	153,129.00	26.0%
Travel and Conferences		5200	18,858.00	50,376.00	69,234.00	19,058.00	35,376.00	54,434.00	-21.4%
Dues and Memberships		5300	33,649.00	4,157.00	37,806.00	33,649.00	4,157.00	37,806.00	0.0%
Insurance		5400 - 5450	0.00	25,000.00	25,000.00	0.00	25,500.00	25,500.00	2.0%
Operations and Housekeeping Services		5500	1,400.00	15,000.00	16,400.00	1,400.00	24,000.00	25,400.00	54.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,500.00	1,000.00	2,500.00	1,500.00	2,000.00	3,500.00	40.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	393,317.00	354,252.20	747,569.20	393,317.00	713,955.00	1,107,272.00	48.1%
Communications		5900	14,600.00	1,000.00	15,600.00	14,600.00	1,000.00	15,600.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			463,324.00	572,345.20	1,035,669.20	463,524.00	959,117.00	1,422,641.00	37.4%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	47,000.00	47,000.00	0.00	50,000.00	50,000.00	6.4%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	20,000.00	41,191.00	61,191.00	20,000.00	0.00	20,000.00	-67.3%
Equipment Replacement		6500	15,000.00	0.00	15,000.00	15,000.00	0.00	15,000.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			35,000.00	88,191.00	123,191.00	35,000.00	50,000.00	85,000.00	-31.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025- 26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(145,864.00)	145,864.00	0.00	(107,515.00)	107,515.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(19,119.00)	0.00	(19,119.00)	(17,214.00)	0.00	(17,214.00)	-10.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(164,983.00)	145,864.00	(19,119.00)	(124,729.00)	107,515.00	(17,214.00)	-10.0%
TOTAL, EXPENDITURES			1,750,230.00	1,927,269.20	3,677,499.20	1,695,076.00	2,195,153.00	3,890,229.00	5.8%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	46,000.00	0.00	46,000.00	70,000.00	0.00	70,000.00	52.2%
(a) TOTAL, INTERFUND TRANSFERS IN			46,000.00	0.00	46,000.00	70,000.00	0.00	70,000.00	52.2%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			46,000.00	0.00	46,000.00	70,000.00	0.00	70,000.00	52.2%

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	1,680,626.00	0.00	1,680,626.00	1,712,134.00	0.00	1,712,134.00	1.9%
2) Federal Revenue		8100-8299	0.00	184,857.00	184,857.00	0.00	185,032.00	185,032.00	0.1%
3) Other State Revenue		8300-8599	4,691.00	968,342.00	973,033.00	3,616.00	945,232.00	948,848.00	-2.5%
4) Other Local Revenue		8600-8799	556,800.00	596,239.00	1,153,039.00	553,800.00	345,959.00	899,759.00	-22.0%
5) TOTAL, REVENUES			2,242,117.00	1,749,438.00	3,991,555.00	2,269,550.00	1,476,223.00	3,745,773.00	-6.2%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	368,642.00	997,867.00	1,366,509.00	341,041.00	958,331.00	1,299,372.00	-4.9%
2) Instruction - Related Services	2000-2999		204,534.00	252,696.00	457,230.00	194,568.00	216,827.00	411,395.00	-10.0%
3) Pupil Services	3000-3999		147,908.00	266,797.20	414,705.20	164,794.00	624,487.00	789,281.00	90.3%
4) Ancillary Services	4000-4999		0.00	36,455.00	36,455.00	0.00	43,486.00	43,486.00	19.3%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		996,146.00	268,704.00	1,264,850.00	961,673.00	233,772.00	1,195,445.00	-5.5%
8) Plant Services	8000-8999		33,000.00	104,750.00	137,750.00	33,000.00	118,250.00	151,250.00	9.8%
9) Other Outgo	9000-9999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES				1,750,230.00	1,927,269.20	3,677,499.20	1,695,076.00	2,195,153.00	3,890,229.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			491,887.00	(177,831.20)	314,055.80	574,474.00	(718,930.00)	(144,456.00)	-146.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		46,000.00	0.00	46,000.00	70,000.00	0.00	70,000.00	52.2%
b) Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			46,000.00	0.00	46,000.00	70,000.00	0.00	70,000.00	52.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			537,887.00	(177,831.20)	360,055.80	644,474.00	(718,930.00)	(74,456.00)	-120.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		5,092,607.00	1,027,291.00	6,119,898.00	5,630,494.00	849,459.80	6,479,953.80	5.9%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,092,607.00	1,027,291.00	6,119,898.00	5,630,494.00	849,459.80	6,479,953.80	5.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,092,607.00	1,027,291.00	6,119,898.00	5,630,494.00	849,459.80	6,479,953.80	5.9%
2) Ending Balance, June 30 (E + F1e)			5,630,494.00	849,459.80	6,479,953.80	6,274,968.00	130,529.80	6,405,497.80	-1.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	600.00	0.00	600.00	600.00	0.00	600.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	849,895.80	849,895.80	0.00	251,092.80	251,092.80	-70.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	494,474.00	0.00	494,474.00	0.00	0.00	0.00	-100.0%
Unassigned/Unappropriated Amount		9790	5,135,420.00	(436.00)	5,134,984.00	6,274,368.00	(120,563.00)	6,153,805.00	19.8%

Resource	Description	2024-25		2025-26
		Estimated	Actuals	Budget
6500	Special Education		173,465.00	35,434.00
9010	Other Restricted Local		676,430.80	215,658.80
Total, Restricted Balance			849,895.80	251,092.80

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	460,903.00	306,532.00	-33.5%
4) Other Local Revenue		8600-8799	9,000.00	8,000.00	-11.1%
5) TOTAL, REVENUES			469,903.00	314,532.00	-33.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	182,493.00	120,329.00	-34.1%
2) Classified Salaries		2000-2999	56,351.00	48,468.00	-14.0%
3) Employee Benefits		3000-3999	93,415.00	90,833.00	-2.8%
4) Books and Supplies		4000-4999	30,232.00	11,162.00	-63.1%
5) Services and Other Operating Expenditures		5000-5999	53,740.00	23,536.00	-56.2%
6) Capital Outlay		6000-6999	68,806.00	4,700.00	-93.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	20,146.00	17,214.00	-14.6%
9) TOTAL, EXPENDITURES			505,183.00	316,242.00	-37.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(35,280.00)	(1,710.00)	-95.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(35,280.00)	(1,710.00)	-95.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	53,335.00	18,055.00	-66.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			53,335.00	18,055.00	-66.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			53,335.00	18,055.00	-66.1%
2) Ending Balance, June 30 (E + F1e)			18,055.00	16,345.00	-9.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	18,075.00	60,352.00	233.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(20.00)	(44,007.00)	219,935.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	5,791.71		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			5,791.71		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	1.45		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			1.45		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			5,790.26		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	301,332.00	301,332.00	0.0%
All Other State Revenue	All Other	8590	159,571.00	5,200.00	-96.7%
TOTAL, OTHER STATE REVENUE			460,903.00	306,532.00	-33.5%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	9,000.00	8,000.00	-11.1%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,000.00	8,000.00	-11.1%
TOTAL, REVENUES			469,903.00	314,532.00	-33.1%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	64,522.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	117,971.00	120,329.00	2.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			182,493.00	120,329.00	-34.1%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	104.00	0.00	-100.0%
Classified Support Salaries		2200	6,304.00	15,078.00	139.2%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	49,943.00	33,390.00	-33.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			56,351.00	48,468.00	-14.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	34,204.00	28,183.00	-17.6%
PERS		3201-3202	15,215.00	8,952.00	-41.2%
OASDI/Medicare/Alternative		3301-3302	8,393.00	5,446.00	-35.1%
Health and Welfare Benefits		3401-3402	26,602.00	41,895.00	57.5%
Unemployment Insurance		3501-3502	123.00	85.00	-30.9%
Workers' Compensation		3601-3602	8,878.00	6,272.00	-29.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			93,415.00	90,833.00	-2.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	23,412.00	8,808.00	-62.4%
Noncapitalized Equipment		4400	6,820.00	2,354.00	-65.5%
TOTAL, BOOKS AND SUPPLIES			30,232.00	11,162.00	-63.1%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	7,404.00	5,500.00	-25.7%
Dues and Memberships		5300	1,600.00	1,600.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	10,000.00	3,000.00	-70.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,200.00	1,200.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	30,388.00	9,088.00	-70.1%
Communications		5900	3,148.00	3,148.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			53,740.00	23,536.00	-56.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	68,806.00	4,700.00	-93.2%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			68,806.00	4,700.00	-93.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	20,146.00	17,214.00	-14.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			20,146.00	17,214.00	-14.6%
TOTAL, EXPENDITURES			505,183.00	316,242.00	-37.4%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	460,903.00	306,532.00	-33.5%
4) Other Local Revenue		8600-8799	9,000.00	8,000.00	-11.1%
5) TOTAL, REVENUES			469,903.00	314,532.00	-33.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		144,718.00	26,042.00	-82.0%
2) Instruction - Related Services	2000-2999		251,583.00	247,286.00	-1.7%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		20,146.00	17,214.00	-14.6%
8) Plant Services	8000-8999		88,736.00	25,700.00	-71.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			505,183.00	316,242.00	-37.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(35,280.00)	(1,710.00)	-95.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(35,280.00)	(1,710.00)	-95.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	53,335.00	18,055.00	-66.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			53,335.00	18,055.00	-66.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			53,335.00	18,055.00	-66.1%
2) Ending Balance, June 30 (E + F1e)			18,055.00	16,345.00	-9.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	18,075.00	60,352.00	233.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(20.00)	(44,007.00)	219,935.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
6391	Adult Education Program	0.00	60,352.00
9010	Other Restricted Local	18,075.00	0.00
Total, Restricted Balance		18,075.00	60,352.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	146,000.00	270,000.00	84.9%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			146,000.00	270,000.00	84.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	100,000.00	200,000.00	100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			100,000.00	200,000.00	100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			46,000.00	70,000.00	52.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	46,000.00	70,000.00	52.2%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(46,000.00)	(70,000.00)	52.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Forest Reserve Funds		8260	46,000.00	70,000.00	52.2%
Pass-Through Revenues from					
Federal Sources		8287	100,000.00	200,000.00	100.0%
TOTAL, FEDERAL REVENUE			146,000.00	270,000.00	84.9%
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			146,000.00	270,000.00	84.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	100,000.00	200,000.00	100.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			100,000.00	200,000.00	100.0%
TOTAL, EXPENDITURES			100,000.00	200,000.00	100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	46,000.00	70,000.00	52.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			46,000.00	70,000.00	52.2%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	146,000.00	270,000.00	84.9%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			146,000.00	270,000.00	84.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	100,000.00	200,000.00	100.0%
10) TOTAL, EXPENDITURES			100,000.00	200,000.00	100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			46,000.00	70,000.00	52.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	46,000.00	70,000.00	52.2%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(46,000.00)	(70,000.00)	52.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Balance		0.00	0.00

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year	1.01	1.01	1.01	1.01	1.01	1.01
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	16.34	16.34	16.34	16.34	16.34	16.34
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	17.35	17.35	17.35	17.35	17.35	17.35
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	17.35	17.35	17.35	17.35	17.35	17.35
4. Adults in Correctional Facilities						
5. County Operations Grant ADA	372.46	372.46	372.46	372.46	372.46	372.46
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Budget, July 1
2024-25 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

46 10462 0000000
Form L
G8BGURCYH5(2025-26)

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		7,953.00	7,953.00
2. State Lottery Revenue	8560	3,346.00		1,436.00	4,782.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		3,346.00	0.00	9,389.00	12,735.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	3,346.00		9,825.00	13,171.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		3,346.00	0.00	9,825.00	13,171.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)					
	979Z	0.00	0.00	(436.00)	(436.00)
D. COMMENTS:					
Amount recorded is for purchased instructional materials.					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		372.46	0.00%	372.46	0.00%	372.46
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	1,712,134.00	2.49%	1,754,779.00	2.84%	1,804,533.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	3,616.00	0.00%	3,616.00	0.00%	3,616.00
4. Other Local Revenues	8600-8799	553,800.00	0.00%	553,800.00	0.00%	553,800.00
5. Other Financing Sources						
a. Transfers In	8900-8929	70,000.00	0.00%	70,000.00	0.00%	70,000.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	0.00	0.00%		0.00%	
6. Total (Sum lines A1 thru A5c)		2,339,550.00	1.82%	2,382,195.00	2.09%	2,431,949.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				358,502.00		364,597.00
b. Step & Column Adjustment				6,095.00		6,198.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	358,502.00	1.70%	364,597.00	1.70%	370,795.00
2. Classified Salaries						
a. Base Salaries				504,636.00		518,765.00
b. Step & Column Adjustment				14,129.00		14,525.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	504,636.00	2.80%	518,765.00	2.80%	533,290.00
3. Employee Benefits	3000-3999	430,227.00	2.75%	442,058.00	2.75%	454,215.00
4. Books and Supplies	4000-4999	27,916.00	7.47%	30,000.00	16.67%	35,000.00
5. Services and Other Operating Expenditures	5000-5999	463,524.00	2.48%	475,000.00	4.21%	495,000.00
6. Capital Outlay	6000-6999	35,000.00	0.00%	35,000.00	0.00%	35,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(124,729.00)	0.00%	(124,729.00)	0.00%	(124,729.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		1,695,076.00	2.69%	1,740,691.00	3.33%	1,798,571.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		644,474.00		641,504.00		633,378.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,630,494.00		6,274,968.00		6,916,472.00
2. Ending Fund Balance (Sum lines C and D1)		6,274,968.00		6,916,472.00		7,549,850.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	600.00		600.00		600.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	6,274,368.00		6,915,872.00		7,549,250.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,274,968.00		6,916,472.00		7,549,850.00
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	6,274,368.00		6,915,872.00		7,549,250.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		6,274,368.00		6,915,872.00		7,549,250.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	185,032.00	0.00%	185,032.00	0.00%	185,032.00
3. Other State Revenues	8300-8599	945,232.00	0.00%	945,232.00	0.00%	945,232.00
4. Other Local Revenues	8600-8799	345,959.00	0.00%	345,959.00	0.00%	345,959.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	0.00	0.00%		0.00%	
6. Total (Sum lines A1 thru A5c)		1,476,223.00	0.00%	1,476,223.00	0.00%	1,476,223.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				376,269.00		382,666.00
b. Step & Column Adjustment				6,397.00		6,505.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	376,269.00	1.70%	382,666.00	1.70%	389,171.00
2. Classified Salaries						
a. Base Salaries				197,003.00		202,519.00
b. Step & Column Adjustment				5,516.00		5,671.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	197,003.00	2.80%	202,519.00	2.80%	208,190.00
3. Employee Benefits	3000-3999	339,796.00	3.36%	351,213.00	3.36%	363,014.00
4. Books and Supplies	4000-4999	165,453.00	-30.49%	115,000.00	-13.04%	100,000.00
5. Services and Other Operating Expenditures	5000-5999	959,117.00	-60.90%	375,000.00	-13.33%	325,000.00
6. Capital Outlay	6000-6999	50,000.00	-50.00%	25,000.00	0.00%	25,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	107,515.00	-9.30%	97,515.00	-3.08%	94,515.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
11. Total (Sum lines B1 thru B10)		2,195,153.00	-29.44%	1,548,913.00	-2.84%	1,504,890.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(718,930.00)		(72,690.00)		(28,667.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		849,459.80		130,529.80		57,839.80
2. Ending Fund Balance (Sum lines C and D1)		130,529.80		57,839.80		29,172.80
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	251,092.80		90,354.80		29,172.80
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(120,563.00)		(32,515.00)		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		130,529.80		57,839.80		29,172.80
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		372.46	0.00%	372.46	0.00%	372.46
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	1,712,134.00	2.49%	1,754,779.00	2.84%	1,804,533.00
2. Federal Revenues	8100-8299	185,032.00	0.00%	185,032.00	0.00%	185,032.00
3. Other State Revenues	8300-8599	948,848.00	0.00%	948,848.00	0.00%	948,848.00
4. Other Local Revenues	8600-8799	899,759.00	0.00%	899,759.00	0.00%	899,759.00
5. Other Financing Sources						
a. Transfers In	8900-8929	70,000.00	0.00%	70,000.00	0.00%	70,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		3,815,773.00	1.12%	3,858,418.00	1.29%	3,908,172.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				734,771.00		747,263.00
b. Step & Column Adjustment				12,492.00		12,703.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	734,771.00	1.70%	747,263.00	1.70%	759,966.00
2. Classified Salaries						
a. Base Salaries				701,639.00		721,284.00
b. Step & Column Adjustment				19,645.00		20,196.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	701,639.00	2.80%	721,284.00	2.80%	741,480.00
3. Employee Benefits	3000-3999	770,023.00	3.02%	793,271.00	3.02%	817,229.00
4. Books and Supplies	4000-4999	193,369.00	-25.01%	145,000.00	-6.90%	135,000.00
5. Services and Other Operating Expenditures	5000-5999	1,422,641.00	-40.25%	850,000.00	-3.53%	820,000.00
6. Capital Outlay	6000-6999	85,000.00	-29.41%	60,000.00	0.00%	60,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(17,214.00)	58.09%	(27,214.00)	11.02%	(30,214.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
11. Total (Sum lines B1 thru B10)		3,890,229.00	-15.44%	3,289,604.00	0.42%	3,303,461.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(74,456.00)		568,814.00		604,711.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,479,953.80		6,405,497.80		6,974,311.80
2. Ending Fund Balance (Sum lines C and D1)		6,405,497.80		6,974,311.80		7,579,022.80
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	600.00		600.00		600.00
b. Restricted	9740	251,092.80		90,354.80		29,172.80
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	6,153,805.00		6,883,357.00		7,549,250.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,405,497.80		6,974,311.80		7,579,022.80
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	6,274,368.00		6,915,872.00		7,549,250.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(120,563.00)		(32,515.00)		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		6,153,805.00		6,883,357.00		7,549,250.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		158.19%		209.25%		228.53%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. County Office's Total Expenditures and Other Financing Uses						
Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)		3,890,229.00		3,289,604.00		3,303,461.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		3,890,229.00		3,289,604.00		3,303,461.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		3,890,229.00		3,289,604.00		3,303,461.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 8 for calculation details)		5.00%		5.00%		5.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		194,511.45		164,480.20		165,173.05
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 8 for calculation details)		88,000.00		88,000.00		88,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		194,511.45		164,480.20		165,173.05
h. Available Reserves (Line E3)						
Meet Reserve Standard (Line F3g)		YES		YES		YES

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

46 10462 0000000
Form SIAA
G8BGURCYH5(2025-26)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 COUNTY SCHOOL SERVICE FUND								
Expenditure Detail	0.00	0.00	0.00	(19,119.00)				
Other Sources/Uses Detail					46,000.00	0.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	20,146.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
16 FOREST RESERVE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	46,000.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

46 10462 0000000
Form SIAA
G8BGURCYH5(2025-26)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

46 10462 0000000
Form SIAA
G8BGURCYH5(2025-26)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	20,146.00	(19,119.00)	46,000.00	46,000.00	0.00	0.00

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

46 10462 0000000
Form SIAB
G8BGURCYH5(2025-26)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 COUNTY SCHOOL SERVICE FUND								
Expenditure Detail	0.00	0.00	0.00	(17,214.00)				
Other Sources/Uses Detail					70,000.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	17,214.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
16 FOREST RESERVE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	70,000.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

46 10462 0000000
Form SIAB
G8BGURCYH5(2025-26)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

46 10462 0000000
Form SIAB
G8BGURCYH5(2025-26)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	17,214.00	(17,214.00)	70,000.00	70,000.00		

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 109 Beckwith Rd Loyalton CA 96118

Date: 6/6/2025

Public Hearing:

Place: 130 School St. Downieville CA 95936

Date: 6/10/2025

Time: 6:00 PM

Adoption Date: 6/24/2025

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name:

Title:

Contact person for additional information on the budget reports:

Name: Randy Jones

Title: CBO

Telephone: 530-993-1660

E-mail: rjones@spjUSD.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.		
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.		

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
School District Certification

46 70177 000000
Form CB
G8BCR1PBBB(2025-26)

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.		
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.		
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.		
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?		
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?		
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?		
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?		
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? * If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?		
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? * If yes, are they lifetime benefits? * If yes, do benefits continue beyond age 65? * If yes, are benefits funded by pay-as-you-go?		
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?		
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: * Certificated? (Section S8A, Line 1) * Classified? (Section S8B, Line 1) * Management/supervisor/confidential? (Section S8C, Line 1)		
S9	Local Control and Accountability Plan (LCAP)	* Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? * Adoption date of the LCAP or an update to the LCAP:		
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?		
A2	Independent Position Control	Is personnel position control independent from the payroll system?		
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?		
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		
A7	Independent Financial System	Is the district's financial system independent from the county office system?		

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).		
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	
Less: Amount of total liabilities reserved in budget:	\$	
Estimated accrued but unfunded liabilities:	\$	0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

☒ This school district is not self-insured for workers' compensation claims.

Signed

Date of Meeting: 6/24/2025

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name:

Title:

For additional information on this certification, please contact:

Name: Randy Jones

Title: CBO

Telephone: 530-993-1660 x120

E-mail: rjones@spjUSD.org

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	6,559,377.00	0.00	6,559,377.00	6,868,242.00	0.00	6,868,242.00	4.7%
2) Federal Revenue		8100-8299	200,000.00	180,725.00	380,725.00	200,000.00	171,318.00	371,318.00	-2.5%
3) Other State Revenue		8300-8599	89,298.00	1,453,778.00	1,543,076.00	89,298.00	1,018,921.00	1,108,219.00	-28.2%
4) Other Local Revenue		8600-8799	321,827.00	28,000.00	349,827.00	321,827.00	198,832.00	520,659.00	48.8%
5) TOTAL, REVENUES			7,170,502.00	1,662,503.00	8,833,005.00	7,479,367.00	1,389,071.00	8,868,438.00	0.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,403,023.00	359,926.00	2,762,949.00	2,539,823.00	486,047.00	3,025,870.00	9.5%
2) Classified Salaries		2000-2999	826,176.00	79,001.00	905,177.00	990,634.00	110,433.00	1,101,067.00	21.6%
3) Employee Benefits		3000-3999	1,460,169.00	435,067.00	1,895,236.00	1,643,766.00	481,758.00	2,125,524.00	12.2%
4) Books and Supplies		4000-4999	273,553.00	458,513.00	732,066.00	303,813.00	492,493.00	796,306.00	8.8%
5) Services and Other Operating Expenditures		5000-5999	1,851,732.00	464,102.00	2,315,834.00	1,718,642.00	679,103.00	2,397,745.00	3.5%
6) Capital Outlay		6000-6999	358,814.00	193,439.00	552,253.00	268,789.00	311,476.00	580,265.00	5.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	268,288.00	0.00	268,288.00	268,288.00	0.00	268,288.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(113,125.00)	113,366.00	241.00	(57,723.00)	57,723.00	0.00	-100.0%
9) TOTAL, EXPENDITURES			7,328,630.00	2,103,414.00	9,432,044.00	7,676,032.00	2,619,033.00	10,295,065.00	9.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(158,128.00)	(440,911.00)	(599,039.00)	(196,665.00)	(1,229,962.00)	(1,426,627.00)	138.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,070,411.00	0.00	2,070,411.00	94,307.00	0.00	94,307.00	-95.4%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(34,838.00)	34,838.00	0.00	(206,665.00)	206,665.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,105,249.00)	34,838.00	(2,070,411.00)	(300,972.00)	206,665.00	(94,307.00)	-95.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,263,377.00)	(406,073.00)	(2,669,450.00)	(497,637.00)	(1,023,297.00)	(1,520,934.00)	-43.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	4,252,331.00	1,452,938.00	5,705,269.00	1,988,954.00	1,046,865.00	3,035,819.00	-46.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

46 70177 0000000
Form 01
G8BCR1PBBB(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			4,252,331.00	1,452,938.00	5,705,269.00	1,988,954.00	1,046,865.00	3,035,819.00	-46.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,252,331.00	1,452,938.00	5,705,269.00	1,988,954.00	1,046,865.00	3,035,819.00	-46.8%
2) Ending Balance, June 30 (E + F1e)			1,988,954.00	1,046,865.00	3,035,819.00	1,491,317.00	23,568.00	1,514,885.00	-50.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	4,100.00	0.00	4,100.00	4,100.00	0.00	4,100.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,046,865.00	1,046,865.00	0.00	349,331.00	349,331.00	-66.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	500,000.00	0.00	500,000.00	500,000.00	0.00	500,000.00	0.0%
Necessary Small School Reserve	0000	9760	500,000.00		500,000.00			0.00	
Necessary Small School Reserve	0000	9760			0.00	500,000.00		500,000.00	
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	988,179.00	0.00	988,179.00	New
Unassigned/Unappropriated Amount		9790	1,484,854.00	0.00	1,484,854.00	(962.00)	(325,763.00)	(326,725.00)	-122.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	3,984,441.35	1,656,438.52	5,640,879.87				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	4,100.00	0.00	4,100.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	6,339.31	0.00	6,339.31				
4) Due from Grantor Government		9290	8,374.61	166,668.47	175,043.08				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

46 70177 0000000
Form 01
G8BCR1PBBB(2025- 29

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025- 26Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			4,003,255.27	1,823,106.99	5,826,362.26				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	188,163.52	0.00	188,163.52				
2) Due to Grantor Governments		9590	166,448.00	2,451.39	168,899.39				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			354,611.52	2,451.39	357,062.91				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			3,648,643.75	1,820,655.60	5,469,299.35				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	2,553,920.00	0.00	2,553,920.00	2,600,874.00	0.00	2,600,874.00	1.8%
Education Protection Account State Aid - Current Year		8012	297,534.00	0.00	297,534.00	393,003.00	0.00	393,003.00	32.1%
State Aid - Prior Years		8019	(166,442.00)	0.00	(166,442.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	18,588.00	0.00	18,588.00	18,843.00	0.00	18,843.00	1.4%
Timber Yield Tax		8022	12,327.00	0.00	12,327.00	25,960.00	0.00	25,960.00	110.6%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	2,376.00	0.00	2,376.00	New
County & District Taxes									
Secured Roll Taxes		8041	3,146,132.00	0.00	3,146,132.00	3,127,674.00	0.00	3,127,674.00	-0.6%
Unsecured Roll Taxes		8042	96,775.00	0.00	96,775.00	98,100.00	0.00	98,100.00	1.4%
Prior Years' Taxes		8043	543.00	0.00	543.00	562.00	0.00	562.00	3.5%
Supplemental Taxes		8044	0.00	0.00	0.00	600,850.00	0.00	600,850.00	New

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025- 26Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Education Revenue Augmentation Fund (ERAF)		8045	600,000.00	0.00	600,000.00	0.00	0.00	0.00	-100.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			6,559,377.00	0.00	6,559,377.00	6,868,242.00	0.00	6,868,242.00	4.7%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			6,559,377.00	0.00	6,559,377.00	6,868,242.00	0.00	6,868,242.00	4.7%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	4,526.00	4,526.00	0.00	4,526.00	4,526.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	200,000.00	0.00	200,000.00	200,000.00	0.00	200,000.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		104,833.00	104,833.00		104,833.00	104,833.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		15,097.00	15,097.00		15,097.00	15,097.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025- 26Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		10,000.00	10,000.00		10,000.00	10,000.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	46,269.00	46,269.00	0.00	36,862.00	36,862.00	-20.3%
TOTAL, FEDERAL REVENUE			200,000.00	180,725.00	380,725.00	200,000.00	171,318.00	371,318.00	-2.5%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	17,844.00	0.00	17,844.00	17,844.00	0.00	17,844.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	71,054.00	30,718.00	101,772.00	71,054.00	30,718.00	101,772.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		131,062.00	131,062.00		131,092.00	131,092.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		157,345.00	157,345.00		157,002.00	157,002.00	-0.2%
Arts and Music in Schools (Prop 28)	6770	8590		56,145.00	56,145.00		56,150.00	56,150.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	400.00	1,078,508.00	1,078,908.00	400.00	643,959.00	644,359.00	-40.3%
TOTAL, OTHER STATE REVENUE			89,298.00	1,453,778.00	1,543,076.00	89,298.00	1,018,921.00	1,108,219.00	-28.2%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025- 26Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	4,500.00	0.00	4,500.00	4,500.00	0.00	4,500.00	0.0%
Interest		8660	60,000.00	0.00	60,000.00	60,000.00	0.00	60,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	189,500.00	0.00	189,500.00	189,500.00	0.00	189,500.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	67,827.00	28,000.00	95,827.00	67,827.00	198,832.00	266,659.00	178.3%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025- 26Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			321,827.00	28,000.00	349,827.00	321,827.00	198,832.00	520,659.00	48.8%
TOTAL, REVENUES			7,170,502.00	1,662,503.00	8,833,005.00	7,479,367.00	1,389,071.00	8,868,438.00	0.4%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	1,896,234.00	352,928.00	2,249,162.00	2,008,290.00	418,400.00	2,426,690.00	7.9%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	506,789.00	6,998.00	513,787.00	531,533.00	7,647.00	539,180.00	4.9%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	60,000.00	60,000.00	New
TOTAL, CERTIFICATED SALARIES			2,403,023.00	359,926.00	2,762,949.00	2,539,823.00	486,047.00	3,025,870.00	9.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	188,842.00	52,152.00	240,994.00	233,402.00	72,963.00	306,365.00	27.1%
Classified Support Salaries		2200	435,081.00	26,849.00	461,930.00	492,184.00	37,470.00	529,654.00	14.7%
Classified Supervisors' and Administrators' Salaries		2300	2,535.00	0.00	2,535.00	2,700.00	0.00	2,700.00	6.5%
Clerical, Technical and Office Salaries		2400	199,718.00	0.00	199,718.00	262,348.00	0.00	262,348.00	31.4%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			826,176.00	79,001.00	905,177.00	990,634.00	110,433.00	1,101,067.00	21.6%
EMPLOYEE BENEFITS									
STRS		3101-3102	435,134.00	307,980.00	743,114.00	479,510.00	346,572.00	826,082.00	11.2%
PERS		3201-3202	178,079.00	19,040.00	197,119.00	226,163.00	26,284.00	252,447.00	28.1%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

46 70177 0000000
Form 01
G8BCR1PBBB(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OASDI/Medicare/Alternative Health and Welfare Benefits		3301-3302	94,239.00	11,963.00	106,202.00	104,629.00	23,354.00	127,983.00	20.5%
Unemployment Insurance		3401-3402	629,888.00	83,443.00	713,331.00	703,481.00	70,007.00	773,488.00	8.4%
Workers' Compensation		3501-3502	1,598.00	193.00	1,791.00	1,771.00	239.00	2,010.00	12.2%
OPEB, Allocated		3601-3602	102,482.00	12,448.00	114,930.00	110,675.00	15,302.00	125,977.00	9.6%
OPEB, Active Employees		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS		3901-3902	18,749.00	0.00	18,749.00	17,537.00	0.00	17,537.00	-6.5%
			1,460,169.00	435,067.00	1,895,236.00	1,643,766.00	481,758.00	2,125,524.00	12.2%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	63,953.00	63,953.00	0.00	52,318.00	52,318.00	-18.2%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	210,003.00	148,556.00	358,559.00	246,263.00	248,747.00	495,010.00	38.1%
Noncapitalized Equipment		4400	63,550.00	246,004.00	309,554.00	57,550.00	191,428.00	248,978.00	-19.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			273,553.00	458,513.00	732,066.00	303,813.00	492,493.00	796,306.00	8.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	61,095.00	61,095.00	New
Travel and Conferences		5200	8,124.00	238,380.00	246,504.00	8,024.00	98,602.00	106,626.00	-56.7%
Dues and Memberships		5300	24,875.00	56.00	24,931.00	14,939.00	67.00	15,006.00	-39.8%
Insurance		5400 - 5450	178,500.00	0.00	178,500.00	178,500.00	0.00	178,500.00	0.0%
Operations and Housekeeping Services		5500	504,947.00	5,000.00	509,947.00	504,947.00	5,000.00	509,947.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	110,384.00	1,530.00	111,914.00	85,416.00	1,500.00	86,916.00	-22.3%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	915,623.00	219,136.00	1,134,759.00	817,537.00	512,839.00	1,330,376.00	17.2%
Communications		5900	109,279.00	0.00	109,279.00	109,279.00	0.00	109,279.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,851,732.00	464,102.00	2,315,834.00	1,718,642.00	679,103.00	2,397,745.00	3.5%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	25,699.00	156,799.00	182,498.00	25,699.00	306,476.00	332,175.00	82.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Object

46 70177 0000000
Form 01
G8BCR1PBBB(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Equipment		6400	333,115.00	0.00	333,115.00	243,090.00	5,000.00	248,090.00	-25.5%
Equipment Replacement		6500	0.00	36,640.00	36,640.00	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			358,814.00	193,439.00	552,253.00	268,789.00	311,476.00	580,265.00	5.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	104,450.00	0.00	104,450.00	104,450.00	0.00	104,450.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	163,838.00	0.00	163,838.00	163,838.00	0.00	163,838.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			268,288.00	0.00	268,288.00	268,288.00	0.00	268,288.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025- 26Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Indirect Costs		7310	(113,125.00)	113,366.00	241.00	(57,723.00)	57,723.00	0.00	-100.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(113,125.00)	113,366.00	241.00	(57,723.00)	57,723.00	0.00	-100.0%
TOTAL, EXPENDITURES			7,328,630.00	2,103,414.00	9,432,044.00	7,676,032.00	2,619,033.00	10,295,065.00	9.1%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	94,307.00	0.00	94,307.00	New
Other Authorized Interfund Transfers Out		7619	2,070,411.00	0.00	2,070,411.00	0.00	0.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,070,411.00	0.00	2,070,411.00	94,307.00	0.00	94,307.00	-95.4%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(34,838.00)	34,838.00	0.00	(206,665.00)	206,665.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(34,838.00)	34,838.00	0.00	(206,665.00)	206,665.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(2,105,249.00)	34,838.00	(2,070,411.00)	(300,972.00)	206,665.00	(94,307.00)	-95.4%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

46 70177 0000000
Form 01
G8BCR1PBBB(2025-26)

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	6,559,377.00	0.00	6,559,377.00	6,868,242.00	0.00	6,868,242.00	4.7%
2) Federal Revenue		8100-8299	200,000.00	180,725.00	380,725.00	200,000.00	171,318.00	371,318.00	-2.5%
3) Other State Revenue		8300-8599	89,298.00	1,453,778.00	1,543,076.00	89,298.00	1,018,921.00	1,108,219.00	-28.2%
4) Other Local Revenue		8600-8799	321,827.00	28,000.00	349,827.00	321,827.00	198,832.00	520,659.00	48.8%
5) TOTAL, REVENUES			7,170,502.00	1,662,503.00	8,833,005.00	7,479,367.00	1,389,071.00	8,868,438.00	0.4%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	3,213,143.00	1,590,367.00	4,803,510.00	3,459,041.00	1,768,525.00	5,227,566.00	8.8%
2) Instruction - Related Services	2000-2999		907,311.00	68,757.00	976,068.00	1,046,903.00	63,197.00	1,110,100.00	13.7%
3) Pupil Services	3000-3999		461,320.00	133,930.00	595,250.00	284,935.00	409,112.00	694,047.00	16.6%
4) Ancillary Services	4000-4999		133,086.00	0.00	133,086.00	113,223.00	0.00	113,223.00	-14.9%
5) Community Services	5000-5999		500.00	0.00	500.00	500.00	0.00	500.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,069,741.00	113,366.00	1,183,107.00	1,135,286.00	57,723.00	1,193,009.00	0.8%
8) Plant Services	8000-8999		1,275,337.00	196,994.00	1,472,331.00	1,367,856.00	320,476.00	1,688,332.00	14.7%
9) Other Outgo	9000-9999		268,288.00	0.00	268,288.00	268,288.00	0.00	268,288.00	0.0%
10) TOTAL, EXPENDITURES			7,328,726.00	2,103,414.00	9,432,140.00	7,676,032.00	2,619,033.00	10,295,065.00	9.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(158,224.00)	(440,911.00)	(599,135.00)	(196,665.00)	(1,229,962.00)	(1,426,627.00)	138.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629		2,070,411.00	0.00	2,070,411.00	94,307.00	0.00	94,307.00	-95.4%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(34,838.00)	34,838.00	0.00	(206,665.00)	206,665.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,105,249.00)	34,838.00	(2,070,411.00)	(300,972.00)	206,665.00	(94,307.00)	-95.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,263,473.00)	(406,073.00)	(2,669,546.00)	(497,637.00)	(1,023,297.00)	(1,520,934.00)	-43.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		4,252,331.00	1,452,938.00	5,705,269.00	1,988,954.00	1,046,865.00	3,035,819.00	-46.8%

Budget, July 1
General Fund
Unrestricted and Restricted
Expenditures by Function

46 70177 0000000
Form 01
G8BCR1PBBB(2025- 29)

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025- 26Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,252,331.00	1,452,938.00	5,705,269.00	1,988,954.00	1,046,865.00	3,035,819.00	-46.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,252,331.00	1,452,938.00	5,705,269.00	1,988,954.00	1,046,865.00	3,035,819.00	-46.8%
2) Ending Balance, June 30 (E + F1e)			1,988,858.00	1,046,865.00	3,035,723.00	1,491,317.00	23,568.00	1,514,885.00	-50.1%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	4,100.00	0.00	4,100.00	4,100.00	0.00	4,100.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,046,865.00	1,046,865.00	0.00	349,331.00	349,331.00	-66.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	500,000.00	0.00	500,000.00	500,000.00	0.00	500,000.00	0.0%
Necessary Small School Reserve	0000	9760	500,000.00		500,000.00			0.00	
Necessary Small School Reserve	0000	9760			0.00	500,000.00		500,000.00	
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	988,179.00	0.00	988,179.00	New
Unassigned/Unappropriated Amount		9790	1,484,854.00	0.00	1,484,854.00	(962.00)	(325,763.00)	(326,725.00)	-122.0%

Resource	Description	2024-25		2025-26 Budget
		Estimated	Actuals	
4035	ESSA: Title II, Part A, Supporting Effective Instruction	3,556.00		3,556.00
6300	Lottery: Instructional Materials	31,034.00		0.00
6546	Mental Health-Related Services	60,238.00		60,238.00
6547	Special Education Early Intervention Preschool Grant	88,332.00		88,332.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	160,000.00		11,000.00
7339	Dual Enrollment Opportunities	244,468.00		119,468.00
7435	Learning Recovery Emergency Block Grant	5,006.00		5,006.00
7810	Other Restricted State	352,387.00		61,731.00
9010	Other Restricted Local	101,844.00		0.00
Total, Restricted Balance		1,046,865.00		349,331.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	154,088.00	110,980.00	-28.0%
3) Other State Revenue		8300-8599	104,366.00	104,366.00	0.0%
4) Other Local Revenue		8600-8799	150.00	150.00	0.0%
5) TOTAL, REVENUES			258,604.00	215,496.00	-16.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	105,084.00	123,273.00	17.3%
3) Employee Benefits		3000-3999	48,026.00	53,883.00	12.2%
4) Books and Supplies		4000-4999	121,421.00	121,421.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	11,226.00	11,226.00	0.0%
6) Capital Outlay		6000-6999	43,108.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			328,865.00	309,803.00	-5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(70,261.00)	(94,307.00)	34.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	70,411.00	94,307.00	33.9%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			70,411.00	94,307.00	33.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			150.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	(150.00)	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(150.00)	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(150.00)	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	150.00	150.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(150.00)	(150.00)	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(80,872.64)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			(80,872.64)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			(80,872.64)		
FEDERAL REVENUE					
Child Nutrition Programs		8220	93,722.00	93,722.00	0.0%
Donated Food Commodities		8221	17,258.00	17,258.00	0.0%
All Other Federal Revenue		8290	43,108.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			154,088.00	110,980.00	-28.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	104,366.00	104,366.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			104,366.00	104,366.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	150.00	150.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			150.00	150.00	0.0%
TOTAL, REVENUES			258,604.00	215,496.00	-16.7%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	105,084.00	123,273.00	17.3%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			105,084.00	123,273.00	17.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	19,345.00	23,818.00	23.1%
OASDI/Medicare/Alternative		3301-3302	7,508.00	8,620.00	14.8%
Health and Welfare Benefits		3401-3402	17,770.00	17,537.00	-1.3%
Unemployment Insurance		3501-3502	53.00	62.00	17.0%
Workers' Compensation		3601-3602	3,350.00	3,846.00	14.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			48,026.00	53,883.00	12.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	10,636.00	10,636.00	0.0%
Noncapitalized Equipment		4400	2,000.00	2,000.00	0.0%
Food		4700	108,785.00	108,785.00	0.0%
TOTAL, BOOKS AND SUPPLIES			121,421.00	121,421.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,014.00	1,014.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	9,312.00	9,312.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	900.00	900.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			11,226.00	11,226.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	43,108.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			43,108.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			328,865.00	309,803.00	-5.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	70,411.00	94,307.00	33.9%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			70,411.00	94,307.00	33.9%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			70,411.00	94,307.00	33.9%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	154,088.00	110,980.00	-28.0%
3) Other State Revenue		8300-8599	104,366.00	104,366.00	0.0%
4) Other Local Revenue		8600-8799	150.00	150.00	0.0%
5) TOTAL, REVENUES			258,604.00	215,496.00	-16.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		328,865.00	309,803.00	-5.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			328,865.00	309,803.00	-5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(70,261.00)	(94,307.00)	34.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	70,411.00	94,307.00	33.9%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			70,411.00	94,307.00	33.9%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			150.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	(150.00)	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(150.00)	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(150.00)	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	150.00	150.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	(150.00)	(150.00)	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	150.00	150.00
Total, Restricted Balance		150.00	150.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,000.00	10,000.00	0.0%
5) TOTAL, REVENUES			10,000.00	10,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	3,015.00	3,015.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	109,376.00	109,376.00	0.0%
6) Capital Outlay		6000-6999	247,500.00	362,500.00	46.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			359,891.00	474,891.00	32.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(349,891.00)	(464,891.00)	32.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	2,000,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,000,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,650,109.00	(464,891.00)	-128.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	921,489.00	2,571,598.00	179.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			921,489.00	2,571,598.00	179.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			921,489.00	2,571,598.00	179.1%
2) Ending Balance, June 30 (E + F1e)			2,571,598.00	2,106,707.00	-18.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,543,154.00	2,068,263.00	-18.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	28,444.00	38,444.00	35.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	492,033.84		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			492,033.84		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	15,399.79		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			15,399.79		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			476,634.05		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	10,000.00	10,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,000.00	10,000.00	0.0%
TOTAL, REVENUES			10,000.00	10,000.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,015.00	1,015.00	0.0%
Noncapitalized Equipment		4400	2,000.00	2,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			3,015.00	3,015.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	109,376.00	109,376.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			109,376.00	109,376.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	247,500.00	362,500.00	46.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			247,500.00	362,500.00	46.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			359,891.00	474,891.00	32.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	2,000,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			2,000,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			2,000,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,000.00	10,000.00	0.0%
5) TOTAL, REVENUES			10,000.00	10,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		359,891.00	474,891.00	32.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			359,891.00	474,891.00	32.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(349,891.00)	(464,891.00)	32.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	2,000,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,000,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,650,109.00	(464,891.00)	-128.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	921,489.00	2,571,598.00	179.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			921,489.00	2,571,598.00	179.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			921,489.00	2,571,598.00	179.1%
2) Ending Balance, June 30 (E + F1e)			2,571,598.00	2,106,707.00	-18.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,543,154.00	2,068,263.00	-18.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	28,444.00	38,444.00	35.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	2,543,154.00	2,068,263.00
Total, Restricted Balance		2,543,154.00	2,068,263.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	35,000.00	35,000.00	0.0%
5) TOTAL, REVENUES			35,000.00	35,000.00	0.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	35,000.00	35,000.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			35,000.00	35,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	0.00	0.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,187,727.00	1,187,727.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,187,727.00	1,187,727.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,187,727.00	1,187,727.00	0.0%
2) Ending Net Position, June 30 (E + F1e)			1,187,727.00	1,187,727.00	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,187,727.00	1,187,727.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	94,688.30		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	1,129,676.27		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			1,224,364.57		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			1,224,364.57		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	25,000.00	25,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	10,000.00	10,000.00	0.0%
TOTAL, OTHER LOCAL REVENUE			35,000.00	35,000.00	0.0%
TOTAL, REVENUES			35,000.00	35,000.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	35,000.00	35,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			35,000.00	35,000.00	0.0%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENSES			35,000.00	35,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	35,000.00	35,000.00	0.0%
5) TOTAL, REVENUES			35,000.00	35,000.00	0.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		35,000.00	35,000.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			35,000.00	35,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	0.00	0.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,187,727.00	1,187,727.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,187,727.00	1,187,727.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,187,727.00	1,187,727.00	0.0%
2) Ending Net Position, June 30 (E + F1e)			1,187,727.00	1,187,727.00	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,187,727.00	1,187,727.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
Total, Restricted Net Position		0.00	0.00

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	378.46	378.46	378.46	378.46	378.46	378.46
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	378.46	378.46	378.46	378.46	378.46	378.46
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	16.34	16.34	16.34	16.34	16.34	16.34
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	16.34	16.34	16.34	16.34	16.34	16.34
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	394.80	394.80	394.80	394.80	394.80	394.80
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Budget, July 1
2024-25 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

46 70177 0000000
Form L
G8BCR1PBBB(2025-26)

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		71,279.00	71,279.00
2. State Lottery Revenue	8560	71,054.00		30,718.00	101,772.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		71,054.00	0.00	101,997.00	173,051.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	47,144.00		70,363.00	117,507.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	23,910.00			23,910.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			600.00	600.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		71,054.00	0.00	70,963.00	142,017.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	0.00	0.00	31,034.00	31,034.00
D. COMMENTS:					
Amounts recorded are for online instructional materials licensing and tests.					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	6,868,242.00	-1.48%	6,766,694.00	3.41%	6,997,567.00
2. Federal Revenues	8100-8299	200,000.00	0.00%	200,000.00	0.00%	200,000.00
3. Other State Revenues	8300-8599	89,298.00	0.00%	89,298.00	0.00%	89,298.00
4. Other Local Revenues	8600-8799	321,827.00	-15.54%	271,827.00	0.00%	271,827.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(206,665.00)	-92.74%	(15,000.00)	-100.00%	0.00
6. Total (Sum lines A1 thru A5c)		7,272,702.00	0.55%	7,312,819.00	3.36%	7,558,692.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				2,539,823.00		2,570,301.00
b. Step & Column Adjustment				30,478.00		30,844.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,539,823.00	1.20%	2,570,301.00	1.20%	2,601,145.00
2. Classified Salaries						
a. Base Salaries				990,634.00		1,015,400.00
b. Step & Column Adjustment				24,766.00		25,385.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	990,634.00	2.50%	1,015,400.00	2.50%	1,040,785.00
3. Employee Benefits	3000-3999	1,643,766.00	1.50%	1,668,422.00	1.50%	1,693,449.00
4. Books and Supplies	4000-4999	303,813.00	-11.13%	270,000.00	0.00%	270,000.00
5. Services and Other Operating Expenditures	5000-5999	1,718,642.00	-1.08%	1,700,000.00	0.00%	1,700,000.00
6. Capital Outlay	6000-6999	268,789.00	-83.26%	45,000.00	0.00%	45,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	268,288.00	0.00%	268,288.00	0.00%	268,288.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(57,723.00)	0.00%	(57,723.00)	0.00%	(57,723.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	94,307.00	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		7,770,339.00	-3.74%	7,479,688.00	1.09%	7,560,944.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(497,637.00)		(166,869.00)		(2,252.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,988,954.00		1,491,317.00		1,324,448.00
2. Ending Fund Balance (Sum lines C and D1)		1,491,317.00		1,324,448.00		1,322,196.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	4,100.00		4,100.00		4,100.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00		500,000.00		500,000.00
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		820,348.00		818,096.00
2. Unassigned/Unappropriated	9790	1,487,217.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,491,317.00		1,324,448.00		1,322,196.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		820,348.00		818,096.00
c. Unassigned/Unappropriated	9790	1,487,217.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,487,217.00		820,348.00		818,096.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	171,318.00	22.58%	210,000.00	0.00%	210,000.00
3. Other State Revenues	8300-8599	1,018,921.00	-29.53%	718,000.00	0.00%	718,000.00
4. Other Local Revenues	8600-8799	198,832.00	-84.91%	30,000.00	0.00%	30,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	206,665.00	-75.48%	50,665.00	0.00%	50,665.00
6. Total (Sum lines A1 thru A5c)		1,595,736.00	-36.79%	1,008,665.00	0.00%	1,008,665.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				486,047.00		368,449.00
b. Step & Column Adjustment				7,777.00		7,901.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(125,375.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	486,047.00	-24.19%	368,449.00	2.14%	376,350.00
2. Classified Salaries						
a. Base Salaries				110,433.00		81,603.00
b. Step & Column Adjustment				2,330.00		2,379.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(31,160.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	110,433.00	-26.11%	81,603.00	2.92%	83,982.00
3. Employee Benefits	3000-3999	481,758.00	-62.64%	180,000.00	1.67%	183,000.00
4. Books and Supplies	4000-4999	492,493.00	-63.45%	180,000.00	-2.78%	175,000.00
5. Services and Other Operating Expenditures	5000-5999	679,103.00	-88.96%	75,000.00	6.67%	80,000.00
6. Capital Outlay	6000-6999	311,476.00	-95.18%	15,000.00	900.00%	150,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	57,723.00	-22.04%	45,000.00	0.00%	45,000.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		2,619,033.00	-63.92%	945,052.00	15.69%	1,093,332.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(1,023,297.00)		63,613.00		(84,667.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,046,865.00		23,568.00		87,181.00
2. Ending Fund Balance (Sum lines C and D1)		23,568.00		87,181.00		2,514.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	349,331.00		87,181.00		2,514.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(325,763.00)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		23,568.00		87,181.00		2,514.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Staffing costs to be moved to unrestricted due to restricted revenue ending						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	6,868,242.00	-1.48%	6,766,694.00	3.41%	6,997,567.00
2. Federal Revenues	8100-8299	371,318.00	10.42%	410,000.00	0.00%	410,000.00
3. Other State Revenues	8300-8599	1,108,219.00	-27.15%	807,298.00	0.00%	807,298.00
4. Other Local Revenues	8600-8799	520,659.00	-42.03%	301,827.00	0.00%	301,827.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	35,665.00	42.06%	50,665.00
6. Total (Sum lines A1 thru A5c)		8,868,438.00	-6.17%	8,321,484.00	2.95%	8,567,357.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,025,870.00		2,938,750.00
b. Step & Column Adjustment				38,255.00		38,745.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(125,375.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,025,870.00	-2.88%	2,938,750.00	1.32%	2,977,495.00
2. Classified Salaries						
a. Base Salaries				1,101,067.00		1,097,003.00
b. Step & Column Adjustment				27,096.00		27,764.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(31,160.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,101,067.00	-0.37%	1,097,003.00	2.53%	1,124,767.00
3. Employee Benefits	3000-3999	2,125,524.00	-13.04%	1,848,422.00	1.52%	1,876,449.00
4. Books and Supplies	4000-4999	796,306.00	-43.49%	450,000.00	-1.11%	445,000.00
5. Services and Other Operating Expenditures	5000-5999	2,397,745.00	-25.97%	1,775,000.00	0.28%	1,780,000.00
6. Capital Outlay	6000-6999	580,265.00	-89.66%	60,000.00	225.00%	195,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	268,288.00	0.00%	268,288.00	0.00%	268,288.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	(12,723.00)	0.00%	(12,723.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	94,307.00	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		10,389,372.00	-18.91%	8,424,740.00	2.72%	8,654,276.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(1,520,934.00)		(103,256.00)		(86,919.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,035,819.00		1,514,885.00		1,411,629.00
2. Ending Fund Balance (Sum lines C and D1)		1,514,885.00		1,411,629.00		1,324,710.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	4,100.00		4,100.00		4,100.00
b. Restricted	9740	349,331.00		87,181.00		2,514.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		500,000.00		500,000.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		820,348.00		818,096.00
2. Unassigned/Unappropriated	9790	1,161,454.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,514,885.00		1,411,629.00		1,324,710.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		820,348.00		818,096.00
c. Unassigned/Unappropriated	9790	1,487,217.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(325,763.00)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,161,454.00		820,348.00		818,096.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		11.18%		9.74%		9.45%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		378.46		378.46		378.46
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		10,389,372.00		8,424,740.00		8,654,276.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		10,389,372.00		8,424,740.00		8,654,276.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		415,574.88		336,989.60		346,171.04
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		88,000.00		88,000.00		88,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		415,574.88		336,989.60		346,171.04
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

46 70177 0000000
Form SIAA
G8BCR1PBBB(2025-26)

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	2,070,411.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					70,411.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Budget, July 1
2024-25 Estimated Actuals
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	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					2,000,000.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Budget, July 1
2024-25 Estimated Actuals
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FOR ALL FUNDS

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	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Budget, July 1
2024-25 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

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	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	2,070,411.00	2,070,411.00	0.00	0.00

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

46 70177 0000000
Form SIAB
G8BCR1PBBB(2025-26)

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01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	94,307.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					94,307.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

46 70177 0000000
Form SIAB
G8BCR1PBBB(2025-26)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								

Budget, July 1
2025-26 Budget Budget, July 1
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

46 70177 0000000
Form SIAB
G8BCR1PBBB(2025-26)

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	94,307.00	94,307.00		

**SIERRA COUNTY BOARD OF EDUCATION
AND
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
RESOLUTION FOR NAMING REPRESENTATIVES
RESOLUTION NO. 25-007C/25-010D**

WHEREAS, Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, Sierra County Office of Education and Sierra-Plumas Joint Unified School District intend to file applications for eligibility determination, file applications for funding, and/or certify information under one or more SAB- Administered Program(s); and

WHEREAS, the SAB and DGS requires a school district's Board of Education to authorize specific individuals to sign and submit information on behalf of a school district; and

WHEREAS, the Sierra County Board of Education also authorizes specific individuals to sign and submit information on behalf of the County Office of Education; and

WHEREAS, the Sierra County Office of Education and Sierra-Plumas Joint Unified School District understands that the signing and submittal of forms on behalf of the COE and school district commits the school district to comply with program requirements.

WHEREAS, the Sierra County Board of Education and Sierra-Plumas Joint Unified School District Governing Board still recognize the individuals identified below who have previously been authorized to physically sign all documents and papers or submit documents via Office of Public School Construction (OPSC) Online that are associated with SAB-Administered Program(s), are still valid COE/District Representatives:

1. Sean Snider, SPJUSD Superintendent

NOW, THEREFORE, BE IT HEREBY RESOLVED that the Sierra County Board of Education and Sierra-Plumas Joint Unified School District Governing Board authorizes the individuals identified below to physically sign all documents and papers or submit documents via OPSC Online that are associated with SAB-Administered Program(s):

1. James Berardi, SCOE Superintendent
2. Randy Jones, SCOE and SPJUSD Director of Business Services/CBO

PASSED AND ADOPTED on June 10, 2025 by the Sierra County Board of Education and Sierra-Plumas Joint Unified School District Governing Board by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTENTION: _____

Kelly Champion, Board President

CERTIFICATION

I, John Martinetti, certify that the foregoing is a correct copy of a resolution passed and adopted by the Sierra County Board of Education and the Sierra-Plumas Joint Unified School District on June 10, 2025.

John Martinetti, Clerk

Sierra-Plumas Teacher's Association

(C T A / N E A)

Initial Bargaining Proposal for Sunshine

2025-2028 School Year

The Sierra-Plumas Teachers' Association (SPTA) hereby submits the following initial Sunshine proposal for a successor Collective Bargaining Agreement (CBA) with the Sierra-Plumas Joint Unified School District (SPJUSD). The Parties are subject to CBA with a term of July 1, 2025, to June 30, 2028. All agreements reached on individual items during these successor negotiations shall be tentative, subject to a final tentative agreement on all Articles presented for Sunshine below. Absent a final agreement modifying the contract, the existing contract language shall remain in full force and effect.

The SPTA reserves the right to create, add to, delete from, amend, and modify its proposals and/or open articles of the contract during these successor negotiations since all Articles are open for bargaining. Unless otherwise indicated, proposals are in conceptual format.

All Articles in CBA

- Review and update for out of date, irrelevant, and or new legislation.

Article 1. Agreement

- Update the term of the agreement

Article 2. Recognition

- Include language to specify Association rights, specifically but not limited to New Member Orientations and On-Boarding procedures, release time for union business, and use of District facilities and systems for meeting and communication.

Article 3. Days and Hours of Employment

- Specify time/days within the contract work year for unit member professional development, training, and classroom preparation.
- Develop language around snow days, fire/smoke days, and public power emergency shutdown days, etc.
- Update ISP contract language

Article 4. Class Size

- Assess optimum class sizes by grade level and explore incentives to allow for district flexibility and greater unit member equity while providing the best possible educational opportunities to students.

Article 7. Organizational Security

- Delete unnecessary or obsolete language.
- Review job-share position language and update or amend as necessary.

Article 10. Leaves of Absence

- Update language as necessary to be inclusive and current with CA and federal leave laws and look for opportunities to provide additional leave options that further support employee health and emotional well-being.

Article 11. Health Benefits

- Review and modify language as needed to make sure unit members have access to and can afford quality health care options that work well within our rural region.

Article 12. Salary

- Review and update stipends to best serve our students and school community.

Article 16. Duration of Agreement

- Update the duration dates.

Article 17. Seniority Determination

- Update the language to be more concise, understandable, and agreeable in order to avoid future disputes and inequity for all parties involved.

For SPTA:


Laurie Petterson, President

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Downieville School	46701774632303	5/20/2025	6/10/2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Downieville School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Downieville School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

Educational Partner Involvement

How, when, and with whom did Downieville School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Site Council meets monthly to draft SPSA. WASC Process, Staff Meetings, and Surveys of staff, students, and community.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

We are not eligible for ATSI or CSI, however our resource inequities include teacher recruitment and retention in a small, isolated community, housing scarcity, lack of local childcare availability, employment availability, technology/wifi connectivity issues, and lack of consistent power source during outages due to inclement weather.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Due to low enrollment specification of data would violate confidentiality.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Due to low enrollment specification of data would violate confidentiality.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Academic achievement using data from PBIS, Benchmark Testing, and MTSS.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Downieville School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0%	0%	0%	0	0	0
African American	2.08%	2.38%	0%	1	1	0
Asian	2.08%	0%	0%	1	0	0
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	18.75%	14.29%	20%	9	6	10
Pacific Islander	0%	0%	0%	0	0	0
White	66.67%	73.81%	64%	32	31	32
Two or More Races	4.17%	7.14%	16%	3	3	8
Not Reported	6.25%	2.38%	0%	3	1	0
Total Enrollment				48	42	50

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			2
Kindergarten	3	4	3
Grade 1	5	3	6
Grade 2	4	4	3
Grade 3	4	3	4
Grade 4	3	6	4
Grade 5	6	2	5
Grade 6	2	6	2
Grade 7	1	1	10
Grade 8	5	1	1
Grade 9	3	5	2
Grade 10	2	3	4
Grade 11	3	1	3
Grade 12	7	3	1
Total Enrollment	48	42	50

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	4	4	6	8.33%	9.52%	12%
Fluent English Proficient (FEP)	0	0	0	0	0	0.0%
Reclassified Fluent English Proficient (RFEP)	0	0	1	0.0%	0	0

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4	3	4	3	2	4	4	2	4	75	66.66	100
Grade 4	3	6	4	3	6	2	3	6	2	100	100	50
Grade 5	6	2	5	6	2	5	6	2	5	100	100	100
Grade 6	2	6	2	2	6	2	2	6	2	100	100	100
Grade 7	1	1	10	1	1	9	1	1	9	100	100	90
Grade 8	5	1	1	4	1	1	4	1	1	80.0	100	100
Grade 11	3	1	3	3	1	2	3	1	2	100	100	66.66
All Grades	24	20	29	22	19	25	22	19	26	91.66	95	86.20

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to low enrollment specification of data would violate confidentiality.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4	3	4	3	2	4	3	2	4	75	66	100
Grade 4	3	6	4	3	6	3	3	6	3	100	100	75
Grade 5	6	2	5	6	2	5	6	2	5	100	100	100
Grade 6	2	6	2	2	6	2	2	6	2	100	100	100
Grade 7	1	1	10	1	1	9	1	1	9	100	100	90
Grade 8	5	1	1	4	1	1	4	1	1	80	100	100
Grade 11	3	1	3	3	1	2	3	1	2	100	100	66
All Grades	24	20	29	22	19	26	22	19	26	92	95	90

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to low enrollment, specification of data would violate confidentiality.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	o	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	8
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*		*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to low enrollment, specification of data would violate confidentiality.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
21	52.4%	14.3%	0.0%
Total Number of Students enrolled in Downieville School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	14.3%
Foster Youth	0	0.0%
Homeless	1	4.8%
Socioeconomically Disadvantaged	11	52.4%
Students with Disabilities	1	4.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	4	19%
Two or More Races	2	9.5%
Pacific Islander	0	0.0%
White	15	71.4%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance








The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>	<div>Suspension Rate</div> <div></div> <div>No Performance Color</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>No Performance Color</div>	
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

School and Student Performance Data

Academic Performance English Language Arts

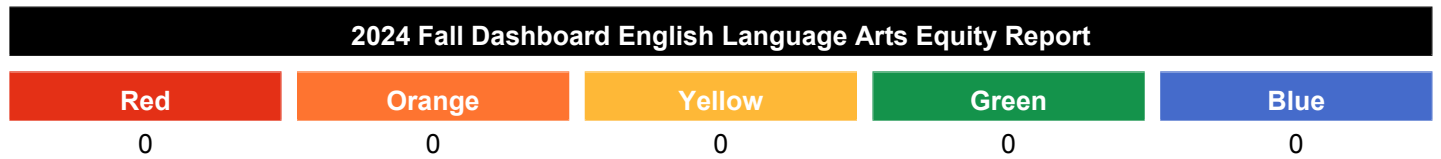
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>75.8 points below standard</div> <div>13 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>

Students with Disabilities  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	African American  <p>No Performance Color 0 Students</p>	American Indian  <p>No Performance Color 0 Students</p>
Asian  <p>No Performance Color 0 Students</p>	Filipino  <p>No Performance Color 0 Students</p>	Hispanic  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>
Two or More Races  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	Pacific Islander  <p>No Performance Color 0 Students</p>	White  <p>No Performance Color Less than 11 Students</p> <p>9 Students</p>

Conclusions based on this data:

1. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

School and Student Performance Data

Academic Performance Mathematics

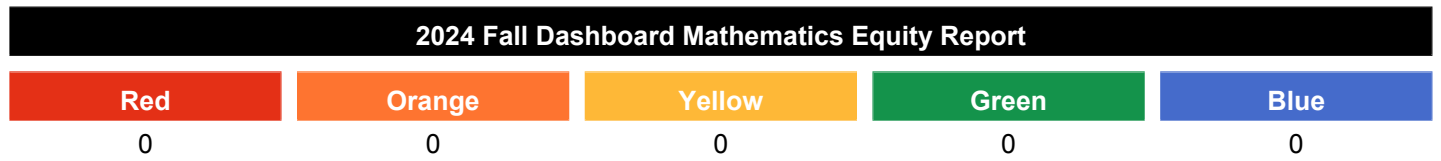
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>127.7 points below standard</div> <div>13 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>7 Students</div>

Students with Disabilities  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	African American  <p>No Performance Color 0 Students</p>	American Indian  <p>No Performance Color 0 Students</p>
Asian  <p>No Performance Color 0 Students</p>	Filipino  <p>No Performance Color 0 Students</p>	Hispanic  <p>No Performance Color Less than 11 Students</p> <p>3 Students</p>
Two or More Races  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	Pacific Islander  <p>No Performance Color 0 Students</p>	White  <p>No Performance Color Less than 11 Students</p> <p>9 Students</p>

Conclusions based on this data:

1. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 2 Students</div>	<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 2 Students</div>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

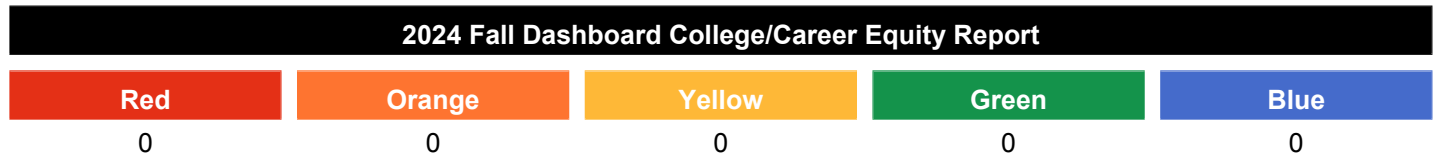
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.











This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color Less than 11 Students 0</div> <div>2 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color Less than 11 Students 0</div> <div>1 Student</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color 0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color 0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color 0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color Less than 11 Students 0</div> <div>2 Students</div>

Students with Disabilities  No Performance Color 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Less than 11 Students 0 1 Student
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 0 1 Student

Conclusions based on this data:

1. Due to low enrollment, specification of data would violate confidentiality.
2. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>7 Students</div>

Students with Disabilities  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	African American  <p>No Performance Color</p> <p>0 Students</p>	American Indian  <p>No Performance Color</p> <p>0 Students</p>
Asian  <p>No Performance Color</p> <p>0 Students</p>	Filipino  <p>No Performance Color</p> <p>0 Students</p>	Hispanic  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	Pacific Islander  <p>No Performance Color</p> <p>0 Students</p>	White  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>

Conclusions based on this data:

1. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

School and Student Performance Data

Academic Engagement Graduation Rate

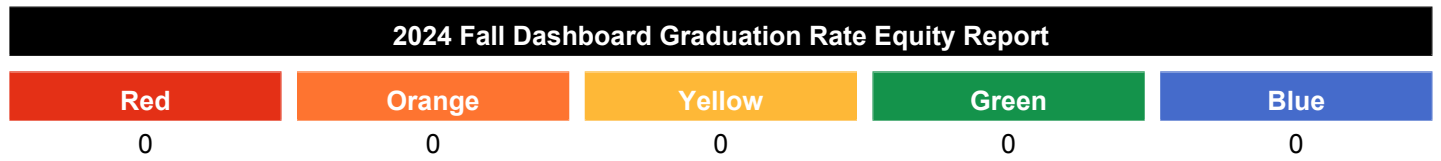
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>English Learners</div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Long-Term English Learners</div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>

Students with Disabilities  No Performance Color 0 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student

Conclusions based on this data:

1. Due to low enrollment, specification of data would violate confidentiality.
2. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

School and Student Performance Data

Conditions & Climate Suspension Rate

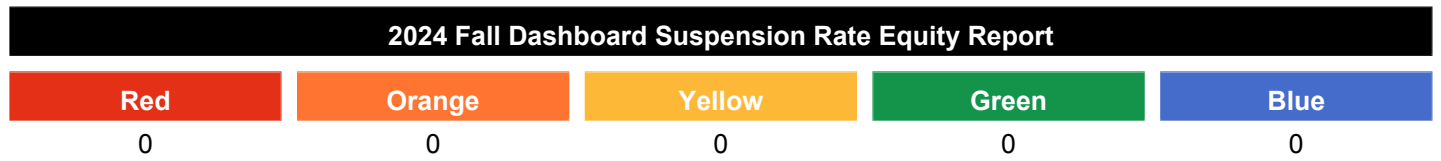
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>26 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>14 Students</div>

Students with Disabilities  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 16 Students

Conclusions based on this data:

1. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Communication and Collaboration

Focus on means of ongoing communication and collaboration amongst and between all stakeholders, particularly between school leadership, staff and students; resulting in increased positive opportunities and achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 Culture & Climate: All students, staff parents, and stakeholders will have a positive culture & climate in our school district to move forward in a positive direction for all.

Goal 3 Parent and Stakeholder involvement: SPJUSD/SCOE want to increase parent and stakeholder involvement in the district.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In collaboration with WASC, through community, administration, staff, and student surveys, the need for improved communication was identified.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Communication and collaboration amongst staff, students, parents, and community	Non-Existent cohesive Discipline Plan, teachers currently utilize individual management strategies, communication and collaboration is insufficient.	Improved communication and collaboration amongst stakeholders will lead to improved student behavior, clear expectations, and teacher/staff morale. A robust PBIS program implemented school wide.
Improved communication and staff/student morale	No existing ongoing announcements/communication	Implement staff and student announcements
Improved communication between school, families, and community	School website was funded but not implemented	Development and launch of school website, staff/student committee maintenance and usage of school website, creation and maintenance of website school calendar
School climate	Existing WASC and School Survey Results	Positive school survey feedback

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Create, launch, maintain school website and calendar, create staff/student website maintenance/update committee, continue to conduct school climate surveys	All students	1,500 District Funded 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Recruitment of Highly Qualified Staff

Develop means to recruit and retain highly qualified staff resulting in increased opportunities for students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Academics: All students receive instruction that supports their intellectual, social, emotional, and physical development and will be engaged in school.

Goal 2 Culture & Climate: All students, staff, parents, and stakeholders will have a positive culture & climate in our school district to move forward in a positive direction for all.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Downieville School has had open positions for multiple years that have not been filled. Housing is scarce in the community. Retired teachers are currently filling open positions. School climate, environment, and salary do not entice new recruits.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fill open positions	Math, English and Social Studies Teacher positions and Extended Learning Opportunity Program Director and Aide positions are unfilled.	All positions filled with highly qualified personnel
Recruitment advertisements/posters on school website, EdJoin, School marquee, bulletin boards, newspapers, visitor guides, representation at out-of-town job fairs.	Positions advertised on EdJoin, school marquee, Principal representation at out-of-town job fairs. Positions not posted on District or school website, bulletin boards, newspapers, or visitor guides.	Qualified applicants apply for open positions
Cooperation/collaboration with Sierra County Chamber of Commerce, other community organizations and members to assist recruits in locating and securing housing.	Local community members provide limited temporary housing for new recruits.	Qualified personnel secure housing.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Increased recruitment drive, visibility, advertisements	All Students	2,000 District Funded 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Attendance & Absenteeism

Increase attendance and decrease chronic absenteeism rate

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Academics - All students will show growth toward meeting or exceeding state standards in all academic subject areas, with more growth for students or subgroups performing below standards in order to close achievement gaps. Students will be more academically successful if they are present in class.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Reduce the amount of chronic absenteeism to below state averages

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Achieve an average below 10% at Downieville Schools	Current average absenteeism rate is approximately 32%	Reduced overall absenteeism, increased attendance

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Use Attendance Incentive Funds to reward monthly, trimester/quarter, and end-of-year attendance winners.	All students	541 Attendance Incentive Funds 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

Support increased academic achievement in English language arts and mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Academics - All students will show growth toward meeting or exceeding state standards in all academic subject areas, with more growth for students or subgroups performing below standards in order to close achievement gaps. Students will be more academically successful if they are present in class.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a district, our CAASPP results show that 32.97% of our students met or exceeded standard in English language arts and 31.11% met or exceeded standard in math. Our Downieville students are part of those numbers, and we see this as an opportunity for growth.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results for English Language Arts	Spring 2024 Results: State of California: 47.04% Met or Exceeded SPJUSD: 32.97% Met or Exceeded 42.85% of 3rd grade met or exceeded standard 33.33% of 4th grade met or exceeded standard 27.27% of 5th grade met or exceeded standard 16.67% of 6th grade met or exceeded standard 40.41% of 7th grade met or exceeded standard 26.92% of 8th grade met or exceeded standard 52.63% of 11th grade met or exceeded standard	Spring 2025 Expected Outcomes: To be at or above the State Average: SPJUSD: 48% met or Exceeded 48% of 3rd grade met or exceeded 48% of 4th grade met or exceeded 48% of 5th grade met or exceeded 48% of 6th grade met or exceeded 48% of 7th grade met or exceeded 48% of 8th grade met or exceeded 48% of 11th grade met or exceeded
CAASPP Results for Mathematics	Spring 2024 Results: State of California: 35.54% Met or Exceeded SPJUSD: 31.11% Met or Exceeded	Spring 2025 Expected Outcomes: To be at or above the State Average: SPJUSD: 36% Met or Exceeded

	42.86% of 3rd grade met or exceeded standard 43.56% of 4th grade met or exceeded standard 27.27% of 5th grade met or exceeded standard 16.67% of 6th grade met or exceeded standard 27.28% of 7th grade met or exceeded standard 38.46% of 8th grade met or exceeded standard 31.06% of 11th grade met or exceeded standard	36% of 3rd grade met or exceeded 36% of 4th grade met or exceeded 36% of 5th grade met or exceeded 36% of 6th grade met or exceeded 36% of 7th grade met or exceeded 36% of 8th grade met or exceeded 36% of 11th grade met or exceeded
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide an intervention teacher to work with students performing below grade level.	All Students	17,376 Title I 1000-1999: Certificated Personnel Salaries
4.2	Teacher release time to observe other classrooms and schools	All Students	2,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
4.3	Supplemental materials and supplies (online or hard copy) to support increased academic achievement	All Students	5,500 LCFF - Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Arts and Music

Increase arts and music opportunities for all students

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 School culture and climate - All students will show an increase in positive school engagement and connectedness with staff, other students, and the community as a whole, including demonstrating improvement in social, emotional wellness, and physical health

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Downieville does not have a full time music or art teacher across grade levels

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased student engagement within the arts	Downieville Elementary teachers currently teach their own internal music and art programs. Downieville JR/SR only offers one period of instrumental music, there are no other art classes available to students.	Increased class offerings, artist performances, and field trips in all arts.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Increased opportunities in music and the arts through local artists doing classroom lessons	All Students	5,668 Prop 28 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$17,376
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$35,085.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$17,376.00

Subtotal of additional federal funds included for this school: \$17,376.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Attendance Incentive Funds	\$541.00
District Funded	\$3,500.00
LCFF - Supplemental	\$8,000.00
Prop 28	\$5,668.00

Subtotal of state or local funds included for this school: \$17,709.00

Total of federal, state, and/or local funds for this school: \$35,085.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Attendance Incentive Funds	541.00
District Funded	3,500.00
LCFF - Supplemental	8,000.00
Prop 28	5,668.00
Title I	17,376.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,876.00
4000-4999: Books And Supplies	6,041.00
5000-5999: Services And Other Operating Expenditures	9,168.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance Incentive Funds	541.00
5000-5999: Services And Other Operating Expenditures	District Funded	3,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,500.00
5000-5999: Services And Other Operating Expenditures	Prop 28	5,668.00
1000-1999: Certificated Personnel Salaries	Title I	17,376.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,500.00

Goal 2	2,000.00
Goal 3	541.00
Goal 4	25,376.00
Goal 5	5,668.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
James Berardi	Principal
Robin Bolle	Classroom Teacher
Siobhan Markee	Classroom Teacher
Melissa Kinneer	Parent or Community Member
Logan Kinneer	Parent or Community Member
Tessa Jordan	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, James Berardi on
SSC Chairperson, Tessa Jordan on



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Loyalton School	Elementary	46701776050629	March 27, 2025	May 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Loyalton Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

According to the 2024 California Dashboard data, Loyalton Elementary qualified for ATSI under the state indicator of Chronic Absenteeism in the White and Students with Disabilities subgroups. LES will focus on improving chronic absenteeism by taking the following actions: discussing the importance of school attendance during IEP meetings, collaborating with the SARB to provide necessary support for students and families to boost attendance, implementing incentive-based activities to promote consistent attendance, working with the Site Council to generate ideas for enhancing student attendance, and raising awareness while encouraging families to utilize short-term Independent Study for absences.

Educational partners collaborated to perform comprehensive data analysis and establish SPSA goals that align with the LCAP.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Loyalton Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

According to the 2024 California Dashboard data, Loyalton Elementary qualified for ATSI under the state indicator of Chronic Absenteeism in the White and Students with Disabilities subgroups. LES will focus on improving chronic absenteeism by taking the following actions: discussing the importance of school attendance during IEP meetings, collaborating with the SARB to provide necessary support for students and families to boost attendance, implementing incentive-based activities to promote consistent attendance, working with the Site Council to generate ideas for enhancing student attendance, and raising awareness while encouraging families to utilize short-term Independent Study for absences.

Educational partners collaborated to perform comprehensive data analysis and establish SPSA goals that align with the LCAP.

Educational Partner Involvement

How, when, and with whom did Loyalton Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The principal, certificated teachers, classified staff, parents, and community members who make up the Loyalton Elementary Site Council are educational partners involved in the planning process for this SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

*Limited transportation options

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The Dashboard State Indicator for overall performance in Red is Chronic Absenteeism. State Indicators for overall performance in Orange are Suspension Rate, English Language Arts, and Mathematics.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Loyalton Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.13%	1.57%	1.55%	2	3	3
African American	%	0%	%	0	0	
Asian	1.13%	0%	%	2	0	
Filipino	0.56%	0%	%	1	0	
Hispanic/Latino	19.77%	15.71%	16.49%	35	30	32
Pacific Islander	0.56%	1.57%	1.55%	1	3	3
White	70.62%	73.82%	72.16%	125	141	140
Two or More Races	3.95%	5.24%	6.19%	7	10	12
Not Reported	2.26%	2.09%	2.06%	4	4	
Total Enrollment				177	191	194

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	28	38	19
Grade 1	24	30	23
Grade 2	21	22	32
Grade 3	29	22	25
Grade 4	33	29	23
Grade 5	16	33	30
Grade 6	26	17	31
Total Enrollment	177	191	194

Conclusions based on this data:

1. The student population of LES is majority White (72.16%).
2. Student enrollment has increased every year over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	6	5	5	2.2%	3.4%	2.6%
Fluent English Proficient (FEP)	1	2	2	0.5%	0.6%	1.0%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. Our English Learner population has remained consistently under 4% of the student population over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27	22	25	25	20	24	25	20	24	92.6	90.9	96
Grade 4	34	30	23	33	30	19	33	30	19	97.1	100.0	82.6
Grade 5	18	30	29	15	30	28	15	30	28	83.3	100.0	96.6
Grade 6	24	15	29	23	15	28	23	15	28	95.8	100.0	96.6
All Grades	103	97	106	96	95	99	96	95	99	93.2	97.9	93.4

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2413.	2406.	2410.	20.00	15.00	12.50	16.00	20.00	37.50	36.00	35.00	16.67	28.00	30.00	33.33
Grade 4	2442.	2437.	2430.	9.09	6.67	0.00	30.30	23.33	31.58	21.21	33.33	21.05	39.39	36.67	47.37
Grade 5	2484.	2452.	2444.	6.67	6.67	7.14	20.00	13.33	17.86	60.00	36.67	21.43	13.33	43.33	53.57
Grade 6	2481.	2520.	2466.	4.35	0.00	0.00	13.04	33.33	17.86	47.83	60.00	42.86	34.78	6.67	39.29
All Grades	N/A	N/A	N/A	10.42	7.37	5.05	20.83	21.05	25.25	37.50	38.95	26.26	31.25	32.63	43.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	9.09	13.33	*	75.76	63.33	*	15.15	23.33	*
Grade 5	*	13.33	*	*	70.00	*	*	16.67	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	9.38	13.68	14.14	75.00	67.37	60.61	15.63	18.95	25.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	9.09	6.67	*	54.55	56.67	*	36.36	36.67	*
Grade 5	*	6.67	*	*	50.00	*	*	43.33	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	12.50	7.37	2.02	48.96	53.68	51.52	38.54	38.95	46.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	15.15	10.00	*	66.67	70.00	*	18.18	20.00	*
Grade 5	*	13.33	*	*	66.67	*	*	20.00	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	9.38	9.47	7.07	78.13	76.84	72.73	12.50	13.68	20.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	6.06	13.33	*	66.67	73.33	*	27.27	13.33	*
Grade 5	*	0.00	*	*	80.00	*	*	20.00	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	3.13	9.47	7.07	72.92	76.84	75.76	23.96	13.68	17.17

Conclusions based on this data:

- 30.3% of all students in grades 3-6 met or exceeded the standard in ELA/Literacy CAASPP test in the 2023/2024 school year.
- The highest performance level is Research/Inquiry, with 17.17% of students not meeting the standard.

3. The lowest performance level is Writing, with 46.46% of students not meeting the standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27	22	25	25	20	24	25	20	24	92.6	90.9	96
Grade 4	34	30	23	33	30	20	33	30	20	97.1	100.0	87
Grade 5	18	30	29	15	29	28	15	29	28	83.3	96.7	96.6
Grade 6	24	15	29	23	15	28	23	15	27	95.8	100.0	96.6
All Grades	103	97	106	96	94	100	96	94	99	93.2	96.9	94.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2441.	2427.	2437.	20.00	10.00	16.67	32.00	30.00	33.33	40.00	40.00	33.33	8.00	20.00	16.67
Grade 4	2453.	2467.	2474.	3.03	3.33	10.00	24.24	50.00	35.00	57.58	26.67	40.00	15.15	20.00	15.00
Grade 5	2489.	2468.	2466.	13.33	6.90	3.57	13.33	13.79	25.00	40.00	41.38	21.43	33.33	37.93	50.00
Grade 6	2512.	2542.	2476.	8.70	26.67	3.70	8.70	20.00	14.81	56.52	40.00	33.33	26.09	13.33	48.15
Grade 11															
All Grades	N/A	N/A	N/A	10.42	9.57	8.08	20.83	29.79	26.26	50.00	36.17	31.31	18.75	24.47	34.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	3.03	13.33	*	66.67	70.00	*	30.30	16.67	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 11									
All Grades	9.38	17.02	10.10	65.63	57.45	57.58	25.00	25.53	32.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	3.03	6.67	*	78.79	70.00	*	18.18	23.33	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	10.42	12.77	9.09	71.88	62.77	58.59	17.71	24.47	32.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	12.12	10.00	*	57.58	70.00	*	30.30	20.00	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	13.54	11.70	11.11	62.50	70.21	61.62	23.96	18.09	27.27

Conclusions based on this data:

1. 34.34% of students in grades 3-6 met or exceeded the Mathematics CAASPP test standard in the 2023/2024 school year.
2. The highest performance level is Communicating and Reasoning, with 27.27% of students not meeting the standard.
3. The lowest performance levels are Concepts & Procedures and Problem Solving & Modeling/Data Analysis. In both areas, 32.32% of students do not meet the standard.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades										5	6	7

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*		*	*		*	*		*	*		*	*	
2	*		*	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*		*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Students whose primary language is not English make up a very small percentage of the student population.
2. Due to the number of EL students being less than 11, data is not displayed for privacy.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
194	45.4%	2.6%	0.5%
Total Number of Students enrolled in Loyalton Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	2.6%
Foster Youth	1	0.5%
Homeless	15	7.7%
Socioeconomically Disadvantaged	88	45.4%
Students with Disabilities	32	16.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	3	1.5%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	32	16.5%
Two or More Races	12	6.2%
Pacific Islander	3	1.5%
White	140	72.2%

Conclusions based on this data:

1. The largest student subgroup, at 45.4%, is Socioeconomically Disadvantaged; these students are eligible for free or reduced-priced meals or have parents or guardians who did not receive a high school diploma.

2. The second largest student subgroup, at 16.5%, is Students With Disabilities; these students have IEPs.

School and Student Performance Data

Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. LES qualified for Additional Targeted Support and Improvement (ATSI) in the dashboard indicator of Chronic Absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

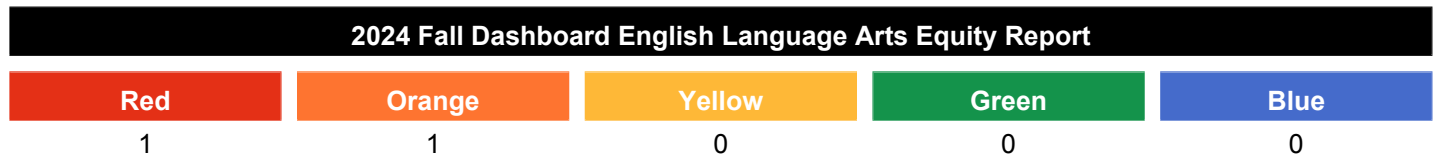
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>45.1 points below standard</div> <div>Declined 14.8 points</div> <div>96 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>121.9 points below standard</div> <div>Declined 39.4 points</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>84.1 points below standard</div> <div>Declined 33.3 points</div> <div>42 Students</div>

Students with Disabilities  No Performance Color 101.0 points below standard Declined 34.8 points 22 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 57.5 points below standard Declined 41.7 points 17 Students
Two or More Races  No Performance Color Less than 11 Students 10 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Orange 43.0 points below standard Declined 3.7 points 69 Students

Conclusions based on this data:

1. All students, including each subgroup, experienced a decline in ELA performance in 2024.
2. Although there is no performance color for the Hispanic student subgroup (due to fewer than 30 students), this subgroup saw the most significant decline, dropping by 41.7 points.
3. The subgroup of White students experienced the smallest decline, at 3.7 points.

School and Student Performance Data

Academic Performance Mathematics

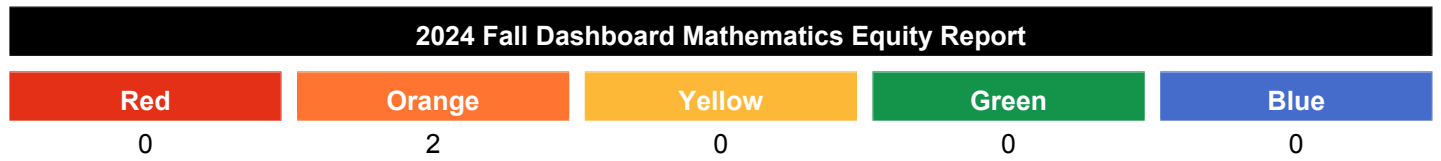
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>40.4 points below standard</div> <div>Declined 12.9 points</div> <div>96 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>4 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>105.7 points below standard</div> <div>Declined 32.8 points</div> <div>11 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>72.2 points below standard</div> <div>Declined 35.1 points</div> <div>41 Students</div>

Students with Disabilities  No Performance Color 76.4 points below standard Declined 14.1 points 22 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 38.4 points below standard Declined 16.1 points 17 Students
Two or More Races  No Performance Color Less than 11 Students 10 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Orange 41.3 points below standard Declined 11.1 points 69 Students

Conclusions based on this data:

1. All students, including each subgroup, experienced a decline in Mathematics performance in 2024.
2. The Socioeconomically Disadvantaged student subgroup experienced the largest decline, with a drop of 35.1 points.
3. The subgroup of White students experienced the smallest decline in points at 11.1.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 4 Students</div>	<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 0 Students</div>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. There are less than 11 EL students, so no performance color is reported to protect student privacy.

School and Student Performance Data

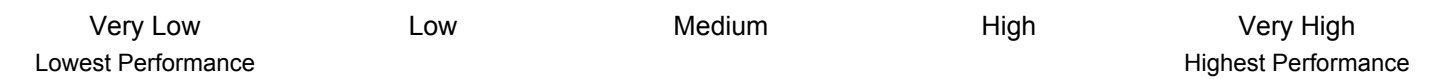
Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div><p>Red</p></div> <div>26.5% Chronically Absent</div> <div>Increased 0.7</div> <div>200 Students</div>	<div>English Learners</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Long-Term English Learners</div> <div><p>No Performance Color</p></div> <div>0 Students</div>
<div>Foster Youth</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div><p>No Performance Color</p></div> <div>41.2% Chronically Absent</div> <div>Declined 3.8</div> <div>17 Students</div>	<div>Socioeconomically Disadvantaged</div> <div><p>Orange</p></div> <div>33% Chronically Absent</div> <div>Declined 3.7</div> <div>91 Students</div>

Students with Disabilities  Red 36.8% Chronically Absent Increased 0.9 38 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 20.6% Chronically Absent Declined 13.9 34 Students
Two or More Races  No Performance Color 40% Chronically Absent Increased 6.7 15 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Red 26.7% Chronically Absent Increased 3.5 146 Students

Conclusions based on this data:

1. LES qualified for Additional Targeted Support and Improvement (ATSI) in the Chronic Absenteeism dashboard indicator because all indicators were red, except for one that was orange.
2. Although there is no performance color for the subgroup of Homeless due to having fewer than 30 students, it exhibits the highest percentage of chronic absenteeism at 41.2%.
3. Although there is no performance color for the Hispanic student subgroup because they have fewer than 30 students, they still have the lowest percentage of chronic absenteeism at 20.6%.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

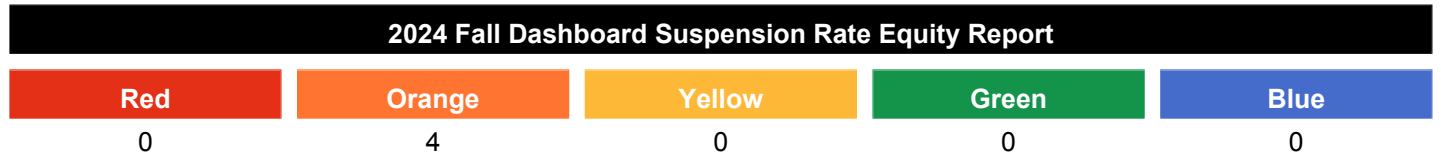
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>1.9% suspended at least one day</div> <div>Increased 1.9%</div> <div>206 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>8 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>17.6% suspended at least one day</div> <div>Increased 17.6%</div> <div>17 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>3.1% suspended at least one day</div> <div>Increased 3.1%</div> <div>96 Students</div>

Students with Disabilities  Orange 5.3% suspended at least one day Increased 5.3% 38 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 2.9% suspended at least one day Increased 2.9% 34 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Orange 2% suspended at least one day Increased 2% 148 Students

Conclusions based on this data:

1. Suspensions increased in all student sub-groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Student Achievement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1 All students receive instructional and services to support their intellectual, social, emotional, and physical development and will be engaged in school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of California Dashboard data and CAASPP results highlights the need to increase the percentage of students meeting or exceeding standards in ELA and Math. The data indicates that only 30.3% of all students meet or exceed the standard in ELA, while 34.34% do so in Math. There is a clear need to increase the number of students meeting or exceeding the writing standard, as currently, 46.46% are below standard. Additionally, there is a need to improve student performance in Concepts and Procedures, as well as Problem-Solving and Modeling/Data Analysis, since 32.32% of students do not meet the standard.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Scores	30.30% of all students met or exceeded the standard 46.46% of all students do not meet the writing standard	Increase the percentage of students meeting or exceeding standards by 5% (from 30.30% to 35.30%). Decrease the percentage of students not meeting the writing standard by 5% (from 46.46% to 41.46%).
Math CAASPP Scores	34.34% of all students met or exceeded the standard. 32.32% of all students do not meet the standard in Concepts and Procedures or in Problem-Solving & Modeling/Data Analysis.	Increase the percentage of students meeting or exceeding the standard by 5% (from 34.34% to 39.34%). Decrease the percentage of students not meeting the standard in Concepts and Procedures or Problem-Solving & Modeling/Data Analysis by 5% (from 32.32% to 27.32%).

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Merge Title 1 funds with Loyaltown High School and Downieville to fund an Intervention Teacher for students.	All Students	46,524.00 Title I
1.2	Offer students chances to engage in after-school tutoring.	All Students	
1.3	Teachers in grades 3rd -6th administer Interim CAASPP assessments to students.	Students in 3rd - 6th grades	
1.4	Offer professional development for educators in literacy and collective efficacy instructional strategies across different curriculum areas.	All Students	
1.5	During MTSS monthly meetings, provide teachers the chance to analyze benchmark and interim assessment data to inform their teaching.	All Students	
1.6	Provide substitutes for teachers who want to visit other schools to observe effective educators.	All Students	3,911.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Decrease Chronic Absenteeism by 5%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2: Culture & Climate-All students, staff, parents, and stakeholders will have a positive culture & climate in our school district to move forward in a positive direction for all.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

LES was identified for ATSI based on California Dashboard data indicating that all students had a chronic absenteeism rate of 26.5%. Additionally, the Students with Disabilities subgroup, which had a red performance color, reported a chronic absenteeism rate of 36.8%, while the subgroup of White students, also marked with a red performance color, had a rate of 26.7%. Although there is no performance color for the Homeless student subgroup, they exhibited the highest absenteeism percentage at 41.2%. The need to reduce chronic absenteeism among students is significant.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Chronic Absenteeism	<p>All Students: 26.5% chronically absent</p> <p>Homeless students: 41.2% chronically absent</p> <p>Students With Disabilities: 36.8% chronically absent</p> <p>White students: 26.7% chronically absent</p>	<p>Reduce chronic absenteeism rates for all students to 21%</p> <p>Reduce chronic absenteeism rates for the Homeless student subgroup to 36%</p> <p>Reduce chronic absenteeism rates for the SWD student subgroup to 31%</p> <p>Reduce chronic absenteeism rates for the White student subgroup to 21%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Use GCPC funds to buy incentives for students selected in the weekly attendance drawings.	All Students	100.00 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies

2.2	Use Attendance Incentive Funds to reward monthly, trimester, and end-of-year attendance winners.	All Students	2,416.00 Attendance Incentive Funds 4000-4999: Books And Supplies
2.3	Raise awareness of the option to use short-term ISP for absences.	All Students	
2.4	Collaborate with the SARB board to offer essential support for students and families to boost attendance.		
2.5	Discuss the significance of attending school during IEP meetings.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Arts and Music opportunities for all students

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2 Culture & Climate-All students, staff, parents, and stakeholders will have a positive culture & climate in our school district to move forward in a positive direction for all.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Offer music and arts opportunities for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Opportunities for students to engage in music and band classes.	Music enrichment available for teachers who choose to involve their classes.	Full-time music and band teacher for TK to 6th grade students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Merge Prop 28 funds with LHS to support the music teacher position.	All Students	27,196 Prop 28

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1		All	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$46,524
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$80,147.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$46,524.00

Subtotal of additional federal funds included for this school: \$46,524.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Attendance Incentive Funds	\$2,416.00
LCFF - Supplemental	\$3,911.00
Parent-Teacher Association (PTA)	\$100.00
Prop 28	\$27,196.00

Subtotal of state or local funds included for this school: \$33,623.00

Total of federal, state, and/or local funds for this school: \$80,147.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Attendance Incentive Funds	2,416.00
LCFF - Supplemental	3,911.00
Parent-Teacher Association (PTA)	100.00
Prop 28	27,196.00
Title I	46,524.00

Expenditures by Budget Reference

Budget Reference	Amount
	46,524.00
1000-1999: Certificated Personnel Salaries	3,911.00
4000-4999: Books And Supplies	2,516.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance Incentive Funds	2,416.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,911.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	100.00
	Prop 28	27,196.00
	Title I	46,524.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,435.00
Goal 2	2,516.00
Goal 3	27,196.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- n/a Secondary Students

Name of Members	Role
Staci Armstrong	Principal
Annie Tipton	Classroom Teacher
Owen McIntosh	Classroom Teacher
Amy Burt	Other School Staff
Carlynn Wills	Parent or Community Member
Kacie Jester	Parent or Community Member
Jennifer Yankin	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Other: N/A

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 03/27/25.

Attested:

Principal, Staci Armstrong on 03/27/25

SSC Chairperson, Owen McIntosh on 03/27/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Loyalton High School	46701774634259	3/20/25	May 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Loyalton High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Loyalton High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

The Loyalton High School's Vision and Mission Statements are as follows:

We inspire all students to become confident lifelong learners and responsible citizens who are ready to meet the challenges of the future using their unique talents and potential.

We accomplish this vision through our commitment to high expectations and achievement for all students, whatever pathway they choose. In partnership with families and the community, we encourage students to become knowledgeable, critical thinkers; effective communicators; and healthy individuals who exercise self-discipline and productive, positive citizenship.

Student Outcomes are as follows:

STUDENT LEARNING OUTCOMES

1. Students are knowledgeable critical thinkers who:

- demonstrate mastery of rigorous academic standards
- utilize a variety of skills to problem-solve
- demonstrate organization and time-management
- set reasonable and challenging personal goals
- attain a 21st-century skill set of collaboration and application

2. Students are effective communicators who:

- demonstrate technical literacy
- listen, speak, read, and write effectively for and with a diverse audience and purpose, focusing on inclusivity, belonging, and equity.
- affirm the dignity and worth of others from diverse backgrounds

3. Students are healthy individuals who:

- work effectively and fairly with others from all backgrounds, using conflict resolution
- exercise self-discipline and safe living
- demonstrate positive, inclusive, ethical, and productive citizenship, understanding and enacting the values of diversity, belonging, and equity
- establish, practice, and support good hygiene, proper nutrition, and physical fitness

Educational Partner Involvement

How, when, and with whom did Loyalton High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents and staff were consulted for the annual SPSA update at each meeting. The LHS Site Council was actively involved in revising the LHS Vision & Mission Statements.

The LHS Site Council created a parent/guardian survey to help inform the Goals for this revision of the SPSA.

WASC, SPSA, and LCAP goals are created in collaboration with stakeholder committees such as the LHS Site Council and the District LCAP Advisory Panel.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Sierra County and its communities are rural, remote frontier areas, and our district often struggles to find qualified teachers to hire fully credentialed staff. One area of particular need is hiring a full-time school psychologist and counselor.

Sierra County is one of the only counties in California without a local community college or four-year university to provide postsecondary educational opportunities outside of Loyalton High School. As a result of being rural and remote, our students must travel over an hour to attend in-person community college courses, limiting them primarily to online options.

Currently, we have counseling services available only one and a half days per week. During the remainder of the time, the principal, secretary, and teachers are responsible for providing much of the social-emotional support typically handled by a counselor.

We have added a Director of Student Improvement and an LEA CAASPP Coordinator through the Sierra County Office of Education. However, due to long-term funding shortages, a much-needed district curriculum coordinator/instructional coach position no longer exists. This has left professional development, instructional coaching, and curriculum adoption to the individual school sites, resulting in inconsistencies and a lack of a guaranteed and viable instructional program district-wide.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism, English Language Arts

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

White Chronic Absenteeism and ELA

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Loyalton High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.62%	1.24%	1.30%	1	2	2
African American	1.85%	1.24%	1.30%	3	2	2
Asian	%	0%	%	0	0	
Filipino	%	0%	%	0	0	
Hispanic/Latino	14.81%	16.15%	14.94%	24	26	23
Pacific Islander	0.62%	0%	%	1	0	
White	76.54%	74.53%	75.97%	124	120	117
Two or More Races	2.47%	2.48%	1.95%	4	4	3
Not Reported	3.09%	4.35%	4.55%	5	7	
Total Enrollment				162	161	154

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	38	25	15
Grade 8	28	37	24
Grade 9	26	27	37
Grade 10	27	25	29
Grade 11	23	21	26
Grade 12	20	26	23
Total Enrollment	162	161	154

Conclusions based on this data:

1. LHS is mostly white non-hispanic with nearly equal grade enrollment.
2. Numbers of students fluctuate in each grade annually.
3. Number of Hispanic/Latino students has decreased by 2%.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	4	7	4	3.2%	2.5%	2.6%
Fluent English Proficient (FEP)	4	2	2	3.2%	2.5%	1.3%
Reclassified Fluent English Proficient (RFEP)	0			0.0%	0	

Conclusions based on this data:

1. Our English Learner population decrease or increase does not follow a pattern.
2. Our FEP students remain stable.
3. We need to investigate why and mitigate the reasons why our RFEP students have remained at 0% for the last three years consecutively.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	37	23	14	35	23	13	35	23	13	94.6	100.0	92.9
Grade 8	27	33	26	23	31	25	23	31	25	85.2	93.9	96.2
Grade 11	25	21	26	22	21	17	22	21	17	88.0	100.0	65.4
All Grades	89	77	66	80	75	55	80	75	55	89.9	97.4	83.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2532.	2509.	2553.	0.00	8.70	7.69	42.86	17.39	46.15	34.29	34.78	38.46	22.86	39.13	7.69
Grade 8	2536.	2538.	2524.	4.35	6.45	0.00	21.74	32.26	24.00	47.83	25.81	56.00	26.09	35.48	20.00
Grade 11	2608.	2599.	2582.	18.18	33.33	23.53	45.45	19.05	29.41	22.73	28.57	23.53	13.64	19.05	23.53
All Grades	N/A	N/A	N/A	6.25	14.67	9.09	37.50	24.00	30.91	35.00	29.33	41.82	21.25	32.00	18.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	20.00	*	*	60.00	*	*	20.00	*	*
Grade 8	*	16.13	*	*	58.06	*	*	25.81	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	17.50	17.33	18.18	65.00	64.00	69.09	17.50	18.67	12.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	5.71	*	*	77.14	*	*	17.14	*	*
Grade 8	*	9.68	*	*	54.84	*	*	35.48	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	7.50	17.33	10.91	71.25	49.33	61.82	21.25	33.33	27.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2.86	*	*	77.14	*	*	20.00	*	*
Grade 8	*	12.90	*	*	77.42	*	*	9.68	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	10.00	10.67	7.27	81.25	80.00	80.00	8.75	9.33	12.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	17.14	*	*	62.86	*	*	20.00	*	*
Grade 8	*	9.68	*	*	70.97	*	*	19.35	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	20.00	13.33	9.09	65.00	66.67	74.55	15.00	20.00	16.36

Conclusions based on this data:

1. Scores have dropped, ELA achievement improvement has been identified as a goal for all grade levels.
2. Scores in the Exceeds Standards range have dropped significantly for middle school students.
3. The number of testing scores for 11th grade was lower than the number of students that could have tested.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	37	23	14	35	23	13	35	23	13	94.6	100.0	92.9
Grade 8	27	33	26	24	32	25	24	32	25	88.9	97.0	96.2
Grade 11	25	21	26	22	20	18	22	20	18	88.0	95.2	69.2
All Grades	89	77	66	81	75	56	81	75	56	91.0	97.4	84.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	2528.	2522.	2543.	17.14	4.35	15.38	22.86	21.74	15.38	25.71	47.83	53.85	34.29	26.09	15.38
Grade 8	2470.	2544.	2546.	4.17	21.88	16.00	16.67	15.63	24.00	16.67	28.13	24.00	62.50	34.38	36.00
Grade 11	2590.	2601.	2561.	18.18	30.00	11.11	18.18	10.00	11.11	36.36	25.00	33.33	27.27	35.00	44.44
All Grades	N/A	N/A	N/A	13.58	18.67	14.29	19.75	16.00	17.86	25.93	33.33	33.93	40.74	32.00	33.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	20.00	*	*	42.86	*	*	37.14	*	*
Grade 8	*	18.75	*	*	56.25	*	*	25.00	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	16.05	14.67	14.29	46.91	54.67	60.71	37.04	30.67	25.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	14.29	*	*	68.57	*	*	17.14	*	*
Grade 8	*	18.75	*	*	43.75	*	*	37.50	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	13.58	22.67	8.93	58.02	53.33	67.86	28.40	24.00	23.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 7	14.29	*	*	74.29	*	*	11.43	*	*
Grade 8	*	18.75	*	*	62.50	*	*	18.75	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	14.81	13.33	10.71	67.90	74.67	71.43	17.28	12.00	17.86

Conclusions based on this data:

1. The percentage of students Below Standard has continued to decreased in 2024 report . Mathematics achievement improvement has been identified as a goal for all grade levels. 74.8% below standard.
2. There has been an increase in overall achievement in math between 2021 and 2023, but decrease in 2024.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										*	*	4

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Our numbers of EL students testing are very small.
2. Unlit areas are due to lack of population numbers.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
154	35.1%	2.6%	0.6%
Total Number of Students enrolled in Loyalton High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	2.6%
Foster Youth	1	0.6%
Homeless	7	4.5%
Socioeconomically Disadvantaged	54	35.1%
Students with Disabilities	18	11.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.3%
American Indian	2	1.3%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	23	14.9%
Two or More Races	3	1.9%
Pacific Islander	0	0.0%
White	117	76%

Conclusions based on this data:

1. Our school is majority white population, small student group of Hispanic, with high percentage of socioeconomically disadvantaged students.

2. We have a relatively high percentage of students with Disabilities at 11.7%, the CA state average is 12%.

School and Student Performance Data

Overall Performance








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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Red</div>	<div>Graduation Rate</div> <div> No Performance Color</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Red</div>	
<div>English Learner Progress</div> <div> No Performance Color</div>		
<div>College/Career</div> <div> No Performance Color</div>		

Conclusions based on this data:

1. ELA and Mathematics indicators have been targeted for improvement.
2. Unlit indicators are due to statically unrepresentable subgroups.
3. The errors for transfer from Power school to the state has been fixed. Our data for Chronic Absenteeism and Suspension Rate is red and a concern.

School and Student Performance Data

Academic Performance English Language Arts

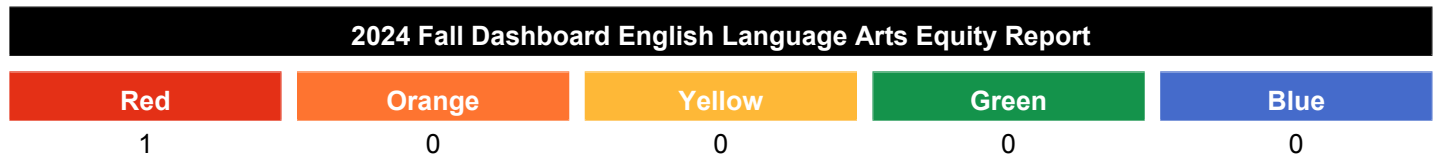
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>57.8 points below standard</div> <div>Declined 38.8 points</div> <div>63 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color</div> <div>73.9 points below standard</div> <div>Maintained 2.6 points</div> <div>29 Students</div>

Students with Disabilities  No Performance Color Less than 11 Students 6 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Less than 11 Students 9 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White  Red 55.4 points below standard Declined 36.0 points 51 Students

Conclusions based on this data:

1. Unlit indicators are due to statistically unrepresentable subgroups.
2. The only statistically representable group, our white students, performance maintained with a drop in proficiency since last year.
3. The proficiency rate for our socioeconomically disadvantaged students dropped significantly.

School and Student Performance Data

Academic Performance Mathematics

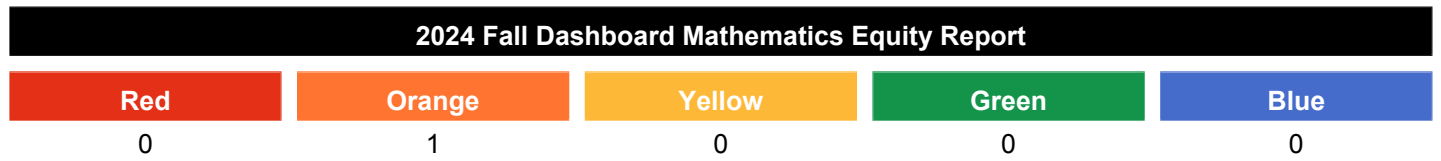
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>74.8 points below standard</div> <div>Declined 36.8 points</div> <div>63 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>93.8 points below standard</div> <div>Declined 9.7 points</div> <div>29 Students</div>

Students with Disabilities  No Performance Color Less than 11 Students 6 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Less than 11 Students 9 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White  Orange 81.1 points below standard Declined 40.0 points 51 Students

Conclusions based on this data:

1. Unlit indicators are due to statically unrepresentable subgroups.
2. The only statistically representable group, our white students, performance has declined.
3. The proficiency rate for our socioeconomically disadvantaged group also increased. Our overall proficiency rate is low.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 3 Students</div>	<div></div> <div>No Performance Color making progress.</div> <div>Number Students: 2 Students</div>

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Unlit indicators are due to statically unrepresentable subgroups.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

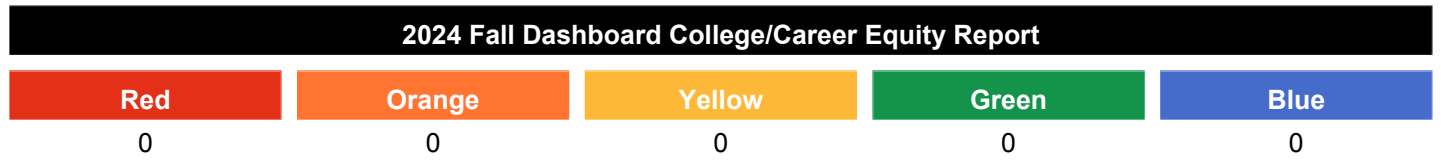
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div><p>No Performance Color</p><div>56.5 Prepared</div><div>Declined 20.8</div><div>23 Students</div></div>	<div>English Learners</div> <div><p>No Performance Color</p><div>0 Students</div></div>	<div>Long-Term English Learners</div> <div><p>No Performance Color</p><div>0 Students</div></div>
<div>Foster Youth</div> <div><p>No Performance Color</p><div>0 Students</div></div>	<div>Homeless</div> <div><p>No Performance Color</p><div>Less than 11 Students 0</div><div>2 Students</div></div>	<div>Socioeconomically Disadvantaged</div> <div><p>No Performance Color</p><div>Less than 11 Students 0</div><div>6 Students</div></div>

Students with Disabilities  No Performance Color Less than 11 Students 0 5 Students	African American  No Performance Color Less than 11 Students 0 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Less than 11 Students 0 1 Student
Two or More Races  No Performance Color Less than 11 Students 0 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 63.2 Prepared Declined 9.1 19 Students

Conclusions based on this data:

1. Our graduation cohort number is too low to show status level
2. Local data gathering indicates that over 70% of our 2024 graduates were College & Career Ready.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div><p>Red</p></div> <div>31.7% Chronically Absent</div> <div>Increased 31.7</div> <div>41 Students</div>	<div>English Learners</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Long-Term English Learners</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div><p>No Performance Color</p></div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div><p>No Performance Color</p></div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div><p>No Performance Color</p></div> <div>25% Chronically Absent</div> <div>Increased 25</div> <div>20 Students</div>

Students with Disabilities  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  Red 30.3% Chronically Absent Increased 30.3 33 Students

Conclusions based on this data:

1. The error in how our SIS, Powerschool, transfers data to CalPads for accurate data gathering has been fixed.
2. Unlit indicators are due to statically unrepresentable subgroups.
3. Our local data for this year on chronic absenteeism has improved immensely down to 7.14% in February 2025 compared to 17.95% in Feb 2024.

School and Student Performance Data

Academic Engagement Graduation Rate

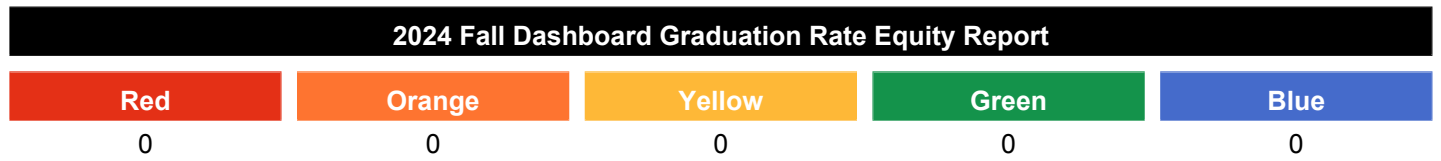
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>91.3% graduated</div> <div>Declined 4.2%</div> <div>23 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>

Students with Disabilities  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 94.7% graduated Maintained 0.3% 19 Students

Conclusions based on this data:

1. LHS has a high graduation rate based on cohort numbers starting in freshman year.
2. Unlit indicators are due to statically unrepresentable subgroups.

School and Student Performance Data

Conditions & Climate Suspension Rate

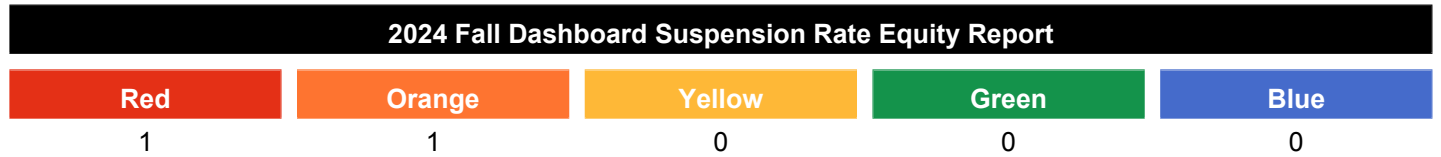
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>4.4% suspended at least one day</div> <div>Increased 4.4%</div> <div>159 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>11.5% suspended at least one day</div> <div>Increased 11.5%</div> <div>61 Students</div>

Students with Disabilities  No Performance Color 15.8% suspended at least one day Increased 15.8% 19 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 0% suspended at least one day Maintained 0% 24 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 5.7% suspended at least one day Increased 5.7% 122 Students

Conclusions based on this data:

1. There was an error in suspension rate data due to our SIS, Powerschool, not transferring information to CalPads but has been fixed.
2. Our suspension rate is 1.1 % above state average.
3. The indicators show a large increase due to the fact it was not transferring last year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

College and Career Readiness.

Loyalton High School will increase the percentage of students who meet or exceed the college and career readiness standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1: Academics: All students receive instruction that supports their intellectual, social, emotional, and physical development and will be engaged in school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Substandard performance on Math and ELA CAASPP. Numbers of students in Dual Enrollment is low.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of student participating in 2 semesters of college coursework with a grad of C- or better in academic subjects with college credit awarded	37% of 2025 seniors participate in dual enrollment program	Increase dual enrollment by between 3% and 5% over three years, depending on class size with the average senior class being 26 students total.
% of students meeting A-G	52% of high school students have met A-G requirements	Increase A-G rate by 1% from prior year
% of students who complete a CTE pathway	56.6% of 2025 are Ag Completers & % complete the construction pathway	Increase CTE pathways completers in Agriscience, Construction, and Mechatronics by 1% from prior year
CAASPP Math	32.15% of 7th, 8th, and 11th grade students met or exceeded standard in 2024	Increase number of students at standard or above by 5% from prior year.
CAASPP ELA	40% of 7th, 8th, and 11th grade students met or exceeded standard in 2024	Increase number of students at standard or above by 5% from prior year.
% of seniors with an AP Passing Score of 3 or better on a minimum of one AP exam	27% of our 2024 graduates achieved a score of 3 or better on at least one Advanced Placement Exam	Increase % of senior class cohort with a passing score on at least one AP exam by 2% each year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Continue to support LHS Agriscience and Construction Trades CTE Pathways.	All Students.	85,095 Other None Specified CTEIG 25,520 Agriculture Vocational Incentive 5000-5999: Services And Other Operating Expenditures Some k-12 for construction pathway Other None Specified Perkins for next year
1.2	Professional Developments. AP Institutes, Teacher and site selected professional developments targeting instructional improvement.	All Students.	25,000 Unrestricted 5000-5999: Services And Other Operating Expenditures
1.3	Promote and support dual enrollment and A-G enrollment through parent/student information presentations and increased communication around CSU/US A-G requirements. Pay for TOSA College & Career Specialist to assist students in the enrollment process; support them throughout their learning; and monitor their progress to ensure success.	All Students	100,000 Other North State Together/Sierra Strong Funding
1.4	Boost math and ELA achievement by utilizing data to inform instruction and Intervention resources, such as utilizing the Intervention Teacher during Flex and elective periods. If we have 7 & 8 the grade - Create in the course schedule, when possible, an Accelerated Workshop class for 8th grade students who need extra support in math and ELA for a stronger start to their high school career. Promote and increase after-school tutoring for students.	All Students	
1.5	Continue emphasis to improve Math CAASPP achievement, including creating a vertical alignment document, grades 6-8 and 9-12, to ensure priority standards are taught and spiraled each grade level depending on focus. Continue emphasis to improve ELA and Math CAASPP achievement by implementing a school-wide focus on building literacy through common strategies of Cornell Notes, Vocabulary Building, Cross-Curricular Writing, and Deep Reading Strategies. (Use TNTP information)	All Students	
1.6	LHS will take the following steps to improve AP Scores: 1) Review curriculum and instruction for proper alignment to AP course expected outcomes.	All Students	8,000 District Funded 0001-0999: Unrestricted: Locally Defined Professional Development

	2) Identify and acquire resources for “Best practice” for passing the AP exams. 3) Attend AP institute PD sessions. 4) Use College Board resources to guide and pace instruction and learning. 5) Create PD opportunities for AP teachers to meet to outline and implement best practices.		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA/Math/CAST Achievement

The three-year average of students who meet or exceed the state standards will be at or above the three-year state average.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students receive instruction that supports their intellectual, social, emotional, and physical development and will be engaged in school.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ELA, Math, and Science students' 3-year performance falls behind the state's 3-year average for all students combined. 7th and 8th grade populations have a lower performance on average.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students who meet or exceed Math standards	Math 33.3% of students met or exceeded standards	Meet or exceed state average over a 3 year period.
% of students who meet or exceed ELA standards	ELA 43.7% of students met or exceeded standards	Meet or exceed state average over a 3 year period.
% of students who meet or exceed science standards in the CAST	20.8% of LHS 8th grade students met or exceeded science standards as compared to 29.3% of the state. 27.28% of LHS high school students met or exceeded science standards as compared to 28.5% of state. Overall LHS met or exceeded rate is 4.5% lower than the state.	Meet or exceed state average over a 3 year period.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Science adoption completed the Fall 2022. Training for teachers at the beginning of the year and ongoing as needed.	All Students	0 None Specified None Specified

2.2	Use STAR assessments (Renaissance Learn) and teacher recommendations to identify students who are in need of intensive intervention and enhance intervention programs to include the addition of a district intervention coordinator and increased one-on-one intervention with students who demonstrate the need. STAR assessments will also be used to inform instruction and focus on learning needs.	All Students	
2.3	Adopt a Math Curriculum designed to increase the mathematical discourse and content spiraling. Updates coming fall 2025.	All Students	
2.4	Focus on school-wide common literacy strategies and writing	All students	0 District Funded TNTTP
2.5	Promote and increase our after-school tutoring program and intervention programs. One ELA/HSS teacher and one Math/Science teacher will provide one hour of after-school tutoring per week (3 days of tutoring), and our student-led tutoring will occur on another day of the week. If possible, embed an Accelerated Workshop course for Math and English. Revisit the fall of 2025.	All Students	45000 Other Learning Recovery Emergency Block Grant
2.6	District Intervention Teacher	All Students	30,269 Title I Part A: Targeted Assistance Program 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Decrease Chronic Absenteeism by 5%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2 Culture and Climate - All students, staff, parents, and stakeholders will have positive culture & climate in our school district to move forward in a positive direction.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

LHS was identified for ATSI based on California Dashboard data indicating that all students had a chronic absenteeism rate of 31.7% . Additionally, the Students with Disabilities subgroup, which had a red performance color, reported a chronic absenteeism rate of 36.8%, while the subgroup of White students, also marked with a red performance color, had a rate of 26.7%. Although there is no performance color for the Homeless student subgroup, they exhibited the highest absenteeism percentage at 41.2%. The need to reduce chronic absenteeism among students is significant.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Chronic Absenteeism	All 31.7% Chronically Absent	Reduce Chronic absenteeism

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Use Attendance Incentive Funds to rewards for semester awards.	All Students	1,971 Unrestricted None Specified Lottery
3.2	Raise awareness of the option to use short- term ISP for absences.	All students	
3.3	Collaborate with the SARB board to offer essential support for students and families to boost attendance.		
3.4	Discuss the significance of attendance of attending suring school staff meetings, ISP, and SST.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Arts & Art opportunities for all students

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #2 Culture and Climate - All students, staff, parents, and stakeholders will have positive culture & climate in our school district to move forward in a positive direction.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Offer music and arts opportunities for all 7-12 students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Opportunities for student to engage in music and band classes	Music enrichment available for teachers who choose to involve their classes.	Full time music and band teacher for 7-12 grade students.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.2	Merge Prop 28 funds with LHS to support the music teacher position.	All Students	20,476 Prop 28

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Middle School Students' Social Connectivity to LHS

Increase the 7th and 8th grade students' social and emotional connectivity to LHS

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Culture & Climate-All students, staff, parents, and stakeholders will have a positive culture & climate in our school district to move forward in a positive direction for all.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Survey results from students and parents revealed a lack in middle school students' feelings of school connectedness. This is a new goal.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of middle school parents and students feeling connected to LHS	60% of middle school parents and 64% of middle school students feel connected to LHS	Increase the % of parents and students who feel connected to LHS by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Create a middle school student council that plans events and activities exclusively for middle school students	All Students	0
5.2	Create a club called WEB (Where Everyone Belongs) that will be the middle school version of the high school Peace ROARriors group and be the group that promotes the school's PBIS and inclusivity.	All students; duplicated students; minority students	0 None Specified
5.3	Provide more activities and experiences for middle school students creating a teacher advisors team that focuses on middle school needs and "Fun Fridays" during Flex class once per month.	All students	500 ASB

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$341,831.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Targeted Assistance Program	\$30,269.00

Subtotal of additional federal funds included for this school: \$30,269.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
Agriculture Vocational Incentive	\$25,520.00
ASB	\$500.00
District Funded	\$8,000.00
None Specified	\$0.00
Other	\$230,095.00
Prop 28	\$20,476.00
Unrestricted	\$26,971.00

Subtotal of state or local funds included for this school: \$311,562.00

Total of federal, state, and/or local funds for this school: \$341,831.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
Agriculture Vocational Incentive	25,520.00
ASB	500.00
District Funded	8,000.00
None Specified	0.00
Other	230,095.00
Prop 28	20,476.00
Title I Part A: Targeted Assistance Program	30,269.00
Unrestricted	26,971.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	8,000.00
1000-1999: Certificated Personnel Salaries	30,269.00
5000-5999: Services And Other Operating Expenditures	50,520.00
None Specified	87,066.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
5000-5999: Services And Other Operating Expenditures	Agriculture Vocational Incentive	25,520.00
	ASB	500.00
	District Funded	0.00
0001-0999: Unrestricted: Locally Defined	District Funded	8,000.00

	None Specified	0.00
None Specified	None Specified	0.00
	Other	145,000.00
None Specified	Other	85,095.00
	Prop 28	20,476.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	30,269.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	25,000.00
None Specified	Unrestricted	1,971.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	243,615.00
Goal 2	75,269.00
Goal 3	1,971.00
Goal 4	20,476.00
Goal 5	500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Caroline (Cali) Griffin	Principal
Katherine Genasci	Classroom Teacher Parent or Community Member
Amber Williams	Classroom Teacher Parent or Community Member
Victoria Fisher	Other School Staff Parent or Community Member
Toushulong Vang	Classroom Teacher
Allison Gunier	Parent or Community Member
Eveline Larrucea	Parent or Community Member
Tiffany Williams	Parent or Community Member
Sienna Larrucea	Secondary Student
Zarya Plessas	Parent or Community Member
Celia Rosecrans	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Caroline Griffin on

SSC Chairperson, Victoria Fisher on

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

ORGANIZATION NO. 210.3.2

MIDDLE SCHOOL SECRETARY/DISTRICTWIDE ATTENDANCE CLERK

Definition:

Under the general supervision of the site administrator, performs a wide variety of secretarial and clerical duties; coordinates the activities of the school office. Performs all site duties of school secretary, attendance clerk, and accounting clerk; serves as public relations and communication spokesperson for the site administrator; and other duties as required.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Duties include, but are not limited to, the following:

- Under the supervision of the site administrator, coordinates a variety of office and other activities to relieve the principals of routine administrative detail.
- Types a variety of correspondence; reproduces and distributes newsletters and notices to parents, students, faculty and classified staff. Composes daily school bulletin with student absences, activities and announcements.
- Answer telephones; directs inquiries to the appropriate person(s). Greets and assists parents and visitors in conducting school business, answers inquiries regarding interpretation or application of school district policies, procedures and practices.
- Schedules and coordinates meetings for the principal, staff members, parents and students, and for school activities.
- Collects money and maintains financial accounting records for student body accounts.
- Prepares and processes purchase order requisitions data for all employees of the school site through the implementation of the Districts financial software and consults with teachers and district office regarding purchase transactions.
- Calls substitutes and coordinates substitute assignments.
- Records and submits reports on student attendance to the district office.
- Administers first aid and medication to students as authorized.
- Registers new students and provides parent and student orientation
- Ensures confidentiality of matters related to student and staff records, reports and correspondence.
- Maintains and submits to the district office payroll data for all employees, including all classified, certificated, substitute payroll timesheets, leave of absence forms, and all information related to monthly payroll.
- Establishes and maintains necessary student cumulative files, manages the requests for new files and the dispatching of exiting files. Maintains faculty and classified staff files as necessary.
- Manages and maintains the school office when the site administrator is absent or fulfilling multi-site duties.
- Initiates site level School Attendance Review Board (SARB) activities including correspondence and student attendance data for administrator.
- Coordinates the volunteer personnel at the school site; assists the district office in managing volunteer lists.
- Prepares workers compensation injury claim forms with the district office.

- Process incoming and outgoing mail daily.
- Provide outreach and support services for SPJUSD in an effort to increase student attendance;
- Make phone calls to families regarding student absences;
- Work with Probation to coordinate home visits for severe cases of student absenteeism;
- Support each schools office staff with generating and sending SARB letters;
- Support site secretaries with Independent Study Program coordination and documentation;
- Assess and identify interventions for SPJUSD students with attendance concerns;
- Attend SPJUSD SARB, IEP, 504, and SST meetings as needed for students with attendance concerns;
- Prepare and maintain a variety of lists, records, and reports regarding SPJUSD student attendance, tardiness, and truancy;
- Act as liaison between the schools and students, parents, foster parents, and county probation department;
- Support SPJUSD students in adhering to California Education Code for truancy and absenteeism;
- Work closely with SPJUSD students and families to prevent chronic absenteeism;
- Generate attendance reports;
- Survey SPJUSD families, collect data, and maintain a variety of documentation;
- Assess school and district/county-wide problems and situations interfering with student attendance and access to an optimal educational experience;
- Perform related duties as reasonably assigned.

Qualifications:

Knowledge, Skills and Abilities:

- Modern office methods and secretarial practices, procedures and equipment; record keeping techniques, health and safety regulations; correct English usage including grammar, spelling punctuation and vocabulary; proper telephone etiquette; Microsoft Word or comparable computer software usage; first aid procedures, and Site and District rules and procedures.
- Processes including, but not limited to expulsion, SARB, IEP, 504 and SST meetings;
- California compulsory attendance laws;
- Best practices for improving student attendance;
- Record keeping and reporting requirements needed for evaluation and ongoing program development;
- Ability to communicate effectively verbally and in writing and to speak in public;
- Ability to read, interpret and explain policies, programs and reports;
- Ability to follow oral and written instructions with minimum direction;
- Ability to work independently and make decisions within the framework of established guidelines;
- Ability to analyze and determine appropriate methods and interpret and apply guidelines to accomplish goals;
- Ability to establish priorities and deadlines and plan work with only overall objectives defined;
- Ability to establish effective working relationships with students, school staff, and families;
- Ability to analyze and resolve problems with tact and diplomacy;
- Ability to operate a computer system, and ability to learn district and county online/internal electronic programs;
- Ability to compile and analyze information and prepare reports.

- Ability to perform wide and diversified tasks in a school office under a variety of conditions; interpret policies and rules and communicate with students and parents in a tactful manner; follow instructions and submit reports and related materials with a minimum of direction; provide direction and assistance to staff, students and members of the community; operate office equipment commonly found in a business office; maintain a neat and efficient office environment; communicate effectively verbally and in writing. Ability to keyboard 50 words per minute from a clear copy, and shows proficiency in note taking for principal, staff, and school correspondence.

Physical Requirements:

Stand approximately 20%, sit approximately 70% or more, and walking approximately 10% of the time. Lift approximately 20-40 lbs. as necessary. Must be able to bend, reach overhead, kneel, and climb stairs.

Experience: Two years increasingly responsible clerical experience involving frequent public contact.

Education: Graduation from high school, preferably supplemented by courses in office practice.

Other Characteristics:

Possession of a valid California Driver's License issued by the California Department of Motor Vehicles and insurance.

Date Adopted:



1-888-4-Abatement, Inc

3158 Luyung Drive, Rancho Cordova, CA 95742
318 South 19th St, #101 Sparks, NV 89431
2290 Ivy St, #190, Chico, CA 95928

Ph: (916) 231-0090 Fax: (916) 231-0096
DOSH # 930; CSLB # 897164, NV # 0074976

Insured: Downieville Schools
Property: 130 School Street
Downieville, CA 95936

Estimator: Bryan Sandoval
Position: Estimator
Business: 318 S. 19th Street, #101
Sparks, NV 89431

Business: (775) 567-2301
E-mail: Bryan@8884abatement.com

Claim Number:

Policy Number:

Type of Loss: Asbestos Abatement

Date of Loss:
Date Inspected:

Date Received:
Date Entered: 5/23/2025 4:05 PM

Price List: CATR8X_MAY25
Restoration/Service/Remodel
Estimate: DOWNIEVILLE_L&LC

Exclusions and Clarifications:

Contents need to be removed from rooms before abatement begins.

This bid includes mobilization and demobilization from job site.

*1-888-4-Abatement, Inc. does not reinstall any item or fixture we detach in order to perform our scope of work.

*1-888-4-Abatement, Inc. does not perform repairs.

*1-888-4-Abatement, Inc will make all reasonable efforts to prevent any incidental damage caused by necessary abatement procedures. 1-888-4-Abatement is not responsible for any damage from these procedures, including tape or staple damage to walls ceilings or floors, as these items occur often as a result of following strict containment standards and regulations.

*1-888-4-Abatement, Inc strictly abides by all laws and Federal, State, and local regulations pertaining to abatement, including worker safety, removal procedures, waste management, record keeping, and notifications. All estimates include adherence to these regulations, and also include permits, fees, and plans, unless otherwise noted.

Thank you for choosing 1-888-4-Abatement Inc., we appreciate this opportunity to exceed your expectations.



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DOWNIEVILLE_L&LC

SETUP-PREABATEMENT

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Containment Barrier/Airlock/Decon. Chamber	600.00 SF @	1.39 =	834.00
<i>Install decontamination chamber, critical barriers and engineering controls to isolate work areas- Item includes labor and material costs (poly, duct tape, blue tape, spray adhesive, Manometer, warning signs, and caution tape).</i>			
Peel & seal zipper	2.00 EA @	16.03 =	32.06
Neg. air fan/Air scrub.-Large (per 24 hr period)-No monit.	10.00 DA @	110.52 =	1,105.20
<i>Install HEPA filtered negative air machines until final air clearance. 2 machines x 5 days = 10 days.</i>			
Add for HEPA filter (for negative air exhaust fan)	0.50 EA @	216.21 =	108.11
Ducting - lay-flat - Large	50.00 LF @	0.50 =	25.00
Add for personal protective equipment - Heavy duty	30.00 EA @	39.81 =	1,194.30
<i>(PPE includes: suits, goggles, gloves, and boots) utilized by trained and certified technicians throughout project.</i>			
<i>3 technicians x 5 days x 2 changes = 30 Suits.</i>			
Respirator cartridge - HEPA only (per pair)	15.00 EA @	14.63 =	219.45
Respirator - Full face - multi-purpose resp. (per day)	15.00 DA @	7.61 =	114.15
Temporary safety shower	1.00 EA @	90.27 =	90.27

Learning Center

Learning Center

Height: 8'

Door	2' 6" X 6' 8"	Opens into Exterior
Door	2' 6" X 6' 8"	Opens into Exterior

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Remove Cove base molding - rubber or vinyl, 4" high	125.33 LF @	0.57 =	71.44
Tear out asbestos vinyl floor covering	235.00 SF @	4.08 =	958.80
Remove asbestos floor mastic	836.56 SF @	5.03 =	4,207.90
Remove Carpet	836.56 SF @	0.52 =	435.01
HEPA Vacuuming - Detailed - (PER SF)	2,722.44 SF @	0.40 =	1,088.98
Wet wipe containment	2,722.44 SF @	0.40 =	1,088.98
Apply asbestos fiber encapsulating compound	836.56 SF @	0.70 =	585.59

Library

Library

Height: 8'

Door	2' 6" X 6' 8"	Opens into Exterior
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 DOSH # 930; CSLB # 897164, NV # 0074976

Door	2' 6" X 6' 8"	Opens into Exterior		
DESCRIPTION		QTY	UNIT PRICE	TOTAL
Remove Cove base molding - rubber or vinyl, 4" high		116.00 LF @	0.57 =	66.12
Remove asbestos floor mastic		782.27 SF @	5.03 =	3,934.82
Remove Carpet		782.27 SF @	0.52 =	406.78
HEPA Vacuuming - Detailed - (PER SF)		2,499.21 SF @	0.40 =	999.68
Wet wipe containment		2,499.21 SF @	0.40 =	999.68
Apply asbestos fiber encapsulating compound		782.27 SF @	0.70 =	547.59

POST-ABATEMENT

DESCRIPTION		QTY	UNIT PRICE	TOTAL
Equipment decontamination charge - per piece of equipment		5.00 EA @	51.00 =	255.00
<i>Includes decontamination of 2 negative air machines, 2 vacuums and shower.</i>				
Plastic bag - used for hazardous waste cleanup - Large		120.00 EA @	3.76 =	451.20
Hazardous waste hauling and disposal.		1.00 EA @	950.00 =	950.00
<i>Waste disposal, including transportation and fees of landfills that accept asbestos contaminated waste</i>				
Contamination - air or surface testing & lab analysis		1.00 EA @		DIRECT BILL
<i>Final air test/clearance will be performed by a third party consultant. 1-888-4-Abatement will coordinate clearance with consultant at project completion. Consultant to bill owner directly.</i>				
Hazardous Waste Technician - per hour		5.00 HR @	90.47 =	452.35
<i>Labor to mobilize and return back to job site to pick up equipment after clearance is given.</i>				

Grand Total Areas:

1,944.00 SF Walls	1,658.83 SF Ceiling	3,602.83 SF Walls and Ceiling
1,618.83 SF Floor	179.87 SY Flooring	241.33 LF Floor Perimeter
0.00 SF Long Wall	0.00 SF Short Wall	251.33 LF Ceil. Perimeter
1,618.83 Floor Area	1,743.50 Total Area	1,944.00 Interior Wall Area
2,243.33 Exterior Wall Area	256.67 Exterior Perimeter of Walls	
0.00 Surface Area	0.00 Number of Squares	0.00 Total Perimeter Length
0.00 Total Ridge Length	0.00 Total Hip Length	



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Summary for Dwelling

Line Item Total	21,222.46
Material Sales Tax	277.54
Replacement Cost Value	\$21,500.00
Net Claim	\$21,500.00

Bryan Sandoval
Estimator

This agreement is between (Owner listed on page 1 of this document or General Contractor representing Owner): hereinafter referred to as "Client," whose loss address is listed on this document and 1-888-4-Abatement, Inc., hereinafter referred to as "1-888-4-Abatement" or "Contractor," whose address is 3158 Luyung Drive, Rancho Cordova, CA 95742. In consideration of the mutual covenants, agreements, representations and warranties contained herein, the parties agree as follows:

Scope of work. Client is retaining services of Contractor to perform work as detailed in this document for the contracted amount of **\$21,500.00**. Initial _____

Client understands that if any appliance, fixture, or any other building material is removed during the course of the remediation, 1-888-4-Abatement Inc. is not responsible for reinstalling them. Initial _____

Supplemental work: Client understands that during abatement process, additional work, beyond the original scope, may be required to complete remediation and obtain clearance. Contractor will contact Sean Snider, to the extent applicable, for approval on additional work and it becomes part of this work authorization. Initial _____

Incidental Damage clause: 1-888-4-Abatement is not responsible for water leaks that develop which are out of our control; any damage from abatement procedures, including tape or staple damage to walls ceilings or floors; damage during removal to any cabinets, countertops, vanities, toilets, tiles, appliances, fixtures, scratches or gouges in flooring, as these items occur often as a result of following strict containment standards and regulations. Initial _____

Notification of damages: Client shall communicate any concerns to 1-888-4-Abatement within 10 days of job completion. Initial _____

Payment Terms: Upon Completion unless otherwise specified in this contract. Should Client elect to pay by credit card a charge of 3% of the total bill will be added to cover credit card processing fees. Initial _____
Time for Performance. The Contractor shall complete the work within approximately _____ working days after commencement, subject to permissible delays as described in Paragraph 4, starting _____

General Abatement Conditions.



1-888-4-Abatement, Inc

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1. The work area will be restricted with "Asbestos Caution" signs and tape. These areas will be off limits to all persons except authorized personnel until work is completed and cleared.
2. Protective clothing will be used and will include hooded Tyvek suits, boots, gloves, and respirators.
3. Work will be performed in accordance with, and in most cases exceed standards set forth by EPA, OSHA, NIOSH, and your local Air Quality Management District. In particular, the work will comply with EPA, NIOSH, and OSHA asbestos worker protection regulations (e.g. 29 C.F.R. Â§ 1926.1101)
4. The areas where the asbestos will be removed will be prepared to include one or two layers of polyethylene sheeting on all penetrations as required. Engineering controls will be installed to include HEPA filtered negative air and a decontamination chamber for the technician to enter and exit the work area.
5. Once the building is contained and engineering controls are in place, the materials will be sprayed with a wetting agent to penetrate the surface and minimize airborne fibers during the removal process. The materials will be removed and prepared for disposal.
6. After the asbestos is removed, the area will be cleaned and encapsulated. The area will be tested and will pass clearance criteria of 0.01 f/cc using PCM NIOSH 7400 methodology. A third party to conduct the testing will be hired directly by the Client. Power and water are to be supplied on site by the Client. Waste and debris will be transported by a licensed and certified waste hauler in accordance with EPA, AQMD, NHP and/or CHP requirements and disposed of at a certified landfill in accordance with EPA and OSHA requirements.

Exclusions and Clarifications.

1. Water and power will be provided by Client throughout the duration of the project.
2. All contents in the work area shall be removed by Client.
3. Proposal includes cost and submittal of mandatory notifications, as needed.
4. Contractor will coordinate clearance testing with third-party testing consultant hired by Client. Cost of clearance test NOT included in bid.
5. This bid does not include removal of unsuspected asbestos or lead or presumed hazardous asbestos or lead material that may be discovered during the abatement process that was unknown at time of inspection.
6. This bid includes one mobilization only. Additional mobilizations to be at additional cost.
7. Working days are regular work hours (not to exceed 8 hours), Monday through Friday. Additional cost may apply if requested to work on weekends, holidays or after hours.
8. Contractor does not light gas appliances, reinstall any item or fixture that we may have to detach to perform our scope of work.
9. Contractor is not responsible for leaks that occur at angle stops. In many instances, the angle stops are old or original to the house. Leaking at the stems is common. Contractor will cap the angle stops or pipe once we disconnect the supply lines. Water to the home may have to be shut off if the angle stop does not close completely until it is capped. If the pipe or angle stop still leaks once capped, the water to the home will remain off unless the Client directs 888 to leave the water on. Client assumes liability for any damage caused by leaking angle stops or pipes.
10. Contractor will make all reasonable efforts to prevent any incidental damage caused by necessary abatement procedures. 888 is not responsible for any damage from these procedures, including tape or staple damage to walls ceilings or floors, as these items occur often as a result of following strict containment standards and regulations.
11. Contractor strictly abides by all laws and Federal, State, and local regulations pertaining to abatement, including worker safety, removal procedures, waste management, record keeping, and notifications. All estimates include adherence to these regulations, and also include permits, fees, and plans, unless otherwise noted.
12. Permits, if needed, not included unless specifically mentioned above.

Permissible Delays. Contractor shall be excused from any delay in completions of the contract caused by acts of God, acts of the Client or the Client's agent, employee or independent contractor, strikes, acts of public utilities, public bodies or inspectors, extra work required by Client, or other contingencies unforeseeable by or beyond the reasonable control of the Contractor.

Unanticipated Conditions and Concealed Damage: Expenses incurred because of unusual or unanticipated conditions shall be paid by Client as extra work. If unanticipated conditions are discovered during the course of work, 888 will inform Client. 888 is not responsible to repair any such discovered condition and any work performed by 888 to remedy such condition will be



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billed separately as extra work.

Termination: Either Contractor or Client may terminate this Agreement, effective upon written notice to the other party, if the other party materially breaches this Agreement, and such breach is incapable of cure, or with respect to a material breach capable of cure, the breach is not cured within (7) days after receipt of written notice of such breach.

Attorney Fees: In the event any suit or action is brought by any party under this Agreement to enforce any of its terms, or in any appeal there from, it is agreed that the prevailing party shall be entitled to reasonable attorney's fees to be fixed by the trial court and/or appellate court.

Governing Law: This Agreement and the rights and obligations of the parties hereto shall be governed, construed and enforced in accordance with the laws of the state where Contractor performs the work.

Arbitration: All disputes between the parties arising out of relating to this Agreement shall be determined exclusively by mandatory, binding arbitration pursuant either to the California Arbitration Act or Nevada Uniform Arbitration Act, whichever is applicable (the "Act"). The parties shall by agreement select one person as arbitrator who has substantial experience in construction or request a court to appoint one arbitrator pursuant to the Act. In addition to all powers conferred upon the arbitrator in the Act, the parties expressly agree that the arbitrator shall have the power to rule on his or her own jurisdiction, including any objections with respect to the existence, scope, or validity of the arbitration agreement or to the arbitrability of any claim or counterclaim asserted by either party. The arbitrator shall enter an award at the conclusion of the proceedings and shall include therein an award of reasonable attorney's fees and costs to the prevailing party. In no event, however, may the award include any punitive damages. The arbitrator's fee and the cost of the proceeding shall initially be shared equally between the parties, but the arbitrator may in his/her discretion order that the losing party pay all or any part of the arbitrator's fee advanced by the prevailing party.

Contractor Initials

Client's Initials

California Disclosure:

CONTRACTORS ARE REQUIRED BY LAW TO BE LICENSED AND REGULATED BY THE CONTRACTOR'S STATE LICENSE BOARD, WHICH HAS JURISDICTION TO INVESTIGATE COMPLAINTS AGAINST CONTRACTORS IF A COMPLAINT IS FILED WITHIN THREE (3) YEARS OF THE DATE OF THE ALLEGED VIOLATIONS. ANY QUESTIONS CONCERNING A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR, CONTRACTOR'S STATE LICENSE BOARD, P.O. BOX 26000, SACRAMENTO, CA 95826.

Bank Authorization. If necessary, this authorization allows Contractor to speak with Clients bank or Mortgage Company regarding any necessary documents required to process payment for work performed at above address.

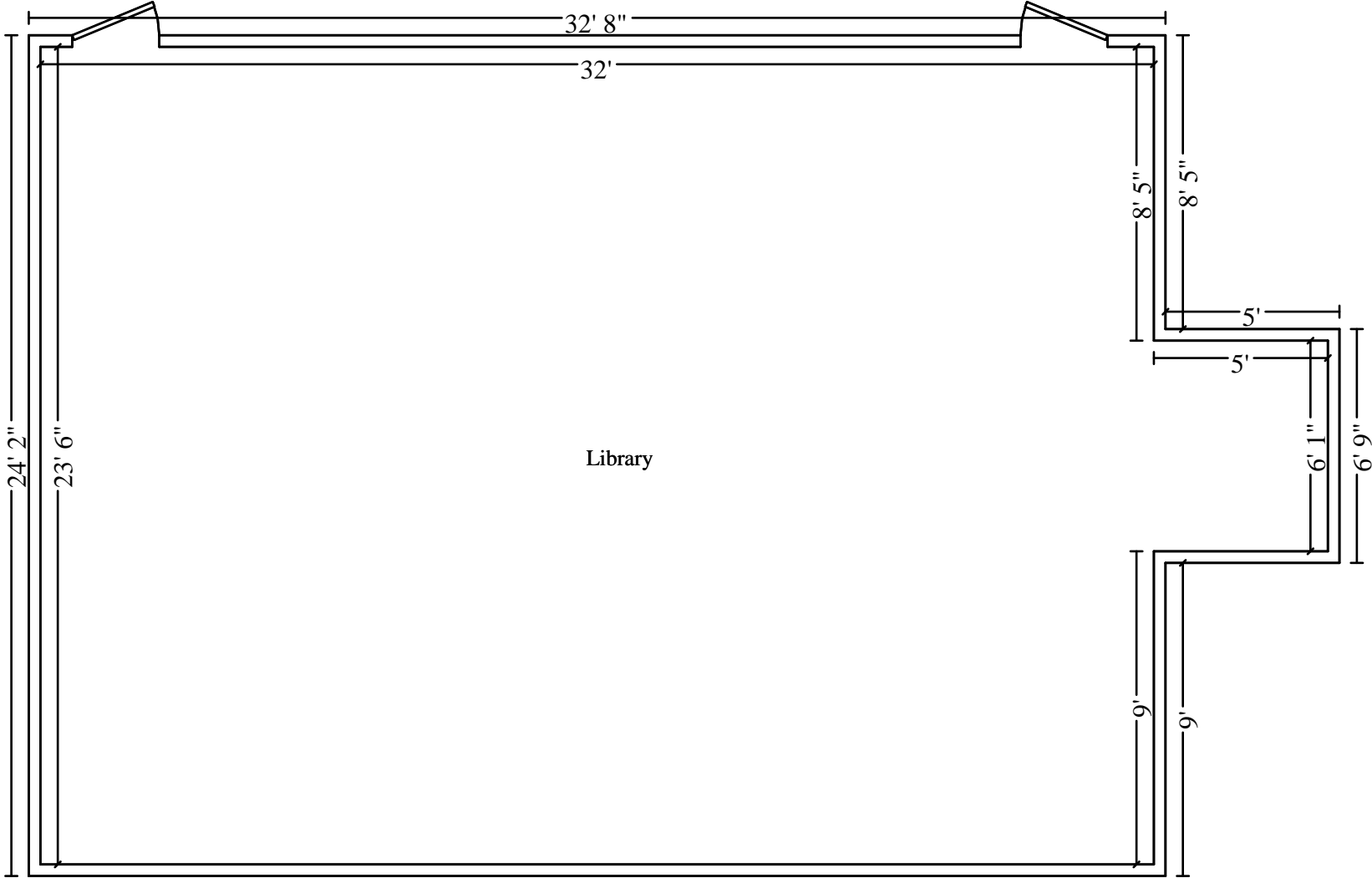
Entire Agreement. This Agreement is the Parties' final and complete Agreement. All prior and/or contemporaneous Agreements, understand and/or representations, whether in writing or verbal, have been merged or incorporated herein.

Executed at _____ (County) , _____ (State), on _____ (date)

Client Sign Here _____

Contractor: *Neil Ostrander*





Library



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Ph: (916) 231-0090 Fax: (916) 231-0096
DOSH # 930; CSLB # 897164, NV # 0074976

Insured: Loyalton Elementary School-Rooms 7&8
Property: 11 Beckwith Street
Loyalton, CA 96118

Estimator: Bryan Sandoval
Position: Estimator
Business: 318 S. 19th Street, #101
Sparks, NV 89431

Business: (775) 567-2301
E-mail: Bryan@8884abatement.com

Claim Number: **Policy Number:** **Type of Loss:** Asbestos Abatement

Date of Loss: Date Received:
Date Inspected: Date Entered: 5/23/2025 4:05 PM

Price List: CATR8X_MAY25
Restoration/Service/Remodel
Estimate: LOYALTON_ES_7&8

Exclusions and Clarifications:

Contents need to be removed from rooms before abatement begins.

This bid includes mobilization and demobilization from job site.

*1-888-4-Abatement, Inc. does not reinstall any item or fixture we detach in order to perform our scope of work.

*1-888-4-Abatement, Inc. does not perform repairs.

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LOYALTON_ES_7&8

SETUP-PREABATEMENT

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Containment Barrier/Airlock/Decon. Chamber <i>Install decontamination chamber, critical barriers and engineering controls to isolate work areas- Item includes labor and material costs (poly, duct tape, blue tape, spray adhesive, Manometer, warning signs, and caution tape).</i>	600.00 SF @	1.39 =	834.00
Peel & seal zipper	2.00 EA @	16.03 =	32.06
Neg. air fan/Air scrub.-Large (per 24 hr period)-No monit. <i>Install HEPA filtered negative air machines until final air clearance. 2 machines x 5 days = 10 days.</i>	10.00 DA @	110.52 =	1,105.20
Add for HEPA filter (for negative air exhaust fan)	0.50 EA @	216.21 =	108.11
Ducting - lay-flat - Large	50.00 LF @	0.50 =	25.00
Add for personal protective equipment - Heavy duty <i>(PPE includes: suits, goggles, gloves, and boots) utilized by trained and certified technicians throughout project. 3 technicians x 5 days x 2 changes = 30 Suits.</i>	30.00 EA @	39.81 =	1,194.30
Respirator cartridge - HEPA only (per pair)	15.00 EA @	14.63 =	219.45
Respirator - Full face - multi-purpose resp. (per day)	15.00 DA @	7.61 =	114.15
Temporary safety shower	1.00 EA @	89.81 =	89.81

Classrooms 7&8

Classroom 7

Height: 8'

Door	2' 6" X 6' 8"	Opens into Exterior
Door	2' 6" X 6' 8"	Opens into Exterior

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Remove Cove base molding - rubber or vinyl, 4" high	107.67 LF @	0.57 =	61.37
Remove asbestos floor mastic	738.49 SF @	5.03 =	3,714.60
Remove Carpet	459.49 SF @	0.52 =	238.93
Tear out asbestos vinyl floor covering	279.15 SF @	4.08 =	1,138.93
HEPA Vacuuming - Detailed - (PER SF)	2,374.01 SF @	0.40 =	949.60
Wet wipe containment	2,374.01 SF @	0.40 =	949.60
Apply asbestos fiber encapsulating compound	738.49 SF @	0.70 =	516.94

Classroom 8

Height: 8'

Door	2' 6" X 6' 8"	Opens into Exterior
Door	2' 6" X 6' 8"	Opens into Exterior



1-888-4-Abatement, Inc

3158 Luyung Drive, Rancho Cordova, CA 95742
318 South 19th St, #101 Sparks, NV 89431
2290 Ivy St, #190, Chico, CA 95928

Ph: (916) 231-0090 Fax: (916) 231-0096
DOSH # 930; CSLB # 897164, NV # 0074976

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Remove Cove base molding - rubber or vinyl, 4" high	116.33 LF @	0.57 =	66.31
Remove asbestos floor mastic	882.58 SF @	5.03 =	4,439.38
Remove Carpet	882.58 SF @	0.52 =	458.94
HEPA Vacuuming - Detailed - (PER SF)	2,731.51 SF @	0.40 =	1,092.60
Wet wipe containment	2,731.51 SF @	0.40 =	1,092.60
Apply asbestos fiber encapsulating compound	882.58 SF @	0.70 =	617.81

POST-ABATEMENT

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Equipment decontamination charge - per piece of equipment	5.00 EA @	51.00 =	255.00
<i>Includes decontamination of 2 negative air machines, 2 vacuums and shower.</i>			
Plastic bag - used for hazardous waste cleanup - Large	120.00 EA @	3.76 =	451.20
Hazardous waste hauling and disposal.	1.00 EA @	950.00 =	950.00
<i>Waste disposal, including transportation and fees of landfills that accept asbestos contaminated waste</i>			
Contamination - air or surface testing & lab analysis	1.00 EA @		DIRECT BILL
<i>Final air test/clearance will be performed by a third party consultant. 1-888-4-Abatement will coordinate clearance with consultant at project completion. Consultant to bill owner directly.</i>			
Hazardous Waste Technician - per hour	4.00 HR @	90.47 =	361.88
<i>Labor to mobilize and return back to job site to pick up equipment after clearance is given.</i>			

Grand Total Areas:

1,805.33 SF Walls	1,679.13 SF Ceiling	3,484.46 SF Walls and Ceiling
1,621.07 SF Floor	180.12 SY Flooring	224.00 LF Floor Perimeter
0.00 SF Long Wall	0.00 SF Short Wall	234.00 LF Ceil. Perimeter
1,621.07 Floor Area	1,746.71 Total Area	1,805.33 Interior Wall Area
1,470.83 Exterior Wall Area	170.83 Exterior Perimeter of Walls	
0.00 Surface Area	0.00 Number of Squares	0.00 Total Perimeter Length
0.00 Total Ridge Length	0.00 Total Hip Length	



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Summary for Dwelling

Line Item Total	21,077.77
Material Sales Tax	278.23
Replacement Cost Value	\$21,356.00
Net Claim	\$21,356.00

Bryan Sandoval
Estimator

This agreement is between (Owner listed on page 1 of this document or General Contractor representing Owner): hereinafter referred to as "Client," whose loss address is listed on this document and 1-888-4-Abatement, Inc., hereinafter referred to as "1-888-4-Abatement" or "Contractor," whose address is 3158 Luyung Drive, Rancho Cordova, CA 95742. In consideration of the mutual covenants, agreements, representations and warranties contained herein, the parties agree as follows:

Scope of work. Client is retaining services of Contractor to perform work as detailed in this document for the contracted amount of **\$21,356.00**. Initial _____

Client understands that if any appliance, fixture, or any other building material is removed during the course of the remediation, 1-888-4-Abatement Inc. is not responsible for reinstalling them. Initial _____

Supplemental work: Client understands that during abatement process, additional work, beyond the original scope, may be required to complete remediation and obtain clearance. Contractor will contact Sean Snider, to the extent applicable, for approval on additional work and it becomes part of this work authorization. Initial _____

Incidental Damage clause: 1-888-4-Abatement is not responsible for water leaks that develop which are out of our control; any damage from abatement procedures, including tape or staple damage to walls ceilings or floors; damage during removal to any cabinets, countertops, vanities, toilets, tiles, appliances, fixtures, scratches or gouges in flooring, as these items occur often as a result of following strict containment standards and regulations. Initial _____

Notification of damages: Client shall communicate any concerns to 1-888-4-Abatement within 10 days of job completion. Initial _____

Payment Terms: Upon Completion unless otherwise specified in this contract. Should Client elect to pay by credit card a charge of 3% of the total bill will be added to cover credit card processing fees. Initial _____
Time for Performance. The Contractor shall complete the work within approximately _____ working days after commencement, subject to permissible delays as described in Paragraph 4, starting _____

General Abatement Conditions.



1-888-4-Abatement, Inc

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1. The work area will be restricted with "Asbestos Caution" signs and tape. These areas will be off limits to all persons except authorized personnel until work is completed and cleared.
2. Protective clothing will be used and will include hooded Tyvek suits, boots, gloves, and respirators.
3. Work will be performed in accordance with, and in most cases exceed standards set forth by EPA, OSHA, NIOSH, and your local Air Quality Management District. In particular, the work will comply with EPA, NIOSH, and OSHA asbestos worker protection regulations (e.g. 29 C.F.R. Â§ 1926.1101)
4. The areas where the asbestos will be removed will be prepared to include one or two layers of polyethylene sheeting on all penetrations as required. Engineering controls will be installed to include HEPA filtered negative air and a decontamination chamber for the technician to enter and exit the work area.
5. Once the building is contained and engineering controls are in place, the materials will be sprayed with a wetting agent to penetrate the surface and minimize airborne fibers during the removal process. The materials will be removed and prepared for disposal.
6. After the asbestos is removed, the area will be cleaned and encapsulated. The area will be tested and will pass clearance criteria of 0.01 f/cc using PCM NIOSH 7400 methodology. A third party to conduct the testing will be hired directly by the Client. Power and water are to be supplied on site by the Client. Waste and debris will be transported by a licensed and certified waste hauler in accordance with EPA, AQMD, NHP and/or CHP requirements and disposed of at a certified landfill in accordance with EPA and OSHA requirements.

Exclusions and Clarifications.

1. Water and power will be provided by Client throughout the duration of the project.
2. All contents in the work area shall be removed by Client.
3. Proposal includes cost and submittal of mandatory notifications, as needed.
4. Contractor will coordinate clearance testing with third-party testing consultant hired by Client. Cost of clearance test NOT included in bid.
5. This bid does not include removal of unsuspected asbestos or lead or presumed hazardous asbestos or lead material that may be discovered during the abatement process that was unknown at time of inspection.
6. This bid includes one mobilization only. Additional mobilizations to be at additional cost.
7. Working days are regular work hours (not to exceed 8 hours), Monday through Friday. Additional cost may apply if requested to work on weekends, holidays or after hours.
8. Contractor does not light gas appliances, reinstall any item or fixture that we may have to detach to perform our scope of work.
9. Contractor is not responsible for leaks that occur at angle stops. In many instances, the angle stops are old or original to the house. Leaking at the stems is common. Contractor will cap the angle stops or pipe once we disconnect the supply lines. Water to the home may have to be shut off if the angle stop does not close completely until it is capped. If the pipe or angle stop still leaks once capped, the water to the home will remain off unless the Client directs 888 to leave the water on. Client assumes liability for any damage caused by leaking angle stops or pipes.
10. Contractor will make all reasonable efforts to prevent any incidental damage caused by necessary abatement procedures. 888 is not responsible for any damage from these procedures, including tape or staple damage to walls ceilings or floors, as these items occur often as a result of following strict containment standards and regulations.
11. Contractor strictly abides by all laws and Federal, State, and local regulations pertaining to abatement, including worker safety, removal procedures, waste management, record keeping, and notifications. All estimates include adherence to these regulations, and also include permits, fees, and plans, unless otherwise noted.
12. Permits, if needed, not included unless specifically mentioned above.

Permissible Delays. Contractor shall be excused from any delay in completions of the contract caused by acts of God, acts of the Client or the Client's agent, employee or independent contractor, strikes, acts of public utilities, public bodies or inspectors, extra work required by Client, or other contingencies unforeseeable by or beyond the reasonable control of the Contractor.

Unanticipated Conditions and Concealed Damage: Expenses incurred because of unusual or unanticipated conditions shall be paid by Client as extra work. If unanticipated conditions are discovered during the course of work, 888 will inform Client. 888 is not responsible to repair any such discovered condition and any work performed by 888 to remedy such condition will be



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billed separately as extra work.

Termination: Either Contractor or Client may terminate this Agreement, effective upon written notice to the other party, if the other party materially breaches this Agreement, and such breach is incapable of cure, or with respect to a material breach capable of cure, the breach is not cured within (7) days after receipt of written notice of such breach.

Attorney Fees: In the event any suit or action is brought by any party under this Agreement to enforce any of its terms, or in any appeal there from, it is agreed that the prevailing party shall be entitled to reasonable attorney's fees to be fixed by the trial court and/or appellate court.

Governing Law: This Agreement and the rights and obligations of the parties hereto shall be governed, construed and enforced in accordance with the laws of the state where Contractor performs the work.

Arbitration: All disputes between the parties arising out of relating to this Agreement shall be determined exclusively by mandatory, binding arbitration pursuant either to the California Arbitration Act or Nevada Uniform Arbitration Act, whichever is applicable (the "Act"). The parties shall by agreement select one person as arbitrator who has substantial experience in construction or request a court to appoint one arbitrator pursuant to the Act. In addition to all powers conferred upon the arbitrator in the Act, the parties expressly agree that the arbitrator shall have the power to rule on his or her own jurisdiction, including any objections with respect to the existence, scope, or validity of the arbitration agreement or to the arbitrability of any claim or counterclaim asserted by either party. The arbitrator shall enter an award at the conclusion of the proceedings and shall include therein an award of reasonable attorney's fees and costs to the prevailing party. In no event, however, may the award include any punitive damages. The arbitrator's fee and the cost of the proceeding shall initially be shared equally between the parties, but the arbitrator may in his/her discretion order that the losing party pay all or any part of the arbitrator's fee advanced by the prevailing party.

Contractor Initials

Client's Initials

California Disclosure:

CONTRACTORS ARE REQUIRED BY LAW TO BE LICENSED AND REGULATED BY THE CONTRACTOR'S STATE LICENSE BOARD, WHICH HAS JURISDICTION TO INVESTIGATE COMPLAINTS AGAINST CONTRACTORS IF A COMPLAINT IS FILED WITHIN THREE (3) YEARS OF THE DATE OF THE ALLEGED VIOLATIONS. ANY QUESTIONS CONCERNING A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR, CONTRACTOR'S STATE LICENSE BOARD, P.O. BOX 26000, SACRAMENTO, CA 95826.

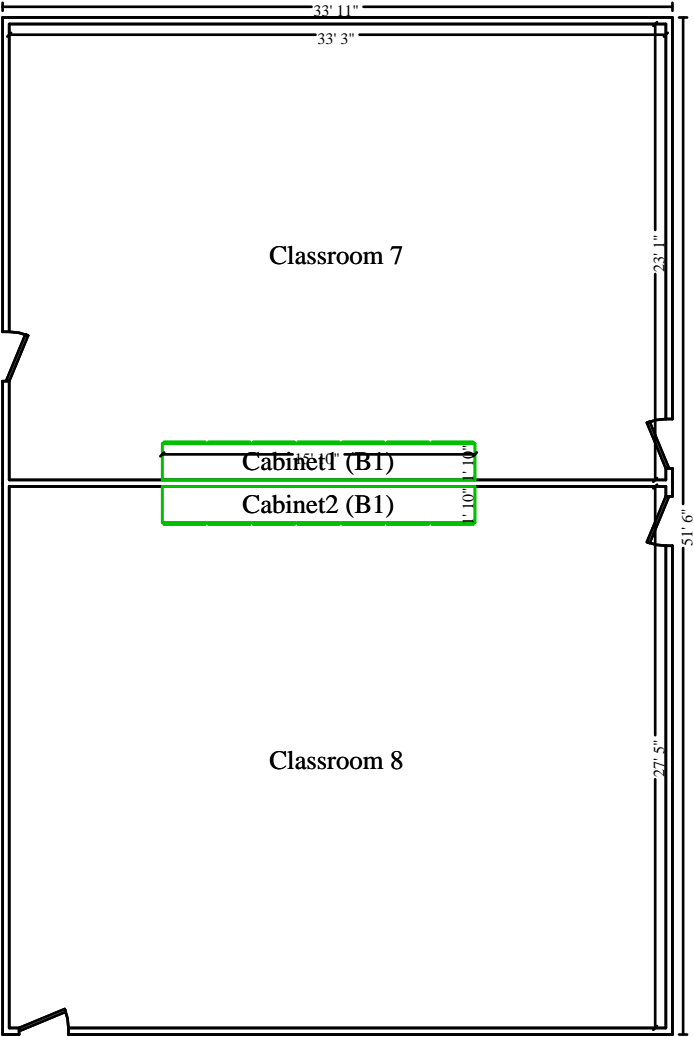
Bank Authorization. If necessary, this authorization allows Contractor to speak with Clients bank or Mortgage Company regarding any necessary documents required to process payment for work performed at above address.

Entire Agreement. This Agreement is the Parties' final and complete Agreement. All prior and/or contemporaneous Agreements, understand and/or representations, whether in writing or verbal, have been merged or incorporated herein.

Executed at _____ (County) , _____ (State), on _____ (date)

Client Sign Here _____

Contractor: *Neil Ostrander*





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DOSH # 930; CSLB # 897164, NV # 0074976

Insured: Loyalton High School-Rooms 2&4
Property: 700 Fourth Street
Loyalton, CA 96118

Estimator: Bryan Sandoval
Position: Estimator
Business: 318 S. 19th Street, #101
Sparks, NV 89431

Business: (775) 567-2301
E-mail: Bryan@8884abatement.com

Claim Number: **Policy Number:** **Type of Loss:** Asbestos Abatement

Date of Loss: Date Received:
Date Inspected: Date Entered: 5/23/2025 4:05 PM

Price List: CATR8X_MAY25
Restoration/Service/Remodel
Estimate: LOYALTON_HS_2&4

Exclusions and Clarifications:

Contents need to be removed from rooms before abatement begins.

This bid includes mobilization and demobilization from job site.

*1-888-4-Abatement, Inc. does not reinstall any item or fixture we detach in order to perform our scope of work.

*1-888-4-Abatement, Inc. does not perform repairs.

*1-888-4-Abatement, Inc will make all reasonable efforts to prevent any incidental damage caused by necessary abatement procedures. 1-888-4-Abatement is not responsible for any damage from these procedures, including tape or staple damage to walls ceilings or floors, as these items occur often as a result of following strict containment standards and regulations.

*1-888-4-Abatement, Inc strictly abides by all laws and Federal, State, and local regulations pertaining to abatement, including worker safety, removal procedures, waste management, record keeping, and notifications. All estimates include adherence to these regulations, and also include permits, fees, and plans, unless otherwise noted.

Thank you for choosing 1-888-4-Abatement Inc., we appreciate this opportunity to exceed your expectations.



1-888-4-Abatement, Inc

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LOYALTON_HS_2&4

SETUP-PREABATEMENT

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Containment Barrier/Airlock/Decon. Chamber <i>Install decontamination chamber, critical barriers and engineering controls to isolate work areas- Item includes labor and material costs (poly, duct tape, blue tape, spray adhesive, Manometer, warning signs, and caution tape).</i>	735.00 SF @	1.39 =	1,021.65
Peel & seal zipper	2.00 EA @	16.03 =	32.06
Neg. air fan/Air scrub.-Large (per 24 hr period)-No monit. <i>Install HEPA filtered negative air machines until final air clearance. 4 machines x 5 days = 20 days.</i>	20.00 DA @	110.52 =	2,210.40
Add for HEPA filter (for negative air exhaust fan)	4.00 EA @	54.05 =	216.20
Ducting - lay-flat - Large	50.00 LF @	0.50 =	25.00
Add for personal protective equipment - Heavy duty <i>(PPE includes: suits, goggles, gloves, and boots) utilized by trained and certified technicians throughout project. 4 technicians x 5 days x 2 changes = 40 Suits.</i>	40.00 EA @	39.81 =	1,592.40
Respirator cartridge - HEPA only (per pair)	20.00 EA @	14.63 =	292.60
Respirator - Full face - multi-purpose resp. (per day)	20.00 DA @	7.61 =	152.20
Temporary safety shower	1.00 EA @	85.79 =	85.79

Classroom 2

Old 116, New #2

Height: 8'

Door 2' 6" X 6' 8" Opens into HVAC
Door 2' 6" X 6' 8" Opens into Exterior

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Remove Cove base molding - rubber or vinyl, 4" high	130.18 LF @	0.45 =	58.58
Remove Carpet	1,189.18 SF @	0.39 =	463.78
Remove asbestos floor mastic <i>Chemically remove asbestos containing mastic from concrete slab.</i>	1,189.18 SF @	4.80 =	5,708.06
HEPA Vacuuming - (PER SF)	3,426.44 SF @	0.55 =	1,884.54
Wet wipe containment	3,426.44 SF @	0.35 =	1,199.25
Apply asbestos fiber encapsulating compound	1,189.18 SF @	0.65 =	772.97

Classroom 4

Old 118, New #4

Height: 8'

Door 2' 6" X 6' 8" Opens into HVAC



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Door	2' 6" X 6' 8"	Opens into Exterior		
DESCRIPTION		QTY	UNIT PRICE	TOTAL
Remove Cove base molding - rubber or vinyl, 4" high		130.18 LF @	0.45 =	58.58
Remove Carpet		1,189.18 SF @	0.39 =	463.78
Remove asbestos floor mastic		1,189.18 SF @	4.80 =	5,708.06
<i>Chemically remove asbestos containing mastic from concrete slab.</i>				
HEPA Vacuuming - (PER SF)		3,426.44 SF @	0.55 =	1,884.54
Wet wipe containment		3,426.44 SF @	0.35 =	1,199.25
Apply asbestos fiber encapsulating compound		1,189.18 SF @	0.65 =	772.97

POST-ABATEMENT

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Equipment decontamination charge - per piece of equipment	7.00 EA @	51.00 =	357.00
<i>Includes decontamination of 4 negative air machines, 2 vacuums and shower.</i>			
Plastic bag - used for hazardous waste cleanup - Large	160.00 EA @	3.76 =	601.60
Hazardous waste hauling and disposal.	1.00 EA @	1,150.00 =	1,150.00
<i>Waste disposal, including transportation and fees of landfills that accept asbestos contaminated waste</i>			
Contamination - air or surface testing & lab analysis	1.00 EA @		DIRECT BILL
<i>Final air test/clearance will be performed by a third party consultant. 1-888-4-Abatement will coordinate clearance with consultant at project completion. Consultant to bill owner directly.</i>			
Hazardous Waste Technician - per hour	4.00 HR @	90.47 =	361.88
<i>Labor to mobilize and return back to job site to pick up equipment after clearance is given.</i>			

Grand Total Areas:

2,449.50 SF Walls	2,445.52 SF Ceiling	4,895.03 SF Walls and Ceiling
2,445.52 SF Floor	271.72 SY Flooring	303.69 LF Floor Perimeter
0.00 SF Long Wall	0.00 SF Short Wall	318.69 LF Ceil. Perimeter
2,445.52 Floor Area	2,544.73 Total Area	2,449.50 Interior Wall Area
2,443.74 Exterior Wall Area	275.23 Exterior Perimeter of Walls	
0.00 Surface Area	0.00 Number of Squares	0.00 Total Perimeter Length
0.00 Total Ridge Length	0.00 Total Hip Length	



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DOSH # 930; CSLB # 897164, NV # 0074976

Summary for Dwelling

Line Item Total	28,273.14
Material Sales Tax	426.86
Replacement Cost Value	\$28,700.00
Net Claim	\$28,700.00

Bryan Sandoval
Estimator

This agreement is between (Owner listed on page 1 of this document or General Contractor representing Owner): hereinafter referred to as "Client," whose loss address is listed on this document and 1-888-4-Abatement, Inc., hereinafter referred to as "1-888-4-Abatement" or "Contractor," whose address is 3158 Luyung Drive, Rancho Cordova, CA 95742. In consideration of the mutual covenants, agreements, representations and warranties contained herein, the parties agree as follows:

Scope of work. Client is retaining services of Contractor to perform work as detailed in this document for the contracted amount of **\$28,700.00**. Initial _____

Client understands that if any appliance, fixture, or any other building material is removed during the course of the remediation, 1-888-4-Abatement Inc. is not responsible for reinstalling them. Initial _____

Supplemental work: Client understands that during abatement process, additional work, beyond the original scope, may be required to complete remediation and obtain clearance. Contractor will contact Sean Snider, to the extent applicable, for approval on additional work and it becomes part of this work authorization. Initial _____

Incidental Damage clause: 1-888-4-Abatement is not responsible for water leaks that develop which are out of our control; any damage from abatement procedures, including tape or staple damage to walls ceilings or floors; damage during removal to any cabinets, countertops, vanities, toilets, tiles, appliances, fixtures, scratches or gouges in flooring, as these items occur often as a result of following strict containment standards and regulations. Initial _____

Notification of damages: Client shall communicate any concerns to 1-888-4-Abatement within 10 days of job completion. Initial _____

Payment Terms: Upon Completion unless otherwise specified in this contract. Should Client elect to pay by credit card a charge of 3% of the total bill will be added to cover credit card processing fees. Initial _____
Time for Performance. The Contractor shall complete the work within approximately _____ working days after commencement, subject to permissible delays as described in Paragraph 4, starting _____

General Abatement Conditions.



1-888-4-Abatement, Inc

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1. The work area will be restricted with "Asbestos Caution" signs and tape. These areas will be off limits to all persons except authorized personnel until work is completed and cleared.
2. Protective clothing will be used and will include hooded Tyvek suits, boots, gloves, and respirators.
3. Work will be performed in accordance with, and in most cases exceed standards set forth by EPA, OSHA, NIOSH, and your local Air Quality Management District. In particular, the work will comply with EPA, NIOSH, and OSHA asbestos worker protection regulations (e.g. 29 C.F.R. Â§ 1926.1101)
4. The areas where the asbestos will be removed will be prepared to include one or two layers of polyethylene sheeting on all penetrations as required. Engineering controls will be installed to include HEPA filtered negative air and a decontamination chamber for the technician to enter and exit the work area.
5. Once the building is contained and engineering controls are in place, the materials will be sprayed with a wetting agent to penetrate the surface and minimize airborne fibers during the removal process. The materials will be removed and prepared for disposal.
6. After the asbestos is removed, the area will be cleaned and encapsulated. The area will be tested and will pass clearance criteria of 0.01 f/cc using PCM NIOSH 7400 methodology. A third party to conduct the testing will be hired directly by the Client. Power and water are to be supplied on site by the Client. Waste and debris will be transported by a licensed and certified waste hauler in accordance with EPA, AQMD, NHP and/or CHP requirements and disposed of at a certified landfill in accordance with EPA and OSHA requirements.

Exclusions and Clarifications.

1. Water and power will be provided by Client throughout the duration of the project.
2. All contents in the work area shall be removed by Client.
3. Proposal includes cost and submittal of mandatory notifications, as needed.
4. Contractor will coordinate clearance testing with third-party testing consultant hired by Client. Cost of clearance test NOT included in bid.
5. This bid does not include removal of unsuspected asbestos or lead or presumed hazardous asbestos or lead material that may be discovered during the abatement process that was unknown at time of inspection.
6. This bid includes one mobilization only. Additional mobilizations to be at additional cost.
7. Working days are regular work hours (not to exceed 8 hours), Monday through Friday. Additional cost may apply if requested to work on weekends, holidays or after hours.
8. Contractor does not light gas appliances, reinstall any item or fixture that we may have to detach to perform our scope of work.
9. Contractor is not responsible for leaks that occur at angle stops. In many instances, the angle stops are old or original to the house. Leaking at the stems is common. Contractor will cap the angle stops or pipe once we disconnect the supply lines. Water to the home may have to be shut off if the angle stop does not close completely until it is capped. If the pipe or angle stop still leaks once capped, the water to the home will remain off unless the Client directs 888 to leave the water on. Client assumes liability for any damage caused by leaking angle stops or pipes.
10. Contractor will make all reasonable efforts to prevent any incidental damage caused by necessary abatement procedures. 888 is not responsible for any damage from these procedures, including tape or staple damage to walls ceilings or floors, as these items occur often as a result of following strict containment standards and regulations.
11. Contractor strictly abides by all laws and Federal, State, and local regulations pertaining to abatement, including worker safety, removal procedures, waste management, record keeping, and notifications. All estimates include adherence to these regulations, and also include permits, fees, and plans, unless otherwise noted.
12. Permits, if needed, not included unless specifically mentioned above.

Permissible Delays. Contractor shall be excused from any delay in completions of the contract caused by acts of God, acts of the Client or the Client's agent, employee or independent contractor, strikes, acts of public utilities, public bodies or inspectors, extra work required by Client, or other contingencies unforeseeable by or beyond the reasonable control of the Contractor.

Unanticipated Conditions and Concealed Damage: Expenses incurred because of unusual or unanticipated conditions shall be paid by Client as extra work. If unanticipated conditions are discovered during the course of work, 888 will inform Client. 888 is not responsible to repair any such discovered condition and any work performed by 888 to remedy such condition will be



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billed separately as extra work.

Termination: Either Contractor or Client may terminate this Agreement, effective upon written notice to the other party, if the other party materially breaches this Agreement, and such breach is incapable of cure, or with respect to a material breach capable of cure, the breach is not cured within (7) days after receipt of written notice of such breach.

Attorney Fees: In the event any suit or action is brought by any party under this Agreement to enforce any of its terms, or in any appeal there from, it is agreed that the prevailing party shall be entitled to reasonable attorney's fees to be fixed by the trial court and/or appellate court.

Governing Law: This Agreement and the rights and obligations of the parties hereto shall be governed, construed and enforced in accordance with the laws of the state where Contractor performs the work.

Arbitration: All disputes between the parties arising out of relating to this Agreement shall be determined exclusively by mandatory, binding arbitration pursuant either to the California Arbitration Act or Nevada Uniform Arbitration Act, whichever is applicable (the "Act"). The parties shall by agreement select one person as arbitrator who has substantial experience in construction or request a court to appoint one arbitrator pursuant to the Act. In addition to all powers conferred upon the arbitrator in the Act, the parties expressly agree that the arbitrator shall have the power to rule on his or her own jurisdiction, including any objections with respect to the existence, scope, or validity of the arbitration agreement or to the arbitrability of any claim or counterclaim asserted by either party. The arbitrator shall enter an award at the conclusion of the proceedings and shall include therein an award of reasonable attorney's fees and costs to the prevailing party. In no event, however, may the award include any punitive damages. The arbitrator's fee and the cost of the proceeding shall initially be shared equally between the parties, but the arbitrator may in his/her discretion order that the losing party pay all or any part of the arbitrator's fee advanced by the prevailing party.

Contractor Initials

Client's Initials

California Disclosure:

CONTRACTORS ARE REQUIRED BY LAW TO BE LICENSED AND REGULATED BY THE CONTRACTOR'S STATE LICENSE BOARD, WHICH HAS JURISDICTION TO INVESTIGATE COMPLAINTS AGAINST CONTRACTORS IF A COMPLAINT IS FILED WITHIN THREE (3) YEARS OF THE DATE OF THE ALLEGED VIOLATIONS. ANY QUESTIONS CONCERNING A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR, CONTRACTOR'S STATE LICENSE BOARD, P.O. BOX 26000, SACRAMENTO, CA 95826.

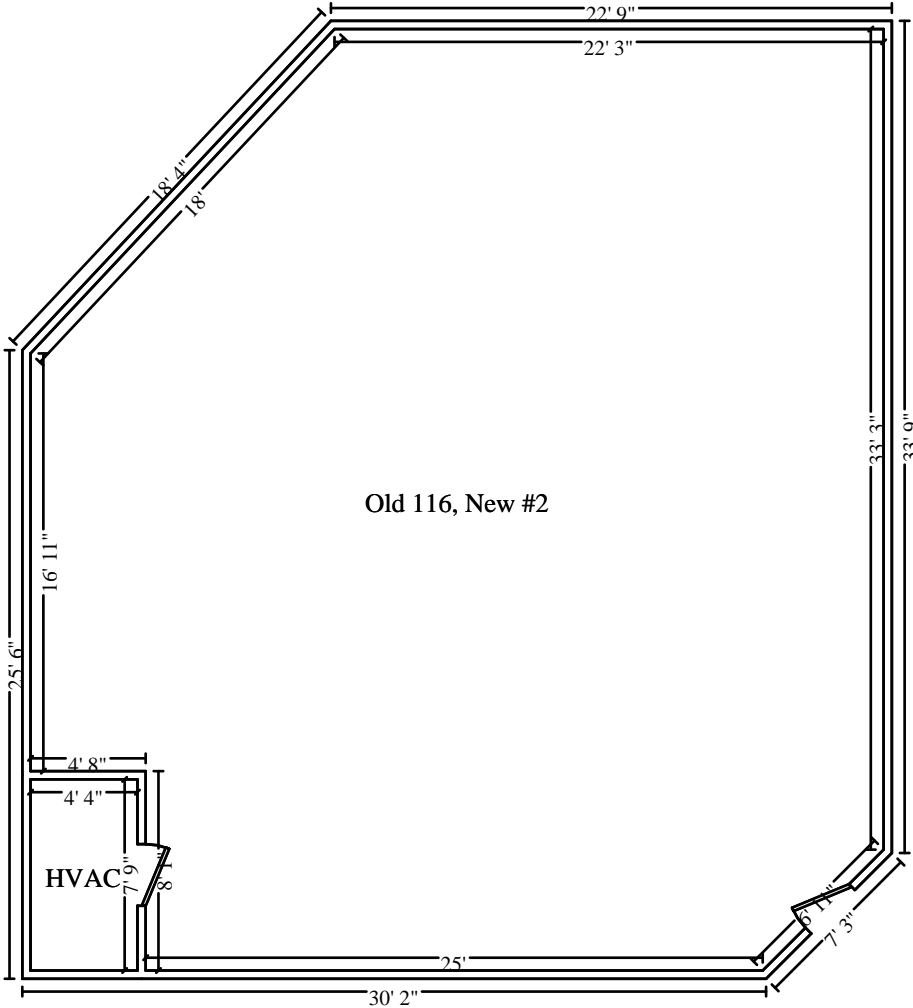
Bank Authorization. If necessary, this authorization allows Contractor to speak with Clients bank or Mortgage Company regarding any necessary documents required to process payment for work performed at above address.

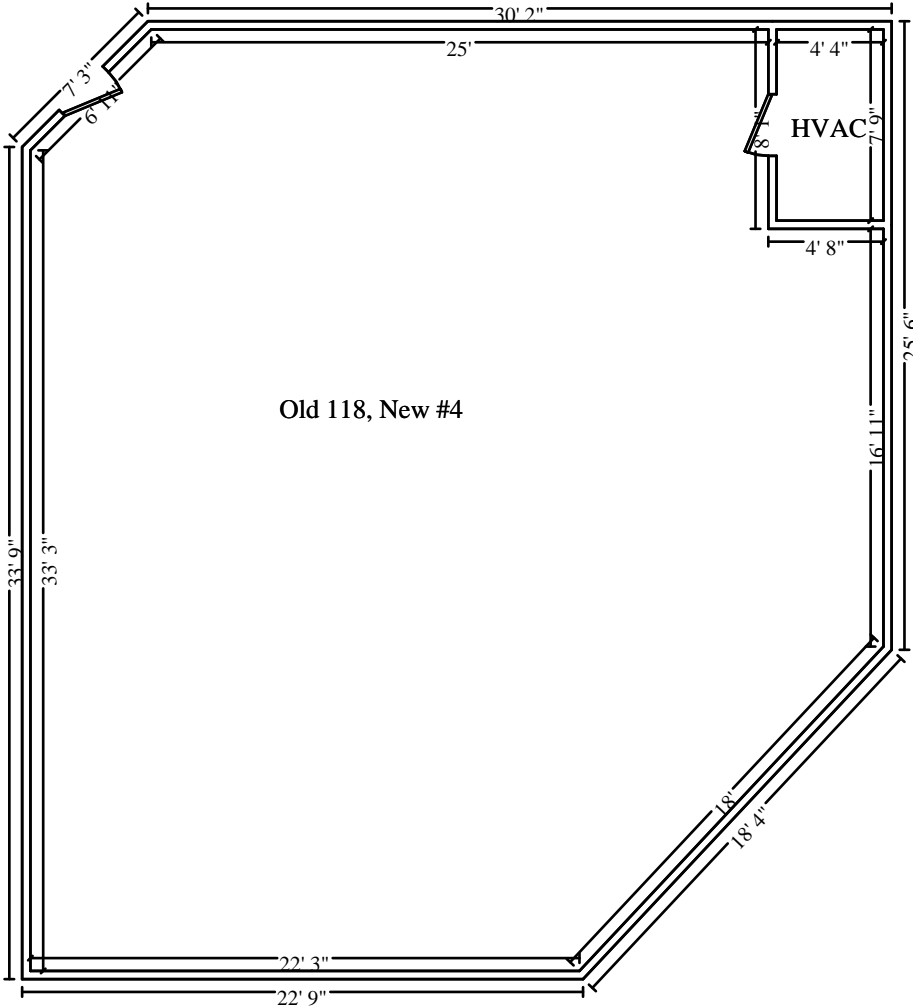
Entire Agreement. This Agreement is the Parties' final and complete Agreement. All prior and/or contemporaneous Agreements, understand and/or representations, whether in writing or verbal, have been merged or incorporated herein.

Executed at _____ (County) , _____ (State), on _____ (date)

Client Sign Here _____

Contractor: *Neil Ostrander*







YOUNGS CARPET ONE
330 IDAHO MARYLAND RD
GRASS VALLEY, CA 95945
530-273-5568

Quote Date: 5/16/2025

Salesperson: CHUCK

Sold To:
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
PO BOX 955
LOYALTON, CA 96118
530-289-3473

Ship To:
DOWNIEVILLE SCHOOL
130 SCHOOL ST
DOWNIEVILLE, CA 95936

Quote Number: ES500309

PO Number: LEARNING CENTER ROOMS 2 & 3

CA Carpet Stewardship Assessment: \$164.50

Total: \$16,457.22

Youngs Carpet One to furnish and install Tarkett Color Spectrum II color:
Moonray in Learning Center classrooms 2 & 3.

Labor Includes: priming of abated substrate to encapsulate residue
skim coating of entire area with Ardex Feather Finish
application of manufacturer required primer
installation of new 6' adhesive pre-applied roll goods with
sealed seams
installation of new 4" cove base 502 Brown
installation of new carpet to tile rubber transition from
carpet to existing VCT

Prevailing Wage Project DIR# 1000011575

Excludes: moving of any equipment or desks
removal of any existing floor coverings or hazardous materials
manufacturer price increases
work during premium hours or holidays



YOUNGS CARPET ONE
330 IDAHO MARYLAND RD
GRASS VALLEY, CA 95945
530-273-5568

Quote Date: 5/16/2025

Salesperson: CHUCK

Sold To:
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
PO BOX 955
LOYALTON, CA 96118
530-289-3473

Ship To:
LOYALTON ELEMENTARY
111 BECKWITH ST
LOYALTON, CA 96118

Quote Number: ES500308

PO Number: CLASSROOMS 7 & 8

CA Carpet Stewardship Assessment: \$168.00

Total: \$17,990.08

Youngs Carpet One to furnish and install Tarkett Color Spectrum II color:
Moonray in classrooms 7 & 8.

Labor Includes: priming of abated substrate to encapsulate residue
skim coating of entire area with Ardex Feather Finish
application of manufacturer required primer
installation of new 6' adhesive applied roll goods with sealed
seams
installation of new 4" cove base 204 Grey
installation of new carpet to tile rubber transition from
carpet to existing VCT

Prevailing Wage Project DIR# 1000011575

Excludes: moving of any equipment or desks
removal of any existing floor coverings or hazardous materials
manufacturer price increases
work during premium hours or holidays



YOUNGS CARPET ONE
330 IDAHO MARYLAND RD
GRASS VALLEY, CA 95945
530-273-5568

Quote Date: 6/5/2025

Salesperson: CHUCK

Sold To:
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
PO BOX 955
LOYALTON, CA 96118
530-289-3473

Ship To:
LOYALTON HIGH SCHOOL
700 4TH ST
LOYALTON, CA 96118

Quote Number: ES500400

PO Number: CLASSROOM 4

CA Carpet Stewardship Assessment: \$147.00

Total: \$14,689.50

Youngs Carpet One to furnish and install Tarkett Color Spectrum II color:
Moonray in classroom 4.

Labor Includes: priming of abated substrate to encapsulate residue
skim coating of entire area with Ardex Feather Finish
application of manufacturer required primer
installation of new 6' adhesive applied roll goods with sealed
seams
installation of new 4" cove base 204 Grey
installation of new carpet to tile rubber transition from
carpet to existing VCT

Prevailing Wage Project DIR# 1000011575

Excludes: moving of any equipment or desks
removal of any existing floor coverings or hazardous materials
manufacturer price increases
work during premium hours or holidays



CSBA POLICY GUIDE SHEET – May 13, 2025 *First Reading*

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 1312.2 - Complaints Concerning Instructional Materials

Policy updated to reflect **NEW LAW (SB 153, 2024)** which prohibits the Governing Board from adopting or approving the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination in accordance with specified state law.

Board Policy 1340 - Access to District Records

Policy updated to delete material related to the copying of public records, as it is more appropriately placed in, and therefore moved to, the accompanying Administrative Regulation.

Board Policy 3311 - Bids

Policy updated to clarify that bidding procedures are required to be established in accordance with, and meet the requirements for, bidding procedures specified in law. Additionally, policy updated to incorporate material from the accompanying administrative regulation related to awarding contracts, protests by bidders, and instances when bids are not required, as the majority of such content is related to Governing Board actions and therefore more appropriately placed in Board policy.

“NEW” Board Policy 3311.1 - Uniform Public Construction Cost Accounting Procedures

Policy updated to add language related to authorization for the Governing Board when, after the first invitation of bids pursuant to informal or formal bidding procedures under the Uniform Public Construction Cost Accounting Act all bids are rejected, declare that a project can be performed more economically by employees of the district.

Board Policy 3312 - Contracts

Policy updated to broaden philosophical statement to include that the Governing Board ensure that contracts entered into on behalf of the district conform to any applicable legal standards. Additionally, policy updated to provide that Board members and district employees involved in the making of contracts on behalf of the district comply with applicable law. In addition, policy updated to add language that executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor, is a public record unless otherwise exempt from disclosure under state or federal law. Policy also updated to reflect **NEW LAW (SB 1303, 2024)** which (1) requires, if the district utilizes a private labor compliance entity, the entity to submit a signed declaration verifying that it does not have a conflict of interest, and (2) defines "private labor compliance entity" and "conflict of interest." Additionally, policy updated to clarify language regarding public records and that a district may not enforce a confidentiality clause that would prevent the district from making any part of the contract a public record.

Board Policy 3516.5 - Emergency Schedules

Policy updated to add "health conditions" as a reason for which the Superintendent or designee is authorized by the Governing Board to close a school site, change the regular school day schedule, or take any necessary action. Additionally, policy updated to reference **NEW LAW (SB 1429, 2024)** which adds snowstorms to the list of emergencies for which a district may apply to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure and material decreases in attendance. In addition, policy updated to reflect **NEW LAW (SB 153, 2024)** and **NEW LAW (AB 176, 2024)** which require a district that submits an affidavit for a school closure necessitated by an emergency condition to (1) for an emergency event occurring after September 1, 2021 but before July 1, 2026, certify that the district has a plan for offering independent study to affected students within 10 instructional days of the first day of a school closure or material decrease in attendance, and (2) for events occurring on or after July 1, 2026, certify that an instructional continuity plan is included in the district's comprehensive safety plan and that the district offered student engagement and instruction consistent with the instructional continuity plan or certify that it did not do so due to extenuating circumstances. **NEW LAW (SB 153, 2024)** also authorizes districts, beginning July 1, 2025, to implement attendance recovery programs for students in grades transitional kindergarten-12

to make up lost instructional time and offset absences due to emergency events. Additionally, policy updated to combine material related to student and parent/guardian notifications, make more current the modalities of the district's notification system for informing students and parents/guardians of a change in the school day schedule, a school closure due to an emergency, or change in operation of school bus schedules, and reflect **NEW LAW (AB 2905, 2024)** which requires, when a district or school uses an automatic dialing-announcing device, for the device to be operated by a person who follows all procedures required by law prior to operating the device, and disconnect the device from the telephone line upon the termination of the call.

Board Policy 3580 - District Records

Policy updated to include protection of records against damage, loss, or theft, which may be caused by cybersecurity breaches. Additionally, policy updated to require the Superintendent or designee to (1) ensure that employees receive information and training about cybersecurity, including ways to protect district records from breaches to the district's digital infrastructure, and (2) to report a cyberattack that impacts more than 500 students or personnel to the California Cybersecurity Integration Center. In addition, policy updated to clarify that if a breach in security of district records has resulted in the release of personal information that was either unencrypted, or encrypted under certain specified circumstances, the Superintendent or designee is required to notify individuals, as specified. Policy also updated to specify that records containing confidential address information of a participant in the Safe at Home program are required to be kept in a confidential location and not shared with the public.

Board Policy 4151/4251/4351 - Employee Compensation

Policy updated to reflect **NEW LAW (AB 938, 2024)** which requires districts, beginning January 31, 2026, to annually complete the Salary and Benefit Schedule for Bargaining Units (Form J-90), for classified and certificated staff assigned to a district school site(s) and report the Form J-90 to the California Department of Education. Additionally, policy updated to include "fillable" language for districts to utilize to reflect the payroll schedule determined by the Governing Board. In addition, policy updated to delete material related to the compensation of employees during periods of extended closure or disruption which was COVID-19 specific, and therefore outdated. Policy also updated to correct an inaccuracy regarding overtime rate of pay, which required the deletion of material related to an overtime rate of twice the regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive work day, since the Labor Code section which provides for such overtime compensation does not apply to school districts. Additionally, policy updated to add language regarding the rate of pay for a classified employee in an exempt position who is required to work on a holiday designated in law or by the Board. In addition, policy updated to clarify that, when an employee does not respond or disputes the existence or amount of an overpayment claimed by the district, the district may only recover an overpayment after pursuing appropriate legal action, and to delete the requirement for Board approval for the district to exercise legal means to recover an overpayment, as Board approval is not required by law.

Board Policy 4158/4258/4358 - Employee Security

Policy updated to include material which authorizes a collective bargaining representative to seek a temporary restraining order on behalf of a district employee who has been subjected to harassment, unlawful violence, or a credible threat of violence in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. Additionally, policy updated to incorporate Executive Order 14127, "Combating Emerging Firearms Threats and Improving School-Based Active-Shooter Drills," which establishes a task force to provide guidance to schools related to school-based active shooter drills. In addition, policy revised to more closely align with law and to reflect a change in provisions from the Labor Code to the Government Code.

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Community Relations

Policy 1312.2: Complaints Concerning Instructional Materials

CSBA NOTE: The following optional policy, accompanying administrative regulation, and exhibit are for complaints concerning the content or use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, and should be revised to reflect district practice.

The California Department of Education's (CDE), "Guidance for Local Instructional Materials Adoptions," provides guidance for districts when identifying, reviewing, piloting, and adopting instructional materials in all content areas, including links to current legislation, sample timelines, support for student groups, and implementation considerations.

For complaints regarding the sufficiency of instructional materials or textbooks pursuant to Education Code 35186, see AR/E(1)/E(2) 1312.4 - Williams Uniform Complaint Procedures.

For policy related to the selection, evaluation, and prohibited use of individual instructional materials, see BP/AR 6161.1 - Selection and Evaluation of Instructional Materials, BP 6161.11 - Supplementary Instructional Materials, and BP 6163.1 - Library Media Centers. For more information regarding the adoption of instructional materials, see CSBA's, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," "Instructional Materials Adoption: Local governing board responsibilities," and "State Roles, Responsibilities, and Process for Instructional Materials Adoption," and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.-

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their ~~child's~~student's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of ~~children~~students enrolled in a district school. (Education Code 35160)

CSBA NOTE: Education Code 243 clarifies when it is unlawful discrimination for the Governing Board to (1) refuse to approve the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, or (2) prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library. The Board may not refuse to approve such use on the basis that the material includes a study of the role and contributions of specified individuals or groups, unless the study of the role and contributions reflects adversely upon legally protected groups. Additionally, the Board may not prohibit such use on the basis that the study of the role and contributions contain inclusive or diverse perspectives. In addition, pursuant to Education Code 244, as added by SB 153 (Ch. 38,

Statutes of 2024), the Board is prohibited from adopting or approving the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use of the textbook, instructional material, supplemental instructional material, or curriculum would subject a student to unlawful discrimination pursuant to Education Code 220.

Complaints alleging discrimination based on a violation of Education Code 243 or 244, as added by SB 153, may be brought under the district's uniform complaint procedures or may be filed directly with the Superintendent of Public Instruction (SPI). Complaints that are filed directly with the SPI are required to identify the basis for doing so, and present evidence that supports the basis for the direct filing. In such cases, the SPI may directly intervene without waiting for an investigation by the district. See BP/AR 1312.3 - Uniform Complaint Procedures.

However, a complaint related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 or 244 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

CSBA NOTE: CDE's, "Guidance for Local Instructional Materials Adoptions," provides guidance regarding how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant.

Additionally, the Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books," provides guidance to districts regarding the obligation to provide curricula, instructional materials, and books that are inclusive and reflect the roles and contributions of our diverse population.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials alignedalign with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. In addition, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

CSBA NOTE: Education Code 243 clarifies that it is unlawful discrimination for the Board to prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive or diverse perspectives. Additionally, Education Code 244, as added by SB 153, prohibits the Board from adopting or approving the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

While Education Code 243 and 244 are specifically applicable to boards, districts should assume that any similar decision by the Superintendent, designee, or any committee established by the Superintendent would likely constitute unlawful discrimination as well; see BP 6161.1 - Selection and Evaluation of Instructional Materials.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

Additionally, the Superintendent, or any designee or committee established by the Superintendent to the review materials, shall not authorize the continued use of an adopted textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination pursuant to Education Code 220.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

CSBA NOTE: The following optional paragraph limits reconsideration within a specified time period and should be modified to reflect district practice.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

CSBA NOTE: Education Code 35186 details a specific process that districts must use to resolve complaints regarding sufficiency/availability of instructional materials or textbooks. See AR/E(1)/E(2) 1312.4 - Williams Uniform Complaint Procedures.

Pursuant to Education Code 60119, boards are required to hold a public hearing annually regarding the sufficiency of instructional materials. If, at the public hearing, the Board makes a determination of "insufficient materials," Education Code 1240 requires the Board to take certain actions and specifies potential consequences for not remedying the deficiency as required by law; see BP 6161.1 - Selection and Evaluation of Instructional Materials.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: March 05, 2024
revised: ??, 2025

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Community Relations

Policy 1340: Access To District Records

CSBA NOTE: The following optional policy and accompanying administrative regulation reflect requirements of the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215) pertaining to public access to public records of the district. "Public records," as defined by Government Code 7920.530, include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics; see "Definitions" in the accompanying administrative regulation. For information regarding retention of records, see BP/AR 3580 - District Records, AR 4112.6/4212.6/4312.6 - Personnel Files, and BP/AR 5125 - Student Records.

Because the rules and regulations surrounding CPRA disclosures are complex, it is recommended that districts with questions about an appropriate response to a CPRA request consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Governing Board-of-Education recognizes the right of members of the public to have access to public records of the district. The district shall provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. -Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.-

CSBA NOTE: In City of San Jose v. Superior Court, the California Supreme Court held that communications regarding public business that have been sent, received, or stored by public officials on a personal account or device are not categorically exempt from disclosure under the CPRA. The court noted that public agencies are required to disclose all applicable records that can be located "with reasonable effort," including those records contained on a public official's or employee's personal device, regardless of whether they were transmitted through district servers. Such searches need not be extraordinarily extensive or intrusive. For further information, see CSBA's, "Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications." Also see AR 3580 - District Records, BP 4040 - Employee Use of Technology, and BB 9012 - Board Member Electronic Communications.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups, ~~unless they are using their own personal equipment to reproduce the record. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee in accordance with law~~ and as specified in the accompanying administrative regulation.

CSBA NOTE: The following paragraph is optional.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

Policy adopted: April 10, 2007

revised: June 13, 2017

revised: July 14, 2020

revised: ??, 2025

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Business and Noninstructional Operations

Policy 3311: Bids

CSBA NOTE: Pursuant to Government Code 54202, districts are mandated to establish bidding procedures governing the purchase of equipment and supplies; this policy and the accompanying administrative regulation reflects the competitive bidding procedures applicable to these purchases.

Additionally, Public Contract Code 20111 requires public contracts for the lease or purchase of equipment, materials, supplies, or services or for "public projects," as defined, to be competitively bid when they involve expenditure of specified amounts.

An alternative procedure for public works projects is provided pursuant to the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045); for more information regarding UPCCAA see BP/AR 3311.1 - Uniform Public Construction Cost Accounting Procedures. Also see AR 3311.2 - Lease-Leaseback Contracts, AR 3311.3 - Design-Build Contracts, and AR 3311.4 - Procurement of Technological Equipment for procedures applicable to those contracts.

Due to the complexities of the bid process, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate.

The Governing Board of Education is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the district, including when contracting for public projects involving district facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the district, such contracts shall be made using competitive bidding.-

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 20116)

CSBA NOTE: Requirements for competitive bidding, including notice and advertising, are specified in Public Contract Code 20110-20118.4. See "Instructions and Procedures for Advertised Bids," in the accompanying administrative regulation.

The Superintendent or designee shall establish comprehensive bidding procedures for the district in accordance with law: Government Code 54202, and that meet the requirements for bidding procedures specified in law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

CSBA NOTE: Pursuant to Public Contract Code 20111.5, the district is permitted, but not required, to establish prequalification procedures for any contract for which bids are legally required; see "Prequalification Procedure" in the accompanying administrative regulation. However, pursuant to Public Contract Code 20111.6, a district with average daily attendance of 2,500 or greater is required to prequalify all general contractors and electrical, mechanical, and plumbing subcontractors for public projects of \$1,000,000 or more, when the project uses state general funds, School Facilities Program funds (Education Code 17070.10-17079.30), or uses or is reimbursed from future state school bonds. A model prequalification questionnaire is available on the Department of Industrial Relations' website.

For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders on the basis of a completed questionnaire and financial statements.

CSBA NOTE: It is recommended that districts carefully craft bid specifications, as a misleading specification that results in a lower bid than might have been made may make the district liable for the extra work done or expenses incurred by the contractor. In Los Angeles Unified School District v. Great American Insurance Co., the California Supreme Court held in favor of a contractor who was misled by the district's nondisclosure of material information that would have affected the contractor's bid.

When calling for bids, the Superintendent or designee shall ensure that the bid specifications clearly describe in appropriate detail the quality, delivery, ~~and~~ service required, and include all information of which the district knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

Award of Contract

CSBA NOTE: Pursuant to Public Contract Code 20111, a contract required to be put out to bid must be awarded to the lowest responsible bidder. As defined in Public Contract Code 1103, a "responsible bidder" is one who has demonstrated the attribute of trustworthiness and possesses the quality, fitness, capacity, and experience to satisfactorily perform the proposed work.

However, a bid may be awarded other than to only the lowest responsible bidder when conditions specified in law exist.

Additionally, pursuant to Public Contract Code 6102, a contract is voidable if entered into in violation of a state or federal crime relating to bribery of a public official, including, but not limited to, a violation of Penal Code 68 or 86.

~~Except as authorized by law, contracts~~ Contracts shall be let to the lowest responsible bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

However, the Board may let contracts to other than only the lowest responsible bidder in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code 20118.1)
2. When the contract is for any transportation service which involves an expenditure of more than \$10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of a student who is to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)

CSBA NOTE: Pursuant to Public Contract Code 2000-2002, a district is permitted to establish bidding requirements that facilitate the participation of minority, women, disabled veteran, and small business enterprises in contracts. Though minorities and women are included in Public Contract Code 2000, Article 1, Section 31(a) of the California Constitution prohibits the

granting of preferences based on race, sex, color, ethnicity, or national origin in state employment and contracting. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel with questions about the granting of preferences to any such business.

3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000- 2002)
4. When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17400 and 17406

CSBA NOTE: Districts may, in accordance with Education Code 17250.25, utilize the design-build method of construction delivery. The repeal of Education Code 17250.55, pursuant to SB 956 (Ch. 177, Statutes of 2024), has the effect of indefinitely extending the authorization for districts to use such method of construction delivery, which otherwise would have become inoperative January 1, 2025. Pursuant to Education Code 17250.15, "design-build" means a project delivery process in which both the design and construction of a project are procured from a single entity.

5. When procuring a design-build contract for a public works project in excess of \$1,000,000 in accordance with Education Code 17250.20, in which case the Board may award the contract to either the low bid or the best value to the district, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code 17250.20, 17250.25)

CSBA NOTE: Pursuant to Education Code 17250.60-17250.69, the district may, until January 1, 2029, utilize alternative design-build contracts for public works projects in excess of \$5,000,000. Pursuant to Education Code 17250.60, "alternative design-build" means a project delivery process in which both the design and construction of a project are procured from a single design-build entity based on its proposed design cost, general conditions, overhead, and profit as a component of the project price.

A contract for an alternative design-build project must be awarded to either the low bidder or the best value, and is subject to further negotiation and amendment pursuant to Education Code 17250.65. Alternative design-build subcontracts are subject to an open book evaluation by the district and the district sets the price based on this open book evaluation. The alternative design-build contract may be subject to further negotiation or amendment, and if the district and the design-build entity are unable to reach an agreement, the district may terminate the contract. A district that utilizes the alternative design-build procurement method is required to submit, by January 1, 2028, a report to the Legislature, as specified in Education Code 17250.67. See AR 3311.3 - Design-Build Contracts for more information specific to design-build and alternative design-build projects.

6. When procuring an alternative design-build contract for a public works project in excess of \$5,000,000 in accordance with Education Code 17250.62, in which case the Board may award the contract to either the low bid or the best value, taking into consideration, at a minimum, design cost, general conditions, overhead, and profit as a component of the project price; technical design and construction expertise; and life-cycle costs (Education Code 17250.61, 17250.62)

Protests by Bidders

CSBA NOTE: The law does not specify a procedure for handling protests by bidders. The following optional section provides one such procedure and should be modified to reflect district practice.

If the bidder believes that the award is not in compliance with law, Board policy, administrative regulation, or the bid specification, the bidder may protest the award. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protested documents in a timely manner shall constitute a waiver of the right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

CSBA NOTE: The following paragraph provides a process for appealing a bid award to the Governing Board. Although the law does not specify the notice to be given in this circumstance, it is recommended that the district give notice to the bidder at least three business days before the Board meeting where the appeal will be heard, which is reflected below, and may be modified to reflect district practice.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

Bids Not Required

CSBA NOTE: Pursuant to Public Contract Code 20118, districts may be exempt from the bidding requirements and may "piggyback" onto the bid of any public corporation or agency for specific items when the Board determines it is in the best interest of the district.

The Attorney General opined, in 89 Ops.Cal.Atty.Gen. 1, 2006, that a district may not rely on the piggyback exception to contract for the acquisition and installation of factory-built modular building components (i.e., roofs and walls) for installation on a permanent foundation. This opinion does not clearly address whether the piggyback exception applies to typical portable or relocatable single-classroom buildings, that lack a permanent foundation. However, in 2022 the State Allocation Board (SAB) notified districts that permanent modular school facilities must be competitively bid and districts that use piggyback contracts for permanent modular facilities are ineligible for state funding from SAB administered programs. It is recommended that districts considering using the piggyback process for modular facilities which are relocatable, portable, or temporary consult CSBA's District and County Office of Education Legal Services or district legal counsel.

When the Board has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase any personal property ~~to the extent authorized by law,~~ including the lease of data-processing equipment or the purchase of materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor. (Public Contract Code 20118)

Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

CSBA NOTE: The following optional paragraph reflects the authority granted to public agencies pursuant to Government Code 4217.10-4217.18 to enter into energy service contracts without competitive bidding when the agency's governing body determines that the contract is in the best interest of the agency based on the "cost- benefit" analysis specified in Government Code 4217.12.

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district and meet the cost effectiveness requirements specified in Government Code 4217.12. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on a cost and saving comparison finding specified in Government Code 4217.12. (Government Code 4217.12)

CSBA NOTE: Pursuant to Public Contract Code 20113, a district may award contracts without competitive bidding in emergency situations, as specified below. In Marshall v. Pasadena Unified School District, a court held that the definition of "emergency" in Public Contract Code 1102 is applicable. Public Contract Code 1102 defines "emergency" as a sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services.

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

SIERRA COUNTY OFFICE OF EDUCATION
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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Business and Noninstructional Operations

Policy 3311.1: Uniform Public Construction Cost Accounting Procedures

CSBA NOTE: The following optional policy is for use by districts that elect to use an alternative procedure for awarding contracts for public works projects pursuant to the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045), which establishes a higher bid limit and a more informal bidding process for certain projects. See BP/AR 3311 - Bids for traditional bidding procedures pursuant to Public Contract Code 20110-20118.4. Pursuant to Public Contract Code 22032, as amended by AB 2192 (Ch. 953, Statutes of 2024), projects of \$75,000 or less may be performed by the district's own work force, projects of \$220,000 or less may be contracted using a more informal bidding procedure as specified, and projects over \$220,000 are required to be let to contract by formal bidding procedures. See the accompanying administrative regulation for related requirements.

In order to participate in UPCCAA, Public Contract Code 22030 requires the Governing Board to adopt a resolution electing to use UPCCAA for district contracting and to notify the State Controller of that action. In the event of a conflict with any other provision of law relative to bidding procedures, UPCCAA applies for any district that has adopted a resolution and so notified the Controller. According to the California Uniform Construction Cost Accounting Commission's, "Frequently Asked Questions," available on its website, once the Board has adopted such a resolution, it can only withdraw from UPCCAA by adopting a resolution of the election to withdraw and filing that resolution with the State Controller.

In awarding contracts for public works projects involving district facilities, the Governing Board desires to obtain the best value to the district and ensure the qualifications of contractors to complete the project in a satisfactory manner. The Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act (UPCCAA) pursuant to Public Contract Code 22030-22045, including the informal bidding procedures when allowed by law.

CSBA NOTE: The following paragraph may be revised to reflect district practice. In circumstances where the informal bidding procedure is authorized, Public Contract Code 22034 allows the Board to delegate the authority to award contracts to an appropriate district administrator. Additionally, Public Contract Code 22039 authorizes the Board to delegate the authority to adopt plans, specifications, and working details for projects subject to formal bidding procedures.

The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

If after the first invitation of bids pursuant to informal or formal bidding procedures under UPCCAA all bids are rejected, the Board may, by passage of a resolution by four-fifths vote, declare the project can be performed more economically by the employees of the district. (Public Contract Code 22038)

CSBA NOTE: In electing to be subject to UPCCAA, the district agrees to follow the cost accounting procedures set forth in the, "Cost Accounting Policies and Procedures Manual of the California Uniform Construction Cost Accounting Commission," pursuant to Public Contract Code 22017 and 22019. According to the Commission's, "Frequently Asked Questions," available on its website, districts may use the statewide Standardized Account Code Structure to comply with tracking requirements.

Projects awarded through UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Emergency Actions

CSBA NOTE: Pursuant to Public Contract Code 22035, a district may, in accordance with Public Contract Code 22050, replace or repair a school facility without going through the UPCCAA process in cases of emergency. Public Contract Code 1102 defines "emergency" as a "sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services."

When formal bids are required by law, but an emergency necessitates immediate repair or replacements, the Board may, upon a four-fifths vote of the Board, proceed to replace or repair a facility without adopting plans, specifications, strain sheets, or working details, or giving notice for bids to let contracts. The work may be done by day labor under the direction of the Board and/or contractor. The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts. (Public Contract Code 1102, 22035, 22050)

SIERRA COUNTY OFFICE OF EDUCATION
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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Business and Noninstructional Operations

Policy 3312: Contracts

CSBA NOTE: The following policy is mandated for districts that enter into a contract that (1) grants exclusive or nonexclusive sales or advertising for carbonated beverages, non-nutritious beverages, or non-nutritious foods, pursuant to Education Code 35182.5, or (2) is for digital storage, management, or retrieval of student records, or digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records, pursuant to Education Code 49073.1.

Several statutes authorize the Governing Board to contract for services, equipment, materials, and supplies on behalf of the district. Such statutes include, but are not limited to, Education Code 17596, which allows a broad range of services to be performed under a "continuing contract" and Education Code 45103.5, which authorizes a contract for management consulting services relating to food service.

Some contracts are subject to certain specific legal requirements which, if not complied with, may render the contract void or unenforceable. For instance, when contracting for the purchase of equipment, materials, or supplies in excess of the current bid limit (\$114,800 for 2025), the district is required to seek competitive bids, pursuant to Public Contract Code 20111. Additionally, pursuant to Labor Code 1771.8, as added by SB 1303 (Ch. 991, Statutes of 2024), when contracting with a private labor compliance entity on a public works project, the private labor compliance entity is required to disclose a potential conflict of interest. See "Contracts for Non- nutritious Foods or Beverages," "Contracts for Electronic Products and Services," "Contracts for Digital Storage and Maintenance of Student Records," and "Contracts for Personal Services," below, for specific requirements and/or restrictions related to such contracts. See AR 3311.3 - Design-Build Contracts for information about design-build contracts for public works projects in excess of \$1,000,000 and for alternative design-build projects in excess of \$5,000,000. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel when questions arise about legal requirements for specific contracts.

The Governing Board recognizes its responsibility to enter into contracts on behalf of the district for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of district goals. In exercising this authority to enter into a contract, the Board shall ensure that the district's ~~interest is~~ interests are protected, and that the terms of the contract conform to any applicable legal standards, including ~~the, but not limited to,~~ bidding requirements in Public Contract Code 20111.-

CSBA NOTE: When entering into a contract, a district is required to comply with California's conflict of interest laws, including, but not limited to, Government Code 1090 (financial interest in a contract), Government Code 87100-87500 (Political Reform Act), and Government Code 84308 (conflict of interest from campaign contributions). The violation of any of these laws could result in cancelation of the contract and, in certain cases, the Board members and/or district officials implicated could be subject to civil and criminal penalties. For example, pursuant to Government Code 84308, as amended SB 1243 (Ch. 1017, Statutes of 2024), Board members are prohibited from participating in decisions involving parties who have provided campaign contributions of more than \$500 in the prior 12 months. Additionally, pursuant to Public Contract Code 6102, a contract is voidable if entered into in violation of a state or federal crime relating to bribery of a public official, including, but not limited to, a violation of Penal Code 68 or 86.

Additionally, Government Code 1097.6 clarifies that an independent contractor is not considered to be an "officer" and thereby not subject to the restrictions of Government Code 1090 when the district enters into a contract with an independent contractor to perform one phase of a project and later seeks to enter into a subsequent contract with that same independent contractor for another phase of the same project if the independent contractor's duties and services related to the initial contract did not include engaging in or advising on public contracting on behalf of the district.

For more information related to the policy on conflict of interest, see BB 9270 - Conflict of Interest.

~~In addition,~~ Board members and district employees involved in the making of contracts on behalf of the district shall comply with applicable law and the district's conflict of interest policy, as specified in Board Bylaw 9270 - Conflict of Interest.

CSBA NOTE: The following optional paragraph may be revised to specify any desired limits to the delegation of authority to enter into contracts on behalf of the district. Pursuant to Education Code 35161, the Board may delegate any of its, or the district's, powers or duties authorized by law to an officer or employee of the district. However, the Board retains ultimate responsibility over the performance of such powers and duties. Additionally, pursuant to Education Code 17604 and 17605, the Board may adopt a rule delegating to any officer or employee the authority to purchase supplies, materials, apparatus, equipment, and services. The Board's rule is required to describe the limits of the delegation by prescribing time, money, and subject matter limits. The amount delegated may not be in excess of the amounts specified in Public Contract Code 20111, with any expenditures over those amounts required to be competitively bid. See BP 3300 - Expenditures and Purchases for language delegating the purchasing authority and setting the maximum limit.

The Board may, by a majority vote, delegate to the Superintendent or designee the authority to enter into contracts on behalf of the district. To be valid or to constitute an enforceable obligation against the district, all such contracts must be approved and/or ratified by the Board.

~~Every contract entered into on behalf of the district shall be made available for public inspection, except when the law prohibits disclosure.~~ (Education Code 17604, 17605, 35161)

CSBA NOTE: Pursuant to Government Code 7928.801, any executed contract for the purchase of goods or services by the district, including the price and terms of payment, is a public record subject to disclosure under the California Public Records Act. Because other state and/or federal law may also be applicable when contracting for goods or services outside of California or pursuant to federal law, it is recommended that districts with questions about such contracts consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Unless otherwise exempt from disclosure under state or federal law, executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor, are public records to which members of the public shall have access. (Government Code 7928.801)

No contract shall prohibit a district employee from disparaging the goods or services of any contracting party. (Education Code 35182.5)

CSBA NOTE: Pursuant to Labor Code 1771.8, as added by SB 1303, if the district utilizes a private labor compliance entity, that entity is required to submit a signed declaration under penalty of perjury verifying that it has no conflicts of interest. Pursuant to Labor Code 1771.8, as added by SB 1303, a violation of the conflict of interest provisions by a private labor compliance entity would void a

contract between the parties and subject the private labor compliance entity to specified civil fines and fees. Because Labor Code 1771.8 does not apply to the Los Angeles Unified School District (LAUSD), LAUSD should delete the following four paragraphs.

If the district utilizes a private labor compliance entity, the Superintendent or designee shall verify that the entity does not have a conflict of interest. (Labor Code 1771.8)

A private labor compliance entity is a third-party company hired by a district to perform labor compliance and enforcement activities on public works projects on the district's behalf. (Labor Code 1771.8)

A conflict of interest is a situation in which a private labor compliance entity performs labor compliance work under contract for both the district and a contractor who is bidding a public works project for the district. (Labor Code 1771.8)

If the district's private labor compliance entity seeks to respond to an alleged conflict of interest, the Superintendent or designee shall confer with the entity and/or the contractor regarding the applicable contracts and relevant public works law. (Labor Code 1771.8)

Contracts for Non-Nutritious Foods or Beverages

CSBA NOTE: Foods and beverages that do not meet nutritional standards specified in law may not be sold in schools except under limited circumstances; see BP/AR 3554 - Other Food Sales for more information regarding food sales outside the district's food service program. Schools that do not participate in the National School Lunch or Breakfast program are required to comply with the nutritional standards in Education Code 49431-49431.7, 5 CCR 15500-15501, and 15575-15578, from one-half hour before the school day to one-half hour after it. Schools that participate in the National School Lunch or Breakfast program are required to comply with the stricter of the nutritional standards in Education Code 49431-49431.7, 7 CFR 210.11, and 220.12, between midnight before and one-half hour after the end of the school day.

The district shall not enter into or renew a contract for the sale of foods or beverages that do not meet applicable nutritional standards specified in Education Code 49431-49431.7, 5 CCR 15500-15501 or 15575-15578, or 7 CFR 210.11 or 220.12, unless the contract specifies that such sale will occur off campus or outside the time restriction specified in ~~the~~ applicable law.

CSBA NOTE: Pursuant to Education Code 35182.5, the district may not enter into a contract that grants exclusive or nonexclusive sales or advertising for carbonated beverages, non-nutritious beverages, or non-nutritious foods unless the Board holds a public hearing and, as mandated, adopts policy that ensures that internal controls are in place to protect the integrity of public funds, that the funds raised will benefit public education, and that the contracts are entered into on a competitive basis.

Before the district enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious foods as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of the contract benefit public education. (Education Code 35182.5)

CSBA NOTE: Education Code 35182.5 does not define the term "internal controls." Items #1-2 below are based on suggested "internal controls" as recommended by the Fiscal Crisis Management Assistance Team (FCMAT) and should be modified to reflect the specific internal controls developed by the district.

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include, but are not~~be~~ limited to, the following:

1. Procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources, and integrity of every employee responsible for handling money or property~~-~~

Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

2. Procedures to ensure that district personnel do not handle cash or product at the school site~~-~~
The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for district proceeds directly to the control office.

CSBA NOTE: Optional Items #1-4 below are not required by law, but present additional factors for the Board to consider to help ensure that the funds raised benefit public education in accordance with Education Code 35182.5. The following list should be modified to reflect district practice.

To ensure that funds raised by the contract benefit district schools and students:-

1. The Superintendent or designee may invite parents/guardians, students, staff, and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education~~-~~
2. Prior to ratifying the contract, the Board shall designate the specific programs and activities that will be funded by the proceeds of the contract and consider how the contract reflects the district's vision and goals~~-~~
3. The contract shall specify that the contractor report, on a quarterly basis, to the Superintendent or designee the number of food items or beverages sold within the district and the amount of money raised by the sales~~-~~

The Superintendent or designee shall report these amounts to the Board on a regular basis.

4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fundraising activities~~-~~

CSBA NOTE: Education Code 35182.5 mandates the Board to adopt policy to ensure that the contract is entered into on a competitive basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. Public Contract Code 20111 requires districts to seek competitive bids through advertisements for contracts or services exceeding an amount specified in law. For a detailed procedure for the bidding of contracts, see AR 3311 - Bids.

Any contract for the sale or advertisement of non-nutritious foods or carbonated or non-nutritious beverages shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

The Board shall not enter into or renew any contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, on non-nutritious foods until parents/guardians, students, and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled Board meeting. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting.

(Education Code 35182.5)

The public hearing shall include, but not be limited to, a discussion of the nutritional value of foods and beverages sold within the district; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the foods and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

The contract shall be a public record and shall be accessible to the public ~~and. The district~~ may not include a confidentiality clause that would prevent the district or a district school from making any part of the contract public. ~~(Education Code 35182.5)~~

~~Contracts for Electronic Products or Services~~

~~The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5) and may not enforce any such clause included by a contracting party. (Education Code 35182.5; Government Code 7928.801)~~

Contracts for Electronic Products or Services

CSBA NOTE: Education Code 35182.5 prohibits districts or schools from entering into contracts for electronic products or services that require dissemination of advertising to students, unless the following conditions are satisfied. This section should be modified to reflect any additional requirements included by the Board.

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed, public hearing of the Board.
2. Makes a finding that the electronic product or service is or would be an integral component of the education of students.
3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students.
4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning ~~center~~ centers
5. Offers parents/guardians the opportunity to request in writing that ~~their child~~ the student not be exposed to the program that contains the advertising.

A request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

Contracts for Digital Storage and Maintenance of Student Records

CSBA NOTE: Pursuant to Education Code 49073.1, the Board is mandated to adopt policy when the district chooses to enter into a contract with a third party to provide services specified in the following section.

The district may enter into or renew a contract with a third party for the purpose of providing

services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or to provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records. For these purposes, student records include any information maintained by the district that is directly related to a student and any information acquired directly from the student through the use of instructional software or applications assigned to the student by a teacher or other district employee, and do not include de-identified information. (Education Code 49073.1)

Any such contract shall contain all of the following: (Education Code 49073.1)

1. A statement that student records continue to be the property of and under the control of the district
2. If applicable, a description of the means by which students may retain possession and control of their own student-generated content, as defined in Education Code 49073.1, including options by which a student may transfer student-generated content to a personal account
3. A prohibition against the third party using any information in the student record for any purpose other than those required or specifically permitted by the contract
4. A description of the procedures by which a parent/guardian or a student age 18 years or older may review personally identifiable information in the student's records and correct erroneous information
5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of student records
6. A description of the procedures for notifying the affected parent/guardian, or the affected student if age 18 years or older, in the event of an unauthorized disclosure of the student's records
7. A certification that a student's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced, except that these requirements shall not apply to student-generated content if the student chooses to establish or maintain an account with the third party for the purpose of storing that content
8. A description of how the district and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act, 20 USC 1232g
9. A prohibition against the third party using personally identifiable information in student records to engage in targeted advertising

Contracts for Personal Services

CSBA NOTE: The following optional paragraph is applicable when the district chooses to contract for personal services that are currently or customarily performed by its classified employees. Pursuant to Education Code 45103.1, such a contract may be entered into or renewed by the district in order to achieve cost savings, but only if the contract (1) is awarded through a publicized, competitive bidding process, (2) does not result in displacement of district employees (layoff, demotion, involuntary transfer to a new classification, involuntary transfer to a new location requiring a change of residence, or time base reductions), and (3) meets other specified conditions.

In order to achieve cost savings, the district may enter into or renew a contract for any personal service that is currently or customarily performed by classified employees; if the contract does not displace ~~school~~ district employees and meets other conditions specified in Education Code 45103.1. To enter into or renew such a contract, the Board shall ensure that the district meets the ~~numerous~~ conditions specified in Education Code 45103.1.

CSBA NOTE: Education Code 45103.1 permits personal service contracts that do not meet the conditions specified in the above paragraph so long as the circumstances listed below exist.

In addition, the district may enter into or renew any contract for personal service without meeting the conditions described above, if any of the following conditions ~~exists~~exist: (Education Code 45103.1)-

1. The contract is for new district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors
2. The services contracted are not available within the district, cannot be performed satisfactorily by district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the district
3. The services are incidental to a contract for the purchase or lease of real or personal property, including, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented
4. The district's policy, administrative, or legal goals and purposes cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary district hiring process
5. The nature of the work is such that the criteria for emergency appointments, as defined in Education Code 45103.1, apply
6. The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the district in the location where the services are to be performed
7. The services are of such an urgent, temporary, or occasional nature that the delay that would result from using the district's regular or ordinary hiring process would frustrate their very purpose

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Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Business and Noninstructional Operations

Policy 3516.5: Emergency Schedules

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental, health, or weather conditions, or other emergencies, warrant.-

CSBA NOTE: Pursuant to Education Code 41422 and 46392, a district may apply to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure and material decreases in attendance due to emergency events such as a fire, flood, impassable roads, epidemic, earthquake, imminence of a major safety hazard, strike involving transportation services to students provided by a nonschool entity, other "extraordinary condition", or, as amended by SB 1429 (Ch. 477, Statutes of 2024), snowstorms, so that it may receive full average daily attendance apportionment.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. -The Superintendent or designee shall submit other relevant district records as may be required.

CSBA NOTE: Education Code 46393, as amended by SB 153 (Ch. 38, Statutes of 2024) and AB 176 (Ch. 998, Statutes of 2024), requires districts submitting affidavits regarding emergency events occurring after September 1, 2021 but before July 1, 2026, to certify that the district has a plan for offering independent study to impacted students within 10 instructional days of the first day of a school closure or material decrease in attendance. For events occurring on or after July 1, 2026, Education Code 46393, as amended by SB 153 and AB 176, requires districts to certify that the district's comprehensive safety plan includes an instructional continuity plan, and that the district offered student engagement and instruction consistent with the instructional continuity plan, or certify that it did not do so due to extenuating circumstances.

For school closures or material decreases in attendance due to emergency events that occur between September 2, 2021 and June 30, 2026, the Superintendent or designee shall certify in the affidavit submitted to the SPI that the district has a plan for offering independent study within 10 instructional days of the school closure to any student impacted by the emergency condition.- The plan shall ~~also~~ address the establishment, within a reasonable time, of independent study master agreements as specified in ~~BP~~Board Policy 6158 - Independent Study. ~~The plan shall, and~~ require reopening in person as soon as possible once allowable under the direction from the city or county health officer. ~~The~~ (Education Code 46393)

For school closures or material decreases in attendance due to emergency events occurring on or after July 1, 2026, the Superintendent or designee shall certify ~~that the district has a plan for independent study in-in~~ the affidavit submitted to the SPI ~~pursuant to Education Code 46392, that the district's~~ comprehensive safety plan includes an instructional continuity plan, and that the district offered student engagement and instruction consistent with the instructional continuity plan, or that it did not do so due to extenuating circumstances. (Education Code 46393)

CSBA NOTE: Vehicle Code 34501.6 mandates the Governing Board of any district that provides student transportation to adopt procedures that limit the home-to-school operation of school buses when atmospheric conditions reduce visibility to 200 feet or less; see AR 3543 - Transportation Safety and Emergencies for language implementing this mandate. The following optional paragraph may be revised to reflect district practice.

The Superintendent or designee shall establish a system for informing students and parents/guardians ~~when with timely notice in advance of any changes to the school day, a school closure, or if school buses are not operating as scheduled, the school day schedule is changed, or the school is closed.~~ The district's notification system shall include, but is not limited to, notifying local television, streaming services, and/or radio stations; ~~posting on district web site~~ website(s) and/or social media account(s); sending email and text messages; and/or making telephone calls.

CSBA NOTE: Pursuant to Public Utilities Code 2874, as amended by AB 2905 (Ch. 316, Statutes of 2024), when a district or school uses an automatic dialing-announcing device, the person making calls and operating the device is required, prior to operating the device, to personally make an unrecorded, natural voice announcement to those being called which (1) states the nature of the call and the name, address, and telephone number of the district or school, (2) inquires whether the person called consents to hear the prerecorded message of the person calling, and (3) informs the person if the prerecorded message uses an artificial voice. Districts and schools are required to disconnect the device from the telephone line upon the termination of the call.

When the district makes any notification to students and/or parents/guardians utilizing an automatic dialing- announcing device, the device shall be operated by a person who shall follow all procedures required by law prior to operating the device, and disconnect the device from the telephone line upon the termination of the call. (Public Utilities Code 2874)

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in ~~the district's emergency and disaster preparedness plan.~~

Board Policy/Administrative Regulation 3516 - Emergencies and Disaster Preparedness Plan.

CSBA NOTE: The following paragraph is for districts that provide a means for students to make up lost instructional time due to an emergency and may be revised to reflect district practice. Pursuant to Education Code 46211, as added by SB 153, a district may, beginning July 1, 2025, implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences due to emergency events, for up to 10 days of attendance in a school year or the number of absences a student accrued in that school year, whichever is less. A student's participation in an attendance recovery program may not be compulsory or punitive. Attendance recovery programs may be operated before or after school, on weekends, or during intersessional periods. However, Education Code 46210, as added by SB 153, expresses legislative intent that access to instruction as part of a regular instructional program is the preferred method of student learning and that the availability of attendance recovery should not discourage districts that regularly experience school closures from maintaining school calendars of greater than 180 days to maximize instruction in the regular instructional program. For more information regarding attendance recovery programs, see BP/AR 5113.1 - Chronic Absence and Truancy.

The Superintendent or designee may provide a means to make up lost instructional time later during the year. ~~Students and parents/guardians shall receive timely notice in advance of any resulting changes in the school calendar or school day schedule.~~

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Business and Noninstructional Operations

Policy 3580: District Records

CSBA NOTE: The following optional policy and accompanying administrative regulation address the classification and retention of district records pursuant to 5 CCR 16020-16027 and may be revised to reflect district practice. For more information about personnel records, including the contents and retention of such records pursuant to 5 CCR 16023, see AR 4112.6/4212.6/4312.6 - Personnel Files. For additional requirements pertaining to student records, including the contents and retention of such records pursuant to Education Code 49069.7, 5 CCR 430-438, and the Family Educational Rights and Privacy Act (20 USC 1232g and 34 CFR 99.1-99.8), see BP/AR 5125 - Student Records. For requirements pertaining to public access to certain records in accordance with the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215), see BP/AR 1340 - Access to District Records and BB 9012 - Board Member Electronic Communications.

The Governing Board of Education recognizes the importance of securing and retaining district documents. The Superintendent or designee shall ensure that district records are developed, maintained, and disposed of in accordance with law, Board policy, and administrative regulation.-

CSBA NOTE: 5 CCR 16020 defines a "record" as any document which the district is required by law to prepare or retain or which the district prepares or retains as necessary to the discharge of official duty. 5 CCR 16022 requires the Superintendent or designee to annually review and classify these records in order to determine the length of time for which they must be retained. Depending on their content, electronic communications such as email, voicemail, and text messages may also be considered "records" and thus are subject to the same classification and retention schedule as paper documents.

Code of Civil Procedure 1985.8 (the California Electronic Discovery Act) and Code of Civil Procedure 2031.010 describe the procedural rules requiring the disclosure of documents to the opposing party in litigation applicable to electronically stored information. These state statutes are similar to federal Rules of Civil Procedure that apply to actions in federal courts and which also include provisions related to electronically stored information. In general, the rules require parties in litigation to identify and disclose potentially relevant electronic information and, upon notification by district legal counsel of pending or anticipated litigation, halt the routine destruction of paper or electronic records (e.g., suspend automatic monthly erasure of back-up tapes) that could be potentially relevant (a "litigation hold").

It is important that districts have an efficient and consistent system in place for discarding those documents, including email, that are not considered "records." Such a system may help reduce storage costs and prevent unnecessary disclosure. For example, Government Code 7927.500 exempts from disclosure "preliminary drafts" not retained by the district. The purpose of this exemption is to allow a measure of confidentiality for pending district action. However, if preliminary drafts are not regularly discarded, then they may be considered a "record" that has been retained by the district and thus subject to disclosure under the CPRA.

The following optional paragraph, which may be revised to reflect district practice, directs the Superintendent or designee to create a document management system which includes a process for the storage and destruction of electronic materials. Each district will need to do an analysis of the type of system needed based on the size of the district, number of school sites, number of employees, and the type, practice, and capability of the district's information technology system. It is recommended that districts with questions about records retention requirements consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall consult with district legal counsel, site administrators, district information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of district documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.

CSBA NOTE: Pursuant to Government Code 8586.5, the California Cybersecurity Integration Center (CSIC) serves as the central organizing hub of the state government's cybersecurity preparedness and response activities. Government Code 8586.5 requires CSIC to coordinate cyber intelligence and information sharing with specified public and private entities, and, as amended by AB 1023 (Ch. 555, Statutes of 2023), requires such sharing of information, including cyber threat information, with school districts. Government Code 11549.3 authorizes districts, at district expense, to request the Military Department, in consultation with CSIC, to perform an independent security assessment of the district or individual district school. Districts are encouraged to consult with the California Office of Emergency Services and utilize resources such as the State Threat Assessment System and Regional Fusion Centers to help assess potential threats.

Additionally, in an effort to enhance cybersecurity across K-12 schools, the U.S. Department of Education and the Cybersecurity and Infrastructure Security Agency launched the Government Coordinating Council for the Education Facilities Subsector in 2024. Districts who meet the federal universal service discounts for Internet access (E-rate discounts) eligibility requirements may be eligible for funding to purchase cybersecurity services and equipment through the Federal Communications Commission's Schools and Libraries Cybersecurity Pilot Program. The State Educational Technology Directors Association's 2023 guidance, "Small Districts, Big Hurdles: Cybersecurity Support for Small, Rural, and Under-resourced Districts," provides additional information regarding the use of leadership development, partnership building, vulnerability assessment, and staff training to enhance cybersecurity readiness.

The Superintendent or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by cybersecurity breaches.

The Superintendent or designee shall ensure that employees receive information about the district's document management system, including retention and confidentiality requirements and an employee's obligations in the event of a litigation hold or California Public Records Act request established on the advice of legal counsel.

Additionally, the Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect district records from breaches to the district's digital infrastructure.

CSBA NOTE: Pursuant to Civil Code 1798.29, districts are required to disclose any breach of security of any records that contain personal information, as defined. The required formatting and contents of the notification are detailed in Civil Code 1798.29. A district may maintain its own notification procedure as part of an information security policy provided that the notification is consistent with the requirements in Civil Code 1798.29 regarding timing of the notification.

Additionally, pursuant to Education Code 35266, districts that experience a cyberattack, as defined, which impacts more than 500 students or personnel, are required to report such cyberattack to CSIC.

If the district discovers or is notified that a breach ~~of~~in the security of district records ~~containing unencrypted personal information~~ has occurred~~resulted in the release of personal information~~, the Superintendent or designee shall notify every individual whose personal information was, or is reasonably believed to have been, acquired by an unauthorized person~~-, if that information was either unencrypted or encrypted under the circumstances specified in Civil Code 1798.29.~~ "Personal information" includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29)

The Superintendent or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely manner, consistent with the legitimate needs of law enforcement to conduct an uncompromised investigation or any measures necessary to determine the scope of the breach and restore reasonable integrity of the data system. (Civil Code 1798.29)

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

Safe at Home Program

CSBA NOTE: The Safe at Home address confidentiality program has been in existence pursuant to Government Code 6205-6210 and 6215-6216 to protect victims of domestic violence, sexual assault, stalking, human trafficking, and elder or dependent adult abuse, and members of their households, as well as district employees who face threats of violence, or violence or harassment from the public because of the employee's work for the district. This type of protection has been extended to district employees and Governing Board members who face threats of violence, or violence or harassment from the public because of the employee's work for the district, and, pursuant to Government Code 6205-6210, as amended by AB 243 (Ch. 642, Statutes of 2023), to victims of child abduction and members of their households. Government Code 6207 provides that, when creating a public record, the district may not include actual residences of students, parents/guardians, or employees when a substitute address is designated through the Safe at Home program.

District public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

CSBA NOTE: According to the Secretary of State, a participant's confidential, actual address may only be used to establish student enrollment eligibility and for school emergency purposes. Pursuant to Government Code 6207, a participant's confidential, actual address is not a public record and should not be made available to anyone under any circumstances. For more information regarding establishing district residency when a student or parent/guardian is participating in the Safe at Home/Confidential Address Program, see AR 5111.1 - District Residency.

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish district residency requirements for enrollment and for school emergency purposes.

Records containing a participant's confidential address information shall be kept in a confidential location and not shared with the public.

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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Personnel**Policy 4151~4251~4351: Employee Compensation**

CSBA NOTE: Districts that include provisions related to employee compensation in their collective bargaining agreements should modify or delete the following optional policy accordingly.

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package ~~which~~that includes salaries and health and welfare benefits.

CSBA NOTE: Education Code 45023 and 45162 require the Governing Board to adopt salary schedules for certificated and classified employees, respectively. For districts operating under a merit system, Education Code 45268 specifies that the personnel commission will recommend a salary schedule for classified employees to the Board for approval and that the Board may not amend the schedule without first giving the commission a reasonable opportunity to respond to the amendments.

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel. ~~These schedules shall that~~ comply with law and applicable collective bargaining agreements ~~and shall be printed and made available for review at the district office.~~ (Education Code 45022, ~~45023~~, 45160, 45162, 45268)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

The salary schedules adopted by the Board shall ~~determine the frequency be printed and schedule of~~ salary payments, including whether payments for employees who work less than 12 months per year will be made ~~over the course of~~ available for review at the district office. (Education Code 45023)

CSBA NOTE: Pursuant to Education Code 42238.016, as added by AB 938 (Ch. 345, Statutes of 2024), districts are required, beginning January 31, 2026, to annually complete the Salary and Benefit Schedule for Bargaining Units (Form J-90), for classified and certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education.

Additionally, by January 31, 2026, and annually thereafter, the Superintendent or designee shall complete the Salary and Benefit Schedule for Bargaining Units (Form J-90) for classified and certificated staff assigned to a district school site and report the Form J-90 to the California Department of Education. (Education Code 42238.016)

CSBA NOTE: Pursuant to Education Code 45038, certificated employees may be paid once every two weeks, twice a month, or once every four weeks. Additionally, the Board may choose to pay certificated employees, or one or more individual employees, in 10, 11, or 12 equal payments over the year instead of by the school month.

Education Code 45039 provides that, if the Board arranges to pay certificated employees in 12 equal payments for the year, it may pay each monthly installment at the end of each calendar month, regardless of whether the employees are actually engaged in teaching during the month. Education Code 45165 addresses salary payments for classified employees who are employed 9-11 months per year.

In addition, pursuant to Education Code 45500, districts may participate in the Classified School Employee Summer Assistance Program whereby eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments.

Education Code 45048 and 45165 provide specific timelines for issuing salary payments depending on the frequency of payments. If payments are not made in a timely manner, the district is required to pay the employee interest on the unpaid amount.

The following paragraph may be revised to reflect the payroll schedule determined by the Board or as provided for in any applicable collective bargaining agreement.

Unless otherwise provided for in any applicable collective bargaining agreement, district employees shall be paid monthly and in 10, 11 or 12 equal payments over the calendar year. However, if the district participates in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments. (Education Code 45038, 45039, 45048, 45165, 45500)

~~In extraordinary circumstances or emergency situations, the Board may determine to continue to compensate employees during periods of extended closure or disruption of normal district operations when permitted by law and consistent with collective bargaining agreements and memoranda of understanding.~~

CSBA NOTE: Pursuant to 29 CFR 516.4, districts are required to post a notice of the minimum wage provisions of the Fair Labor Standards Act (FLSA) (29 USC 201-219) in a conspicuous place at all work sites. The poster that must be used by state and local governments is available on the website of the U.S. Department of Labor's Wage and Hour Division.

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

CSBA NOTE: Pursuant to the FLSA (29 CFR 553.20) and Education Code 45128, districts are required to pay employees who are not specifically exempted by law, including classified employees in both merit and non-merit system districts, overtime pay or compensatory time off at a rate not less than one and one-half times their regular rate of pay for hours worked in excess of eight hours in any one day and/or in excess of 40 hours per calendar week. However, if the Board has established a work day of less than eight hours but at least seven hours, and a work week of less than 40 hours but at least 35 hours, all time worked in excess of the established work schedule must be deemed overtime.

Pursuant to Education Code 45130, districts are not required to pay overtime for any classified positions established by the Board, or by the personnel commission in a merit system district, as supervisory, administrative, or executive. In approving positions for exclusion from the overtime provisions, the Board or personnel commission must certify in writing that the duties, flexibility of

hours, salary, benefit structure, and authority of the positions are of such a nature that they should be set apart from those positions which are subject to the overtime provisions; see BP/AR 4300 - Administrative and Supervisory Personnel. However, Education Code 45130 provides that, if a classified employee in an exempt position is required to work on a holiday designated in law or by the Board, the employee is required to be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay; see BP/AR 6115 - Ceremonies and Observances for more information regarding holidays designated in law or by the Board.

Additionally, overtime pay requirements are not applicable to school administrators or teachers in elementary or secondary schools under specific exemptions in 29 USC 213 and 29 CFR 541.303. Pursuant to 29 CFR 541.303 and 541.600, teachers do not need to meet the salary level requirement to be exempt from overtime rules. 29 CFR 541.204 provides that, to be exempt from overtime rules, administrators must either meet the salary level requirement or be compensated on a salary basis that is at least equal to the entrance salary for teachers in the administrator's school.

Labor Code provisions are not applicable to school districts unless specifically provided for in law. For example, in Johnson v. Arvin-Edison Water Storage District, the appellate court held in part that Labor Code 510, which provides for overtime compensation including that an employee who works in excess of 12 hours in one day or eight hours on the seventh consecutive day of a workweek is entitled to twice the regular rate of pay, does not apply to public agencies, including school districts.

Due to the complex interactions between federal law and state law, as well as between different state law provisions and classes of employees, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel regarding employee overtime compensation, as necessary.

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day and/or 40 hours in one work week, ~~or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work.~~ However, teachers, school administrators, and other employees in positions established by the Board as executive, administrative, or professional shall be exempt from overtime rules. (Education Code 45128, 45130; 29 USC 213; 29 CFR 541.0-204, 541.710303, 541.600, 553.27, 553.32)

If the district requires a classified employee in an exempt position to work on a holiday designated in law or by the Board, the employee shall be paid the regular pay for that day plus compensation or compensatory time off at a rate not less than the employee's normal rate of pay. (Education Code 45130)

CSBA NOTE: The following optional paragraph is for use by districts that allow employees to take compensatory time off in lieu of overtime compensation as authorized by 29 USC 207 and 29 CFR 553.20-553.25. Time off in lieu of overtime compensation is allowed only if provided for in a collective bargaining agreement or other agreement and must be provided at the rate of at least one and one-half hours for each hour of overtime work.

Pursuant to 29 CFR 553.21, an employee must be allowed to use earned compensatory time within a "reasonable period" after making the request. 29 CFR 553.25 provides that a "reasonable period" is determined on a case-by-case basis by considering customary work practices such as the normal work schedule, anticipated peak workloads based on past experience, emergency requirements for staff and services, and the availability of qualified substitute staff. Education Code 45129 provides that the compensatory time off must be used within 12 calendar months.

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within 12 calendar months ~~after making the request~~ following the month the overtime was worked if the use of the compensatory time does not unduly disrupt district operations. (Education Code 45129; 29 USC 207; 29 CFR 553.20-553.25)

For each nonexempt employee, the Superintendent or designee shall maintain records on the ~~employee's~~ employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

Wage Overpayment

CSBA NOTE: Education Code 44042.5 requires districts to follow the process specified below when a wage overpayment is made to a district employee. If the provisions of this section are in conflict with a collective bargaining agreement or a memorandum of understanding that was in effect on July 31, 2022, such agreements shall be controlling until the expiration or renewal of such agreements. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel when questions arise about legal requirements for specific wage overpayments.

If, following the determination of an overpayment, the employee disputes the existence or amount of the overpayment, the district is required to first initiate legal action and obtain a court order or binding arbitration decision validating the overpayment amount. Binding arbitration may only apply to such overpayment disputes if a memorandum of understanding between the district and exclusive representative sets forth procedures for adjudicating such wage overpayment disputes that meet the minimum requirements set forth in Education Code 44042.5.

If the district determines an employee has been overpaid, the district shall notify the employee in writing of the overpayment, afford the employee an opportunity to respond before commencing any recoupment actions, and inform the employee of the employee's rights to dispute the existence or amount of the claimed overpayment. If the employee agrees there was an overpayment in the claimed amount, reimbursement shall be made to the district through one of the methods described in Education Code 44042.5, as mutually agreed upon by the employee and the district. (Education Code 44042.5)

If a mutual agreement on a method of reimbursement is not reached, within 30 days of the employee verifying the overpayment amount, the district shall recoup the overpayment through payroll deductions in accordance with Education Code 44042.5.

If the employee does not respond or disputes the existence or amount of the district's claimed overpayment, the district ~~shall, with board approval, initiate a legal action to~~ may only recover the overpayment ~~after pursuing appropriate legal action.~~ (Education Code 44042.5)

If the employee separates from the district before the overpayment is fully repaid, the district shall withhold the remaining balance due from any money owed to the employee upon separation, provided that the state minimum wage is still paid to the employee as required by Education Code 44042.5. The Superintendent or designee may consult with legal counsel to calculate the amount to withhold.

If an outstanding overpayment balance still remains, the district ~~shall, with Board approval,~~ may exercise any legal means to recover the remaining amount owed by the employee. (Education Code 44042.5)

Legal action to recover any overpayment under this policy shall be initiated within three years from the date of the overpayment, which for leave credits is the date that the employee receives compensation in exchange for leave erroneously credited to the employee.
(Education Code 44042.5)

SIERRA COUNTY OFFICE OF EDUCATION
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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Personnel**Policy 4158~4258~4358: Employee Security**

CSBA NOTE: Pursuant to Government Code 3543.2, safety conditions in employment are a mandatory subject of collective bargaining. The following Board policy and accompanying administrative regulation may be revised to reflect district practice and the terms of the district's collective bargaining agreements.

The Governing Board desires to provide a safe and orderly work environment for all employees.- As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.-

Any person who threatens the safety of others at any district facility may be removed by the Superintendent or designee in accordance with AR Administrative Regulation 3515.2 - Disruptions.

CSBA NOTE: Code of Civil Procedure 527.8 authorizes districts to seek a temporary restraining order (TRO) on behalf of employees who have been subjected to harassment, unlawful violence, or a credible threat of violence in the workplace. A collective bargaining representative may also seek a TRO on behalf of a district employee if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. Before filing a petition for a TRO, the district or collective bargaining representative is required to provide the employee who suffered unlawful violence or a credible threat of violence an opportunity to decline to be named in the TRO. If such a denial occurs, the district or collective bargaining representative is not prohibited from seeking a TRO on behalf of other employees at the workplace, and, if appropriate, other employees at other workplaces in the district.

Pursuant to Penal Code 18150 and 18170, a gun violence restraining order prohibiting a person from owning, having custody or control of, purchasing, possessing, or receiving a firearm or ammunition may be petitioned by that person's employer, a coworker who has had substantial and regular interactions with the person for at least one year and has the employer's approval, or an employee or teacher of a secondary school that the person has attended in the past six months if the employee or teacher has obtained the approval of a school administrator or designee.

Any employee against whom harassment, violence, or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.- Such measures may include seeking a temporary restraining order (TRO) on behalf of the employee pursuant to Code of Civil Procedure 527.8 and/or a gun violence restraining order pursuant to Penal Code 18150 and 18170.

Additionally, a collective bargaining representative may seek a TRO on behalf of a district employee against whom harassment, violence, or credible threat of violence has been directed in the workplace, if the collective bargaining representative serves that employee in employment or labor matters at the employee's workplace. (Code of Civil Procedure 527.8)

Upon request by an employee who is a victim of domestic violence, sexual assault, or stalking, the Superintendent or designee shall provide reasonable accommodations in accordance with Labor Government Code 230-230.1 12945.8 and the accompanying administrative regulation to protect the employee's safety while at work.

CSBA NOTE: Pursuant to Education Code 48904 and 48905, an employee who is injured or whose property is damaged by willful misconduct of a district student under the conditions described below may request that the district pursue legal action against the student or the student's parent/guardian. For more information regarding recovery for damages when an employee is injured or whose property is damaged by the willful misconduct of a district student, see BP 3515.4 - Recovery for Property Loss or Damage and AR 5125.2 - Withholding Grades, Diploma or Transcripts. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel when considering whether to pursue legal action.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or the student's parent/guardian to recover damages for injury to the employee's person or property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of the employee's duties.- (Education Code 48904, 48905)

CSBA NOTE: Pursuant to Education Code 32289.6, as added by AB 1858 (Ch. 530, Statutes of 2024), on or before June 15, 2025, the California Department of Education is required to curate and post on its website best practices pertaining to school shooter or other armed assailant drills, with which districts are encouraged to comply.

Additionally, the 2024, "Executive Order on Combating Emerging Firearms Threats and Improving School-Based Active-Shooter Drills," 89 Fed. Reg. 80345, establishes an interagency Emerging Firearms Threats Task Force and requires the Secretary of Education and the Secretary of Homeland Security to release guidance related to school- based active-shooter drills for schools.

The Superintendent or designee shall provide staff development in crisis prevention and intervention techniques, which may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

In accordance with law, the Superintendent or designee shall inform teachers, administrators, and/or counselors of crimes and offenses committed by students who may pose a danger in the classroom.- (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Penal Code 22810 authorizes adults, with certain exceptions, to carry an approved tear gas weapon such as pepper spray for purposes of self-defense. Penal Code 626.9 and 626.10, which prohibit the possession of weapons on school grounds, do not prohibit the possession of pepper spray on school grounds. Thus, the Governing Board may determine whether to allow or disallow, with certain exceptions, the possession of pepper spray on school property or at school activities. See the accompanying administrative regulation for related procedures. It is recommended that districts allowing employees to carry pepper spray consult CSBA's District and County Office of Education Legal Services or district counsel regarding potential liability related to an employee's possession of pepper spray and revise the corresponding regulation accordingly.

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. -When allowed, an employee may

only possess pepper spray in accordance with Board policy, administrative ~~regulations~~regulation, and Penal Code 22810.- Any employee authorized to carry or possess pepper spray on school property who is negligent or careless in the possession or handling of pepper spray is acting outside of the scope of employment and shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects

CSBA NOTE: The following section is consistent with the actions described in AR 5131.7 - Weapons and Dangerous Instruments related to student possession.

Pursuant to Education Code 49334, a school employee who initially notifies law enforcement regarding a student or adult who is in possession of an injurious object while on school grounds or under the authority of school personnel cannot be subject to any civil or administrative proceeding, including disciplinary action, for violation of any district policy or procedure related to the notification of a law enforcement agency. Education Code 49334 requires such an employee to conform with district procedures after exercising the option to notify a law enforcement agency.

Employees shall take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on ~~school grounds~~district property or at a ~~school~~-district related or school-sponsored activity.- Employees shall exercise their best judgment as to the potential danger involved and ~~shall~~ do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal or supervisor, who shall take appropriate action
3. Immediately call 911 and the principal or supervisor

When informing the principal about the possession or seizure of a weapon or dangerous device, an employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

SIERRA COUNTY OFFICE OF EDUCATION
 SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
 Policy adopted: April 10, 2007
 revised: May 10, 2011
 revised: August 14, 2018
 revised: August 10, 2021
revised: ??, 2025

CSBA POLICY GUIDE SHEET – June 10, 2025 *First Reading*

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 6142.93 - Science Instruction

Policy updated to expand the philosophical statement to specify the Governing Board's belief that science instruction include the place of humans in ecological systems, the causes and effects of climate change and the methods to mitigate and adapt to climate change, and experiments and other activities that foster critical thinking. Additionally, policy updated to clarify that the Board is required to adopt academic standards for science which meet or exceed the California Next Generation Science Standards and describe the knowledge and skills students are expected to possess at each grade level, with an instructional focus on understanding the process of science, the fundamental ideas within each discipline of science, and underlying themes that are common to all sciences.

“NEW” Board Policy 6142.94 - History-Social Science Instruction

Policy updated to expand the philosophical statement to specify the Governing Board's belief that history- social science instruction include a foundation for the appreciation of different ethnicities, the wise use of natural resources, and the responsible management of personal finance. Additionally, policy updated to specify that districts with high schools are required to annually observe, during the week that includes April 28, "Workplace Readiness Week" by providing information to students on their rights as workers, and that for students in grades 11 and 12, the "Workplace Readiness Week" observances are required to be integrated into the regular school program, consistent with the history-social science framework.

Board Policy 6159 - Individualized Education Program

Policy reviewed in conjunction with the accompanying administrative regulation and updated for technical revisions, including changing the term "students with disabilities" to "students with exceptional needs".

Board Policy 6159.2 - Nonpublic, Nonsectarian School and Agency for Special Education

Policy updated to provide that for any foster youth served by a nonpublic school or agency (NPS/A), the NPS/A will serve as the school of origin of the foster youth and that the foster youth will be allowed to continue in the school. Additionally, policy updated to include that within 14 days of becoming aware of any change to the certification status of an NPS/A, the district is required to notify parents/guardians of district students who attend the NPS/A of the change in certification status and include in that notice, a copy of procedural safeguards. In addition, policy updated to change the term "students with disabilities" to "students with exceptional needs".

Board Bylaw 9224 - Oath or Affirmation

Bylaw updated as part of CSBA's process to review policy materials that have not recently required updating based on changes to law, regulations, new guidance, or other directives, and has been amended for precision, consistency, and accuracy.

Board Bylaw 9260 - Legal Protection

Bylaw updated as part of CSBA's process to review policy materials that have not recently required updating based on changes to law, regulations, new guidance, or other directives, and has been amended for precision, consistency, and accuracy.

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Instruction**Policy 6142.93: Science Instruction**

CSBA NOTE: The following optional policy may be revised to reflect district practice and the grade levels served by the district.

Education Code 51210 and 51220 require that science instruction, including biological and physical aspects of science, be included in the course of study offered in grades 1-12. For grades 1-6, Education Code 51210 requires the course of study to include an emphasis on experimental inquiry; the place of humans in ecological systems; and the causes and effects of climate change and the methods to mitigate and adapt to climate change. For grades 7-12, Education Code 51220 requires the course of study to include an emphasis on basic concepts, theories, and processes of scientific investigation; the place of humans in ecological systems; the causes and effects of climate change and the methods to mitigate and adapt to climate change; and with appropriate applications of the interrelation and interdependence of the sciences. For more information regarding the requirements for courses of study, see AR 6143 - Courses of Study.

Additionally, Education Code 51225.3 requires completion of two courses in science, including biological and physical sciences, to meet high school graduation requirements. See BP 6146.1 - High School Graduation Requirements.

In addition, many districts integrate science, technology, engineering, and mathematics instruction (STEM), and sometimes art instruction (STEAM), to teach processes and concepts applied to real-world contexts. Further information about this interdisciplinary approach is available on the websites of the California Department of Education (CDE) and U.S. Department of Education.

~~The Board of Education~~The Governing Board believes that science education should focus on giving students an understanding of the biological and physical aspects of science, including the place of humans in ecological systems, the causes and effects of climate change and the methods to mitigate and adapt to climate change, key scientific concepts, and methods of scientific inquiry and investigation through experiments and other activities that foster critical thinking. Students should become familiar with the natural world and the interrelationship of science, mathematics, technology, and engineering. As part of science instruction, students should learn how to apply scientific knowledge and reasoning.

Philosophical and religious theories that are based, at least in part, on faith and are not subject to scientific test and refutation shall not be discussed during science instruction.

CSBA NOTE: Pursuant to Education Code 33548, the Instructional Quality Commission (IQC) is required to consider incorporating media literacy content, which encompasses the foundational skills that lead to digital citizenship including the ability to access, analyze, evaluate, and use media and information, into the science curriculum framework when that framework is next revised. Additionally, pursuant to Education Code 33548, as amended by AB 2876 (Ch. 927, Statutes of 2024), IQC is required to consider (1) including media literacy content and artificial intelligence (AI) literacy in its criteria for evaluating instructional materials, and (2) incorporating AI literacy content into the science curriculum framework when that framework is next revised.

The ~~district's Board shall adopt~~ academic standards for science ~~instruction shall that~~ meet or exceed the California Next Generation Science Standards (CA-NGSS-) and describe the knowledge and skills students are expected to possess at each grade level, with an instructional focus on understanding the process of science, the fundamental ideas within each discipline of science, and underlying themes that

are common to all sciences. The Superintendent or designee shall ensure that curricula used in district schools are aligned with these standards and the state curriculum framework.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Education Code 52060 requires that the district's local control and accountability plan include goals related to, among other things, student achievement, student access to and enrollment in a broad course of study, and the implementation of State Board of Education-adopted academic content and performance standards.

The Superintendent or designee shall ensure that students have access to and are enrolled in a broad course of study including science courses.

CSBA NOTE: The Los Angeles County Office of Education (LACOE) has developed a Strategic Science Teaching website that integrates literature and the 5E Learning Cycle, an inquiry-based learning cycle, to provide guidance regarding the delivery of integrated science instruction. It is recommended that districts stay apprised of future resources from LACOE related to curriculum-embedded performance tasks aligned with the Next Generation Science Standards.

The Superintendent or designee shall provide certificated staff with opportunities to participate in professional development activities designed to enhance their knowledge of district-adopted academic standards, instructional strategies for teaching science, and changes in scientific theories.

CSBA NOTE: The following paragraph is for use by districts that offer science laboratory classes and may be modified to reflect district practice. For further information about safety practices in school science laboratories, see the CDE's comprehensive, "Science Safety Handbook for California Public Schools," and AR 5142 - Safety. Additional resources are available on CDE's "Science Safety" website.

Pursuant to 8 CCR 5191, whenever a school laboratory uses hazardous chemicals, it is required to have a written chemical hygiene plan to protect employees. See BP/AR 3514.1 - Hazardous Substances. In addition, Education Code 49340-49341 encourage educational efforts to increase student and staff awareness dealing with hazardous materials in school laboratories in order to minimize injuries, loss of property, and classroom disruptions.

The Superintendent or designee shall develop and implement appropriate safety measures for science laboratory classes in accordance with Administrative Regulation 5142 - Safety, including, but not limited to, staff and student safety training, use of eye safety devices, hearing protection, first aid procedures, regular equipment maintenance, safe use of heat sources, safe use and disposal of hazardous chemicals, proper ventilation, prevention of exposure to bloodborne pathogens from sharp instruments, fire prevention and control, an emergency response plan, and evacuation procedures. Parents/guardians shall be informed of the types of science laboratory activities that will be conducted and encouraged to sign consent forms for their child's participation.

CSBA NOTE: The following optional paragraph should be revised to reflect measures that will be used to evaluate program effectiveness as agreed upon by the Board and Superintendent or designee. Pursuant to Education Code 60640, the California Assessment of Student Performance and Progress includes administration of science assessments at grades 5, 8, and 10. Students with disabilities who are unable to participate in the science assessments, even with allowable testing variations and resources, may be administered the California Alternate Assessment in accordance with their individualized education program. See AR 6162.51 - State Academic Achievement Tests.

The Superintendent or designee shall regularly report to the Board regarding the implementation and effectiveness of the science curriculum at each grade level. At a minimum, each report shall address

the extent to which the program is aligned with the CA-NGSS, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Instruction**Policy 6142.94: History-Social Science Instruction**

CSBA NOTE: The following optional policy may be revised to reflect district practice.

Education Code 51210 and 51220 require that social sciences be included in the course of study offered in grades 1-12, including age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology. For specific topics that must be included in the history-social science curriculum, see AR 6143 - Courses of Study.

Additionally, to meet high school graduation requirements, Education Code 51225.3 requires completion of three courses of social studies; a one-semester course in ethnic studies beginning with students graduating in the 2029- 30 school year; and, as amended by AB 2927 (Ch. 37, Statutes of 2024), a separate, stand-alone one-semester course in personal finance beginning with students graduating in the 2030-31 school year. For more information regarding high school graduation requirements, see BP 6146.1 - High School Graduation Requirements.

The Governing Board believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future, as well as to establish a foundation for the appreciation of different ethnicities, the wise use of natural resources, and the responsible management of personal finance. The district's history-social science education program shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

CSBA NOTE: The State Board of Education (SBE) has adopted state content standards for history-social science which cover grades K-12, with the exception of grade 9 which, in current California practice, is traditionally the year in which students choose a history-social science elective. In addition to core content knowledge, the standards describe intellectual, reasoning, reflection, and research skills that should be learned through the content standards for grade ranges K-5, 6-8, and 9-12.

The Board shall adopt academic standards for history-social science which meet or exceed state content standards and describe the knowledge and skills students are expected to possess at each grade level.

CSBA NOTE: The History-Social Science Framework for California Public Schools, adopted by SBE on July 14, 2016, reflects the state content standards as well as the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the California English Language Development Standards. The updated framework includes greater emphasis on literacy skills (i.e., reading, writing, speaking, listening, and other language skills) required for college and career readiness.

Pursuant to Education Code 33548, the Instructional Quality Commission (IQC) is required to consider incorporating media literacy content, which encompasses the foundational skills that lead to digital citizenship including the ability to access, analyze, evaluate, and use media and information, into the history-social science curriculum framework when that framework is next revised. Additionally, pursuant to Education Code 33548, as amended by AB 2876 (Ch. 927, Statutes of 2024), IQC is required to consider (1) including media literacy content and artificial intelligence (AI) literacy in its criteria for evaluating instructional materials, and (2) incorporating AI literacy content into the history-social science curriculum framework when that framework is next revised.

Pursuant to Education Code 51226.3, as amended by AB 1821 (Ch. 658, Statutes of 2024), when SBE adopts new history-social science instructional materials, IQC is required to consider including (1) content on the treatment and perspectives of Native Americans during the periods of the Spanish colonization of California and the Gold Rush Era, and (2) content on the case of Westminster School District of Orange County v. Mendez, which prohibited school segregation in California in 1947. Additionally, pursuant to Education Code 51226.3, IQC is required to consider including the historical, social, economic, and political contributions of Asian Americans, Native Hawaiians, and Pacific Islanders in the United States and give examples of racism, discrimination, and violence perpetrated against these groups, in its next revision of the history-social science curriculum framework, related evaluation criteria, and accompanying instructional materials.

Pursuant to Education Code 51225.32, as added by AB 2927, SBE is required to, on or before May 31, 2026, adopt a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance based on IQC's recommendation. If SBE has not adopted a curriculum guide and resources by May 31, 2026, districts are required to locally develop, for approval by the Governing Board, curriculum and resources to offer a separate, stand-alone one-semester course in personal finance that meets the requirements of Education Code 51225.3.

Districts may find curricula and curriculum guides on the California Department of Education's Model Curricula and Curriculum Guides webpage, which currently includes materials related to personal finance, Cambodian American studies, Hmong history and cultural studies, Vietnamese American experiences, Native American studies, ethnic studies, Cesar Chavez, and human rights and genocide.

The Superintendent or designee shall develop and submit to the Board for approval a comprehensive, sequential curriculum aligned with the district standards and consistent with the state's curriculum framework for history-social science. The curriculum shall be designed to develop students' core knowledge in history and social science and their skills in chronological and spatial thinking, research, and historical interpretation. History-social science instruction shall also include an explicit focus on developing students' literacy in reading, writing, speaking, listening, and other language skills.

CSBA NOTE: Instructional materials that will be used by the district must be adopted by the Board in accordance with Education Code 60200-60213 for grades K-8 and Education Code 60400-60411 for grades 9-12.

Education Code 60119 requires the Board to hold a public hearing on the sufficiency of standards-aligned instructional materials in certain subjects, including history-social science; see BP 6161.1 - Selection and Evaluation of Instructional Materials.

The state content standards for history-social science encourage schools to use supplementary materials as provided in the following paragraph.

The Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, Board policy, and administrative regulation. Additionally, teachers are encouraged to supplement the curriculum, in accordance with Board Policy 6161.11 - Supplementary Instructional Materials, by using biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

CSBA NOTE: The following paragraph is optional. Education Code 51221.3, 51221.4, and 51226.3 encourage the use of personal testimony (i.e., oral histories, videos, or other multimedia formats) during instruction on certain topics, including World War II, the Vietnam War, the Korean War, the Bracero program, human rights, the Holocaust, genocide, and violence awareness and prevention. Oral

history related to World War II and the Vietnam War is required to meet certain standards specified below. Pursuant to Education Code 51221.3 and 51226.3, oral history presented on other topics is encouraged, but not required, to meet similar standards.

Personal testimony from persons who can provide first-hand accounts of significant historical events is encouraged and may be provided through oral histories, videos, or other multimedia formats. If oral history is used for instruction related to the role of Americans in World War II or the Vietnam War, such testimony shall exemplify the personal sacrifice and courage of the wide range of ordinary citizens who were called upon to participate in the war, provide views and comments concerning reasons for participating in the war, and provide commentary on the aftermath of the war in Eastern Europe and the former Soviet Union. (Education Code 51221.3, 51221.4)

CSBA NOTE: The following paragraph applies to districts that serve students in grades 9-12. Pursuant to Education Code 49110.5, all public high schools are required to observe the week that includes April 28 as "Workplace Readiness Week" by providing information to students on their rights as workers, including specified topics. For students in grades 11 and 12, the "Workplace Readiness Week" observances are required to be integrated into the regular school program, consistent with the history-social science framework, but may also include special events after regular school hours. This integration is encouraged, but not required, to occur during "Workplace Readiness Week."

District high schools shall annually observe, during the week that includes April 28, "Workplace Readiness Week" by providing information to students on their rights as workers, including topics specified in Education Code 49110.5. For students in grades 11 and 12, the "Workplace Readiness Week" observances shall be integrated into the regular school program, consistent with the history-social science framework. (Education Code 49110.5)

CSBA NOTE: Education Code 99200-99204 establish the California History-Social Science Project, a statewide professional development project designed to develop and enhance teachers' knowledge and instructional strategies to improve student achievement in history-social science.

Education Code 51221.1, as added by SB 1277 (Ch. 890, Statutes of 2024), establishes the California Teachers Collaborative for Holocaust and Genocide Education, a statewide professional development program to (1) ensure that genocide, including Holocaust, education is taught in interdisciplinary and age-appropriate ways, and (2) identify and confront antisemitism and hate in modern society.

Additionally, professional development resources may be located through state and national professional associations, such as the California Council for the Social Studies or the National Council for History Education.

The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history- social science.

CSBA NOTE: The following optional paragraph should be revised to reflect indicators that will be used to evaluate program effectiveness as agreed upon by the Board and Superintendent or designee.

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level, including, but not limited to, the extent to which the program is aligned with state standards, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: ??, 2025

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Instruction

Policy 6159: Individualized Education Program

CSBA NOTE: The following Board policy and the accompanying mandated administrative regulation should be revised for consistency with the policies and regulations of the Special Education Local Plan Area in which the district participates.

~~The Board of Education~~The Governing Board desires to provide full educational opportunities to all students with ~~disabilities.~~exceptional needs. Students with ~~disabilities~~exceptional needs shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, shall be educated in the least restrictive environment with nondisabled students.-

For each student with ~~disabilities~~exceptional needs, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. -The Superintendent or designee shall develop administrative regulations regarding the membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes.

The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: -(Education Code 56040; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)

1. Students who have been suspended or expelled from school
2. Students who are placed by the district in a nonpublic, nonsectarian school
3. Individuals age 18-21 years who are incarcerated in an adult correctional facility and were identified as being an individual with disabilities or had an IEP in their prior educational placement

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Instruction**Policy 6159.2: Nonpublic, Nonsectarian School And Agency Services For Special Education**

CSBA NOTE: Education Code 56195.8 mandates districts to adopt policies for the special education programs and services they operate, including nonpublic, nonsectarian services provided to students with exceptional needs when no appropriate public education program is available to meet their special education needs. The nonpublic, nonsectarian school or agency (NPS/A) must be certified as meeting state standards pursuant to Education Code 56366 and 56366.1.

The following policy and accompanying administrative regulation should be revised to comply with the policies and regulations of the Special Education Local Plan Area in which the district operates.

The Governing Board recognizes its responsibility to provide a free appropriate public education to students with ~~disabilities~~exceptional needs in accordance with law. When the district is unable to provide direct special education and/or related services to students with ~~disabilities~~exceptional needs, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.-

CSBA NOTE: Pursuant to Education Code 56366 and 56366.1, a district contracting with an NPS/A must verify that the NPS/A meets certification requirements. 5 CCR 3067 allows the district to request, in writing, that the California Department of Education (CDE) review the certification status of an NPS/A.

Education Code 56366.1 also requires districts to verify that the NPS/A provides staff training in the use of evidence-based practices and interventions specific to the unique behavioral needs of the NPS/A's student population.

Prior to entering into a contract to place any student in an NPS/A, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with ~~disabilities~~exceptional needs and complies with staff training requirements in accordance with Education Code 56366 and 56366.1.

CSBA NOTE: Pursuant to Education Code 56366.1, an NPS/A that is certified or seeking certification is required to provide assurances to CDE that for any foster youth it serves, the NPS/A will serve as the school of origin of the foster youth and that the foster youth will be allowed to continue the foster youth's education in the school. For such purposes, "school of origin" includes placement in an NPS/A.

Additionally, the Superintendent or designee, such as the district's liaison for foster youth, shall verify that for any student served by an NPS/A who is a foster youth, the NPS/A agrees to serve as the school of origin of the foster youth and allow the foster youth to continue the foster youth's education in the NPS/A in accordance with Education Code 56366.1.

~~In addition~~The Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.

CSBA NOTE: Pursuant to Education Code 56366.45, within 14 days of becoming aware of any change to the certification status of an NPS/A, the district is required to notify parents/guardians of district students who attend the NPS/A of the change in certification status and include in that notice, a copy of procedural safeguards.

Within 14 days of becoming aware of any change to the certification status of an NPS/A, including, but not limited to, receiving notification of a determination to suspend or revoke the certification of the NPS/A pursuant to Education Code 56366.4, the district shall notify, through email or regular mail, the parents/guardians of any district student who attends the NPS/A of the change in certification status, which includes a copy of procedural safeguards. The district shall maintain a record of such notice and make the notice available for inspection upon request by the California Department of Education. (Education Code 56366.45)

No district student with ~~a disability~~exceptional needs shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)

CSBA NOTE: Pursuant to Education Code 56365, students enrolled in an NPS/A are deemed to be enrolled in public schools for state apportionment purposes. Districts then pay to the NPS/A the full amount of the school tuition or the agency fees for participating students pursuant to the contract.

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with ~~disabilities~~exceptional needs who are enrolled in programs or receiving services provided by the NPS/A pursuant to the contract. (Education Code 56365)

In accordance with law, any student with ~~disabilities~~exceptional needs placed in an NPS/A shall have all the rights and protections to which students with ~~disabilities~~exceptional needs are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with ~~disabilities~~exceptional needs is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

CSBA NOTE: The following optional paragraph may be modified to reflect district practice.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6.- (Education Code 56366.2)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Board Bylaws

Bylaw 9224: Oath Or Affirmation

CSBA NOTE: The oath or affirmation required of Governing Board members pursuant to Article 20, Section 3, of the California Constitution is the same as that required by Government Code 3100-3109 for public employees. See E(1) 4112.3/4212.3/4312.3 - Oath or Affirmation for the text of the oath. Government Code 1303 provides that any person who exercises any function of a public office, including the office of a Board member, without taking the oath of office is guilty of a misdemeanor. Additionally, Government Code 1367 prohibits payment of any compensation or reimbursement for any expenses to any individual who has not taken the oath or affirmation.

If an incoming Board member raises a concern about taking the oath or affirmation, it is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Prior to entering upon the duties of ~~their office, all Board of Education member~~ the office of a Governing Board member or exercising any function of a Board member, each Board member shall take the oath or affirmation required by law. (California Constitution, Article 20, Section 3; Government Code 1360)-

CSBA NOTE: In addition to the persons listed below, Education Code 60 specifies state- and local-level officers who may administer the oath.

The oath or affirmation may be administered and certified by a Board member, the secretary or assistant secretary to the Board, the Superintendent, ~~deputy or assistant superintendent, principal,~~ or the County Superintendent of Schools, the Superintendent of Public Instruction, or any other person authorized in Education Code 60- or Government Code 1225.

The executed oath shall be filed with the County Clerk. (Government Code 1363)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Board Bylaws**Bylaw 9260: Legal Protection**

Liability Insurance

CSBA NOTE: Education Code 35208 requires the Governing Board to insure against the personal liability of Board members for death, personal injury, or damage/loss of property caused by a Board member's negligent act or omission when acting within the scope of the Board member's office. Districts may self-insure pursuant to Education Code 35214. See BP/AR 3530 - Risk Management/Insurance for additional information regarding district insurance requirements.

The ~~Board of Education~~Governing Board shall provide insurance necessary to protect Board members ~~and employees while acting from~~ liability caused by a negligent act or omission that occurs within the scope of ~~their~~the Board member's office ~~or employment~~ in accordance with Education Code 35208.

CSBA NOTE: Pursuant to Government Code 820.9, Board members are not vicariously liable for injuries caused by the district's acts or omissions. Additionally, in Caldwell v. Montoya, the California Supreme Court determined that Board members are immune from suits pursuant to Government Code 820.2 when performing "discretionary acts," such as basic governmental policy decisions, within the scope of their duties. Personal and/or criminal liability may exist, however, for injuries caused by the individual's own "wrongful" conduct, for some civil rights violations, or knowing violations of the Brown Act. See BB 9323.2 - Actions by the Board. Because the determination as to whether personal liability exists is dependent on the specific facts of each case, it is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel if a question arises when making such a determination.

Protection Against Personal Liability

No Board member shall be liable for any harm caused by ~~his/her~~the Board member's negligent act or omission when acting within the scope of ~~district~~the Board member's responsibilities, including, but not limited to, Board responsibilities as specified in Board Bylaw 9000 - Role Of The act or omission must Board. Additionally, no Board member shall be vicariously liable for injuries caused by the district's acts or omissions. (Education Code 35208; Government Code 820.9)

In addition, no Board member shall be liable for any harm caused by the Board member's act or omission if the Board member was acting within the scope of the Board member's responsibilities, made in conformity with federal, state, and local laws, and made in furtherance of an effort to control, discipline, expel or suspend a student, or maintain order or control in the classroom or school. (20 USC 6736)(20 USC 7946)

This protection against liability shall not apply when: ~~(20 USC 6736)~~(20 USC 7946)

1. The Board member acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to the harmed person's right to safety;
2. The Board member caused harm by operating a motor vehicle;

3. The Board member was not properly licensed, if required, by the State for such activities.
4. The Board member was found by a court to have violated a federal or state civil rights law.
5. The Board member was under the influence of alcohol or any drug at the time of the misconduct.
6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the Board member has been convicted in a court.
7. The misconduct involved a sexual offense for which the Board member has been convicted in a court.

Nothing in this Board bylaw is intended to protect a Board member from criminal or civil liability for injury caused by the Board member's own wrongful conduct, for certain violations of law, including the Brown Act, or for liability from the requirement to reimburse the district under certain circumstances as specified in law. (Government Code 820.9, 825, 825.6, 54959, 54960)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual
Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students

Policy 5116.1: Intradistrict Open Enrollment

The Board of Education desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities and resources. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of their residence within the district. (Education Code 35160.5)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

The Superintendent or designee shall grant priority for the enrollment of a student in a district school outside of the student's attendance area, if the student:

1. Is enrolled in a district school designated by the California Department of Education (CDE) as "persistently dangerous" (20 USC 7912; 5 CCR 11992)
2. Is a victim of a violent crime while on school grounds (20 USC 7912)
3. Is a victim of an act of bullying committed by another district student, as determined through an investigation following the parent/guardian's submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code 234.1 (Education Code 46600)

If the district school requested by the student is at maximum capacity, the Superintendent or designee shall accept an intradistrict transfer request for another district school. (Education Code 46600)

4. Is currently enrolled in a district school identified by CDE for comprehensive support and improvement, with priority given to the lowest academically achieving students from low-income families as determined pursuant to 20 USC 6313(a)(3) (20 USC 6311)
5. Is experiencing special circumstances that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)
 - a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or

a properly licensed or registered professional, including, but not necessarily limited to, a psychiatrist, psychologist, marriage and family therapist, clinical social worker, or professional clinical counselor

- b. A court order, including a temporary restraining order and injunction
- 6. Is a sibling of another student already attending that school
- 7. Has a parent/guardian whose primary place of employment is that school

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law and Board policy, applications for intradistrict open enrollment shall be submitted between May 1 and June 30 of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for the enrollment priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine which students shall be admitted whenever a district school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance. However, existing entrance criteria may be used for enrolling students in specialized schools or programs, provided that the criteria are uniformly applied to all applicants. In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

Transportation

In general, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being a victim of bullying. (Education Code 46600)

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Instruction

Policy 6145: Extracurricular And Cocurricular Activities

The Board of Education recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases. (5 CCR 4925)

Any complaint alleging unlawful discrimination in the district's extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

Unless specifically authorized by law, no student shall be charged a fee for his/her participation in educational activities, including extracurricular and cocurricular activities and materials or equipment related to such activities. (Education Code 49010, 49011)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7 through 8 must demonstrate weekly satisfactory academic progress including but not limited to:

1. Maintenance of a grade report that reflects no "F" or failing grade.
 - a. Students may practice with an "F" grade but are not allowed to participate in games, tournaments, or travel with the team.

To be eligible to participate in extracurricular and cocurricular activities, students in grades 9 through 12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale with no "F" grade(s) in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of a homeless student, foster youth, or child of an active duty military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

Annual Policy Review

The Board shall annually review this policy and implementing regulations. (Education Code 35160.5)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

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