

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

June 09, 2026

6:00pm Open Session

Closed Session will follow the Open Session

Meeting Location:

Downieville: Downieville School, 130 School Street, Downieville CA 95936

Zoom for the public:

Link: <https://us02web.zoom.us/j/82297196917>

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

Webinar ID: 822 9719 6917

Board Members:

Area 1: Patty Hall – phall@spjUSD.org

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

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

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

Area 5: Richard Jaquez – rjaquez@spjUSD.org

Student Board Member (Downieville): Logan Kinneer

Student Board Member (Loyalton): Vacant

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 at least 48 hours in advance so that we can make every reasonable effort to accommodate you.

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 13, 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. FLAG SALUTE

E. GOVERNMENT CODE 54952.3

Pursuant to Government Code 54952.3, this is notice that as a result of holding this Joint County and District Board Meeting, Trustees will receive a stipend of \$65 for the County and \$35 for the District.

F. 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 whether or not it is listed on the agenda. Each speaker is allotted two (2) minutes per agenda item. Total comment on a single agenda item is limited to twenty (20) minutes. These limits may be extended in accordance with Board Bylaw 9323—Meeting Conduct. No member of the public may be permitted to speak more than once during this item.

*Please note that there will be an opportunity for public comment during each item listed on the agenda if you wish to hold your comment until a specific item(s).

G. RECOGNITION OF STUDENT BOARD MEMBER LOGAN KINNEER

H. INFORMATION/DISCUSSION ITEMS

1. Superintendent Reports

COUNTY—SCOE

- a. School Attendance Review Board (SARB) 2025-2026 Annual Report**
- b. SCOE Personnel Items:
 1. Assignment of Amber Williams, TOSA--Math/Science Instructional Coach and MSCS Coordinator, Districtwide, 1.0 FTE, effective August 17, 2026
 2. Resignation for Wendy Church-Bergstrom, Secretary, Adult Education, .75 FTE, effective June 12, 2026

DISTRICT—SPJUSD

- c. Final Report on District Superintendent goals for 2025-2026**
 - d. Facilities Update
 - e. Downieville Configuration for the 2026-2027 School Year**
- ### **2. Business Report**
- a. Ninth Month SPJUSD Enrollments for the 2025-2026 School Year**
- ### **3. SPTA Report**
- ### **4. Committee/Board Member Reports**

I. CONSENT CALENDAR

1. Approval of minutes for the joint Regular Meeting held May 26, 2026**
2. Approval of Board Report-Checks Dated 05/01/2026 through 05/31/2026
 - a. SCOE**
 - b. SPJUSD**
3. Authorization for Out-of-State Travel request to New Orleans, LA, for professional development on grant funded pathways—Amanda Beville, TOSA--Math/Science Instructional Coach and MSCS Coordinator**
4. Approval of the following SPJUSD personnel items:
 - a. Resignation for April Burns, Teacher, Loyalton Elementary School, 1.0 FTE, effective June 12, 2026 (moving to Loyalton Middle School August 17, 2026)
 - b. Resignation for Amber Williams, Teacher, Loyalton High School, 1.0 FTE, effective June 12, 2026 (moving to SCOE TOSA August 17, 2026)
 - c. Authorization to fill Teacher, Loyalton High School, 1.0 FTE
 - d. Assignment of Keri Turner, Teacher, Loyalton High School, 1.0 FTE, effective August 17, 2026
 - e. Increase FTE for Cook at Downieville School from .68 FTE (5.4 hours/day) to .69 FTE (5.5 hours/day), effective August 17, 2026
 - f. Assignment of Trista Evans, Expanded Learning Opportunity Program (ELO-P) Instructor, Downieville, .88 FTE (5.25 hours/day), effective June 15, 2026
 - g. Assignment of Trista Evans, Library Aide, Downieville School, .33 FTE (2 hours/day), effective August 17, 2026
 - h. Authorization to fill Teacher, Downieville Elementary School, 1.0 FTE, effective August 17, 2026 (for K-8 configuration)

J. ACTION ITEMS

1. New Business

COUNTY—SCOE

PUBLIC HEARING – SELPA

- a. Public Hearing to receive public comment on the 2026-2027 SCOE SELPA Annual Budget and Service Plan

The SCOE 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 13, Loyalton, California, during business hours M-F 8:00am-4:30pm.

- b. Adoption of the 2026-2027 SCOE SELPA Annual Budget and Service Plan**

COUNTY & DISTRICT—SCOE & SPJUSD

PUBLIC HEARING – SCOE/SPJUSD Local Control and Accountability Plan

- c. Public Hearing to receive public comment on the 2026-2027 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 13, Loyalton, California, during business hours M-F 8:00am-4:30pm.

- d. First review of the proposed SCOE/SPJUSD 2026-2027 Local Control and Accountability Plan (LCAP)**

PUBLIC HEARING – SCOE and SPJUSD Budgets

- e. Public Hearing to receive public comment on the 2026-2027 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 13, Loyalton, California, during business hours M-F 8:00am-4:30pm.

- f. First review of the proposed 2026-2027 Budgets
 - 1. SCOE**
 - 2. SPJUSD**

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 2026-2027**

DISTRICT—SPJUSD

- h. Approval of assignments for the 2026-2027 Extra Duty stipend positions

- 1. Coaching**
 - 2. Non-Coaching**

- i. Approval of quote for LES Snow Diverters**

- j. Approval of quote for LES Sewer Repair**

- k. Authorization to purchase buses from Plumas not to exceed: \$ _____ **

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 26th – Second Reading

- l. 5144.1—Suspension and Expulsion/Due Process^^
- m. 5145.2—Freedom of Speech/Expression^^
- n. 6142.7—Physical Education and Activity^^
- o. 6146.1—High School Graduation Requirements^^

- p. 6146.3—Reciprocity of Academic Credit^^
- q. 6146.4—Differential Graduation and Competency Standards for Students and Disabilities^^
- r. 6173—Education for Homeless Children^^
- s. 6173.1—Education for Foster Youth^^
- t. 6173.4—Education for American Indian Students^^
- u. 6175—Migrant Education Program^^

Annual Review 2026

- v. 5116.1—Intradistrict Open Enrollment**
- w. 6145—Extracurricular and Cocurricular Activities**

K. ADVANCED PLANNING

1. The next Regular Joint Board Meeting will be held on **June 23, 2026**, at Loyalton Elementary School, 111 Beckwith Street, Loyalton CA 96118 at **4:30pm**. 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

L. PUBLIC COMMENT FOR CLOSED SESSION

Each speaker is allotted two (2) minutes per Closed Session item. Total comment on a single Closed Session item is limited to twenty (20) minutes. These limits may be extended in accordance with Board Bylaw 9323—Meeting Conduct. No member of the public is permitted to speak more than once during this item.

M. CLOSED SESSION

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

1. Government Code 54957
PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Title: District Superintendent

N. REPORT OUT FROM CLOSED SESSION

O. ADJOURN



Sean Snider, Superintendent

** enclosed

-- handout

^^ prior meeting material

Sean Snider, Superintendent – ssnider@spjUSD.org
 Randy Jones, Director of Business Services/CBO – rjones@spjUSD.org
 Kristie Jacobsen, Executive Assistant to the Superintendent – [kjacobson@spjUSD.org](mailto:kjacobsen@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 2025-26									
Sierra County Office of Education ~ Sierra-Plumas Joint Unified School District									
PO Box 955, Loyalton CA 96118									
Sean Snider, Chairperson									
CASES REFERRED TO SARB FOR HEARINGS									
<i>**As of May 14, 2026 (last meeting of the school year)</i>									
STUDENT ID NUMBER	GRADE LEVEL	AREA OF CONCERN	DATE	PARENT(S)/GUARDIAN(S) ATTENDED	Action				
10877	12	Chronic Truancy	3/19/2026	No	No action - parent not present				
11768	4	Chronic Truancy	5/14/2026	Yes	Suggested tools and resources. Monitor next school year for improvement				
10877	12	Chronic Truancy	5/14/2026	Yes	Directive set up				
Downieville Elementary School: 7 students on Watch List									
Downieville Jr/Sr High School: 1 student on Watch List									
Loyalton Elementary School: 13 students on Watch List									
Loyalton Middle School: 11 students on Watch List									
Loyalton High School: 17 students on Watch List									
Sierra Pass: 6 students on Watch List									

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

Progress Report on Superintendent's Goals for 2025-2026

Sean Snider

Presented to the Board of Trustees June 9, 2026

*Updates on goals will be provided regularly in order to establish two-way feedback on the progress of each.

Goal 1: Improve Student Learning and Achievement

Deliver a rigorous, relevant, and engaging academic program that supports all students. Prioritize high-quality instruction, assessments, and targeted supports to meet the individual needs of every student.

How We Will Do This:

- Implement ongoing professional development in evidence-based instructional practices.
- Adopt and utilize high-quality, standards-aligned curriculum and resources.
- Implement intervention programs targeted to individual student needs.
- Regularly analyze assessment data to help guide instruction.
- Strengthen Professional Learning Communities (PLCs) to support data-driven decisions.

2025-26 Metrics for Success:

- Increased percentage of students meeting or exceeding standards on state assessments in English language arts and math.
 - Preliminary data is starting to become available, but too soon to draw any conclusions.
- Increase the percentage of students demonstrating at least one year's growth on local benchmark assessments.
 - Spring benchmark assessment results were mixed. While students demonstrated growth in several areas, overall results fell short of our expectations. We will review the data at our next administrative team meeting to identify areas for improvement, and create plans to hit the ground running at the start of the 2026–27 school year.

Goal 2: Maintain and Strengthen Facilities

Address essential facility needs, including roof repairs, window replacements, and other upgrades to create safe, energy-efficient learning environments for students and staff across the district.

How We Will Do This:

- Complete a comprehensive facility needs assessment.
- Prioritize facility projects based on basic needs, safety, efficiency, and instructional impact.
- Secure funding through state programs, grants, and local budget planning.
- Develop a multi-year facilities improvement plan aligned with the Facilities Master Plan.
- Ensure transparency and accountability through regular updates to the Board and community.

2025-26 Metrics for Success:

- Number of facility projects completed.
 - New District Office and Wellness Center project completed
 - Loyalton Elementary School roof project completed
 - Downieville Gym roof project in progress
 - New ramps for Loyalton portable classrooms in progress

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Superintendent

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- Phase 1 security camera and vape detector installation completed
 - Sierra Pass portable classroom relocation completed, with finishing work scheduled for this summer
 - Loyalton High School window replacement project design underway
 - Portable classroom painting project scheduled to begin June 15
 - Bid obtained for Loyalton Elementary School sewer project
 - Bid obtained for snow diverters on the new Loyalton Elementary School roof
 - Bids being obtained for carpet replacement, with work planned for this summer
 - Bids being obtained for repair work to the Old Middle School Gym
 - Old Middle School Gym floor refinishing scheduled for this summer
- Completion and Board approval of Facility Master Plan.
 - Facility Master Plan competed and board approved
 - 10 Year Facility Improvement Plan created and in the process of being prioritized
- Applications submitted for state modernization and new construction funding
 - Updated application for state modernization funds (state match for 2003 Loyalton High School HVAC project) to be submitted this month

Goal 3: Practice Strategic and Responsible Fiscal Management

Move from reactive budgeting to proactive, goal-aligned financial planning. Ensure resources are managed responsibly and intentionally to support the district's priorities and long-term stability.

How We Will Do This:

- Align the annual budget with board goals and district priorities.
- Maintain clear multi-year financial projections that demonstrate the district's ability to meet all obligations and remain fiscally solvent.
- Explore additional grant-writing and pursue alternative funding sources.
- Ensure clear, understandable financial reports are presented to the board and public on a regular basis.

2025-26 Metrics for Success:

- Budget reflects board goals and is adopted on time.
 - Budget adopted on time and is aligned to board goals.
- Reserve levels remain above board-set minimums.
 - Reserve levels are above board-set minimum.
- Clean annual audit with no significant findings.
 - Eight (8) findings in 2024-25 audit. None significant.



NECESSARY SMALL SCHOOLS FUNDING MODEL

SEAN SNIDER

JUNE 9, 2026

1



WHAT ARE NECESSARY SMALL SCHOOLS?

- A necessary small school in California is defined as a public school that serves remote or sparsely populated areas where regular-sized schools are not feasible due to the low student population, typically ensuring access to education in these underserved regions.

2

WHAT ARE NECESSARY SMALL SCHOOLS?

- In California, necessary small schools receive special allowances such as additional funding and exemptions from some state regulations, like specific staffing requirements, to accommodate their unique challenges in serving small, remote student populations.

3

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT NECESSARY SMALL SCHOOLS

- In SPJUSD, 3 of our 5 schools are Necessary Small Schools. Sierra Pass Continuation School is considered an “alternative education” school and is in a different category.
 - Downieville Elementary
 - Downieville Junior / Senior High
 - Loyalton High School

4

HOW NECESSARY SMALL SCHOOLS ARE FUNDED

RATES		
2026-27		
ADA	Level / # FTE	Allowance
Elementary		
1 - 24	1	342,504
25 - 48	2	677,796
49 - 72	3	1,013,384
73 - 96	4	1,348,674
High School		
1 - 19	1	288,634
1 - 19	2	411,520
1 - 19	3	914,120
20 - 38	4	1,119,879
39 - 57	5	1,325,640
58 - 71	6	1,531,399
72 - 86	7	1,737,161
87 - 100	8	1,942,920
101 - 114	9	2,148,681
115 - 129	10	2,354,440
130 - 143	11	2,560,201
144 - 171	12	2,765,963
172 - 210	13	3,311,848
211 - 248	14	3,909,795
249 - 286	15	4,507,751
NSS Add-on per ADA		404.86

5

DOWNIEVILLE ELEMENTARY SCHOOL NSS FUNDING

Downieville Elementary School											
Necessary Small School											
Funding Band Factors											
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Enrollment	23	23	27	28	31	21	27	28	29	26	26
ADA	21.29	21.97	24.73	26.41	29.86	29.86	23.50	27.43	25.22	22.29	22.24
Percent Attd	92.57%	95.52%	91.59%	94.32%	96.32%	142.19%	87.04%	97.96%	86.97%	85.73%	85.54%
Cert. FTE	2	2	2	2	2	3	2	2	2	2	2

6

DOWNIEVILLE ELEMENTARY SCHOOL ADA AND STAFFING RELATED TO NSS FUNDING MODEL

- P-2 Average Daily Attendance (ADA) for 2025-26 was 22.24
- The 3-year average for next year is 23.57, which would cause a drop to the first band for funding (as reflected in the chart on slide 5)
- This is due to the 2022-23 ADA amount of 27.43 dropping off from the 3-year average
- Lower TK-K enrollment numbers are also impacting the school
- Based on this, we would see a funding reduction in the amount of \$327,135 starting in 2026-27 if no action is taken

7

PLAN FOR 2026-2027

- Necessary Small School (NSS) Restructure in Downieville
 - Move to a TK-8 and a 9-12 Model
 - 2025-26 P-2 ADA for grades 7-8 is 5.73
 - Adding this to the elementary (K-6) P-2 ADA of 22.24 increases the total to 27.97, which maintains NSS Band 2 funding, as shown in the chart on Slide 5
 - Preserves \$327,135 in annual funding that would otherwise be lost if the elementary school dropped to Band 1

8



QUESTIONS?

ENROLLMENT BY SCHOOL MONTH - 2025-2026

****As of 05/27/2026**

	Downieville Elementary	Loyalton Elementary	Downieville Jr High	Loyalton Middle	Downieville Sr High	Loyalton Sr High	Sierra Pass Continuation	Long-Term ISP/SDC	TOTAL
Ending 2024-2025	24	200	9	45	10	113	7	included in site #	408
1st Day 2025-2026	26	165	8	80	14	105	3	included in site #	401

	Month	TK/K-6	TK/K-5	7-8	6-8	9-12	9-12	9-12		
August	1	26	168	8	79	14	107	3	included in site #	405
08/20/25-09/12/25										
September	2	26	168	8	80	14	105	3	included in site #	404
09/15/25-10/10/25										
October	3	26	168	8	77	14	106	3	included in site #	402
10/13/25-11/07/25										
November	4	26	168	8	77	14	105	3	included in site #	401
11/10/25-12/05/25										
December	5	26	170	8	77	14	105	3	included in site #	403
12/08/25-01/16/26										
January	6	24	170	8	76	14	105	5	included in site #	402
01/19/26-02/13/26										
February	7	23	173	8	75	14	104	5	included in site #	402
02/16/26-03/13/26										
March	8	23	173	8	74	14	103	6	included in site #	401
03/16/26-04/10/26										
April	9	23	173	8	73	14	103	6	included in site #	400
04/13/26-05/08/26										
May	10								included in site #	0
05/11/26-06/05/26										
June	11								included in site #	0
06/08/26-06/12/26										

2024-2025	SPJUSD	SCOE	Washoe
P1 ADA	382.08	1.00	16.52
P2 ADA	378.46	1.01	16.34
Annual	377.39	1.01	16.16

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	5
LMS	7
DHS	0
LHS	4

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

May 26, 2026

5:00pm CLOSED Session

6:00pm Regular Session

Loyalton: Loyalton Elementary School, 111 Beckwith Street, Loyalton CA 96118

Zoom videoconferencing was also available for the public.

A. CALL TO ORDER

President RHYNIE HOLLITZ called the meeting to order at 5:00pm.

B. ROLL CALL

PRESENT: *Area 1: Patty Hall*

Area 2: Rhynie Hollitz (President)

Area 3: John Martinetti (Clerk)

Area 4: Kelly Champion (Vice President)

Area 5: Richard Jaquez

ABSENT: *Student Board Member (Downieville): Logan Kinner*

VACANT: *Student Board Member (Loyalton)*

C. APPROVAL OF AGENDA

HALL/CHAMPION

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: Sean Snider, Superintendent

Employee Organizations: Sierra-Plumas Teachers' Association

Unrepresented Employees: Administrative Employees

Classified Employees

Confidential Employees

Superintendent

2. Government Code 54957

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: District Superintendent

F. RETURN TO OPEN SESSION *at 6:00pm* and ADJOURN FOR BREAK

G. 6:02PM – RECONVENE

H. FLAG SALUTE

I. REPORT OUT FROM CLOSED SESSION

MARTINETTI: All items were for discussion only.

J. INFORMATION/DISCUSSION ITEMS

1. Superintendent Reports

COUNTY—SCOE

a. SCOE Personnel Items:

1. Assignment of Kristen Sturcke, Severely Handicapped Aide, Loyalton Middle School, 1.0 FTE (6 hours/day), effective August 19, 2026

DISTRICT—SPJUSD

b. May Revise Budget Update

SNIDER: Governor proposing a 4.31% Super COLA for LCFF, but the regular COLA will remain at 2.87%. 20% increase to Necessary Small School funding. Governor is still proposing a \$3.9 billion withholding of Prop 98 funds, which will be highly contested by all education stakeholders. Significant new ongoing revenues for Special Education. One-time \$5 billion Block Grant. Increase in Level 1 Differentiated Assistance. Points of contention include the decrease to Prop 98 funding and changes to Pregnancy Leave and impacts to County and District-level budgets.

c. Structural Engineers Report for the Old Middle School Gym – Evaluation Findings and Recommendations

SNIDER: Contemplating whether we need to complete the recommendations now or later.

Jaquez/Martinetti: Main concern is timeline and budget. Tradeoffs for completing work on anchor bolts and installing studs where the windows used to be before or after refinishing the floors. Will enhance structure of the building, but not a high priority with all other projects currently going. Installing studs should be done before floors are refinished.

SNIDER: Direction given to move forward with installing studs with blocking so the plywood where windows used to be can be nailed off as a shear resisting element before refinishing the floors and do anchor bolts at a later time.

d. Facilities Update

SNIDER: Downieville gym roof project being staged this week. Estimating four weeks for completion. Modernization Funding application rejected, but working to resubmit with new supporting documentation. Preapplication meeting held for LHS Window Project. Still working through approval process with DSA involved. May not be completed over the summer as intended. LES Staff bathroom plumbing issues still a work in progress. Looking at running a new line. Have a quote for LES roof snowguards to review with Facilities Committee. Portable moved for Sierra Pass last week. Now it can be prepped for use starting in August. Property Exchange with City of Loyalton nearly complete. LMS lockers still a work in progress. Quotes significantly changed with snow load requirements added. Rethinking plans. Carpet replacement walk-through next week before Facilities Committee meeting. Portable painting will start June 15th.

2. Business Report

- a. Letter from the California Department of Education concurring with the positive certification for the 2025-2026 Second Interim Reports for SCOE and SPJUSD
- b. Monthly Chronic Absenteeism Rates
- c. Eighth Month SPJUSD Enrollments for the 2025-2026 School Year

3. Spotlight on Schools/Programs: Loyalton Elementary School
Presented by Principal, Staci Armstrong
Highlights: PBIS Character Focus—Kindness, Respect, Paw-sitivity, Restorative Behavioral Practices. Literacy program initiated Walk to Learn this year. Instruction tailored to each students' level based on assessments. Open House, Science Night, Art Show and Nacho Feed was a huge success. 70% of the students and their families attended. Ambitious year for music program and growing each year. Annual Christmas Performance plus an additional performance for each grade level. Sports Club—91 TK-6th grade students participated in soccer; 55 3rd-5th grade students participated in basketball.
4. SPTA Report
PRESIDENT—PRAKASH: Negotiations have concluded for this year. We appreciate the positive and collaborative process. Moving into Sunshining for next school year.
5. Committee/Board Member Reports
CHAMPION: Budget Committee continued discussions on some of grants we have. Also discussed developer fees and some buses that may become available.
6. Public Comment
Robin Bolle—Teacher: Downieville is having a Renaissance Fair on Friday for anyone that would like to attend. It's from 5-7pm on the school field.

K. CONSENT CALENDAR

1. Approval of minutes for the joint Regular Meeting held April 28, 2026
2. Approval of Board Report-Checks Dated 04/01/2026 through 04/30/2026
 - a. SCOE
 - b. SPJUSD
3. Approval of the following SPJUSD personnel items:
 - a. Assignment of Lourdes Martinez, Custodian, Loyalton Middle School, 1.0 FTE, effective May 14, 2026
 - b. Resignation for Carlynn Wills, Student Services Liaison, Districtwide, .68 FTE (up to 27 hours weekly), effective June 12, 2026
 - c. Authorization to fill, Student Services Liaison, Districtwide, .68 FTE (up to 27 hours weekly)

MARTINETTI/HALL

5/0

L. ACTION ITEMS

1. New Business

COUNTY & DISTRICT—SCOE & SPJUSD

- a. Approval of the Sierra-Plumas Teachers' Association 2025-2026 Tentative Agreements

CHAMPION/HALL

5/0

DISTRICT—SPJUSD

- b. Approval of Letter of Support and Agreement with Sierra County Behavioral Health regarding the Mental Health Student Services Act (MHSSA) Grant

HALL/JAQUEZ

5/0

- c. Approval of quote to refinish Old Middle School Gym floor
HALL/JAQUEZ
5/0
- d. Approval of quote for Developer Fee Study
CHAMPION motioned to approve the quote from Jack Schreder & Associates as recommended. Second by HOLLITZ.
3/2 (*HALL & MARTINETTI*)
- e. Approval of new High School courses
HALL/CHAMPION
5/0
- f. Adoption of Resolution 26-016D, Math Curriculum Adoption for Grades TK-5
JAQUEZ/HALL
5/0
- g. Approval of quote for California ClearMath curriculum for Grades TK-5
JAQUEZ motioned to approve quote from Carnegie Learning. Second by HALL.
5/0
- h. Approval of quotes for LHS Engineering and LHS/DHS Technology Support and Services CTE Pathway under Golden State Pathways Program (GSPP) grant
MARTINETTI motioned to approve quotes from LocoRobo. Second by 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 28th – Second Reading

- i. 4119.21~4219.21~4319.21—Professional Standards
- j. 4119.24~4219.24~4319.24—Maintaining Appropriate Adult-Student Interactions
HALL motioned to approve items i and j as-is. Second by JAQUEZ.
5/0
- k. 9250—Remuneration, Reimbursement and other Benefits
 - 1. Board Bylaw
 - 2. Exhibit (1)
 - 3. Exhibit (2)*CHAMPION motioned to approve item k, 1 with \$65 County and \$35 District starting July 1, 2026, and items k, 2 and 3 as-is. Second by HALL.*
4/1 (*JAQUEZ*)
 - l. 9320—Meetings and Notices
 - m. 9320.1—Remote Meetings and Attendance
HALL motioned to approve items l and m as-is. Second by CHAMPION.
5/0
 - n. 9322—Agenda/Meeting Materials
CHAMPION motioned to approve item n with a maximum of two minutes per person for Public Comment during the general Public Comment period and for each agenda item unless maximum time is extended in accordance with Board Bylaws.
Second by HALL.
5/0

- o. 9323—Meeting Conduct

CHAMPION motioned to approve item o with meetings ending no later than 8:30pm unless extended in accordance with Board Bylaws. Second by HOLLITZ.

5/0

New for May 26th – First Reading

Postponed to June 9th for Second Reading

- p. 5144.1—Suspension and Expulsion/Due Process
- q. 5145.2—Freedom of Speech/Expression
- r. 6142.7—Physical Education and Activity
- s. 6146.1—High School Graduation Requirements
- t. 6146.3—Reciprocity of Academic Credit
- u. 6146.4—Differential Graduation and Competency Standards for Students and Disabilities
- v. 6173—Education for Homeless Children
- w. 6173.1—Education for Foster Youth
- x. 6173.4—Education for American Indian Students
- y. 6175—Migrant Education Program

M. ADVANCED PLANNING

1. The next Regular Joint Board Meeting will be held on June 09, 2026, 2026, at Downieville School, 130 School Street, 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
CHAMPION: Discussion about contracting with a Facilities Consultant to help work through Facilities Master Plan

N. ADJOURN at 8:16pm

Sean Snider, Superintendent

John Martinetti, Clerk

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

DATE: ~~April 28, 2026~~

May 26, 2026

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

BOARD MEMBERS PRESENT:

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

OTHERS PRESENT:

☒ Sean Snider, Superintendent
☒ Randy Jones, Director of Business Services/CBO

☐ _____
☐ _____
☐ _____

I. SESSION TOPIC(S):

Item #1—Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board:

Sean Snider, Superintendent

Employee Organizations:

Sierra-Plumas Teachers' Association

Unrepresented Employees:

Administrative Employees

Classified Employees

Confidential Employees

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 _____

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 6:00 P.M. AND RETURNED TO OPEN SESSION

PRESIDED BY:



Rhynie Hollitz, PRESIDENT

RECORDED BY:



John Martinetti, CLERK

Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00017931	05/15/2026	PRIMO BRANDS BLUETRITON BRANDS, INC.	11-4330	WATER SERVICE		27.84
00017932	05/15/2026	AMAZON CAPITAL SERVICES	01-4300	STUDENT SUPPLIES		320.68
00017933	05/15/2026	AMERIGAS	11-5500	PROPANE		246.01
00017934	05/15/2026	AT&T	11-5900	PHONE		177.24
00017935	05/15/2026	DONALD BERGSTROM	01-5810	SPED/DO CLEANING	1,182.45	
			01-5899	SPED/DO CLEANING	480.05	1,662.50
00017936	05/15/2026	MICAH COHEN, MOT, OTR/L	01-5810	OCCUPATIONAL THERAPY SERVICES		3,233.50
00017937	05/15/2026	ELEVATION TRUCKEE	01-5810	TRANSITIONAL SERVICES		6,726.00
00017938	05/15/2026	KELLI GROCK	01-5100	COUNSELING SERVICES		4,750.00
00017939	05/15/2026	INTERMOUNTAIN DISPOSAL, INC.	11-5500	GARBAGE SERVICE		39.64
00017940	05/15/2026	LAUREN JONES BEHAVIORAL CONSULTANT	01-5899	BEHAVIORAL CONSULTANT		11,480.00
00017941	05/15/2026	LIBERTY UTILITY CA	01-5500	ELECTRICAL SERVICE	1,449.56	
			11-5500	ELECTRICAL SERVICE	382.71	1,832.27
00017942	05/15/2026	MASTERCRAFT HARDWOOD LUMBER INC.	01-4400	PLANER		3,688.80
00017943	05/15/2026	MEGAN MESCHERY	01-5200	PER DIEM/UBER		150.87
00017944	05/15/2026	PLUMAS-SIERRA TELECOMMUNICATIONS	11-5900	BROADBAND SERVICE		109.00
00017945	05/15/2026	PLUMAS AUDUBON SOCIETY	01-5810	STEMNIGHT/RAPTOR EDUCATION		538.60
00017946	05/15/2026	POWERSCHOOL GROUP, LLC	01-5200	REGISTRATION	3,992.00	
			01-5899	REGISTRATION	6,808.00	10,800.00
00017947	05/15/2026	PRESENCELEARNING, INC.	01-5810	PRESENCE LEARNING		9,567.60
00017948	05/15/2026	UBEO WEST LLC	11-5600	COPIER/MAINTENANCE		65.19
00017949	05/15/2026	RED'S REPTILES	Reissued			925.00 *
		Reissued on 05/22/2026				
00017950	05/15/2026	RENO PRINT STORE	01-4300	OLYMPIC T-SHIRTS		3,751.10
00017951	05/15/2026	SEAN SNIDER	01-5200	CCS MEETING EXPENSES		964.57
00017952	05/15/2026	SIERRA BOOSTER	11-5810	ADVERTISEMENTS		500.00
00017953	05/15/2026	SIERRA VALLEY HOME CENTER	01-4300	SHOP CLASS SUPPLIES		750.52
00017954	05/15/2026	TRI COUNTY SCHOOLS INSURANCE GROUP	76-9576	HEALTH INSURANCE		33,067.40
00017955	05/15/2026	U.S. BANK	01-4300	EPOXY	192.65	
				TECH SUPPLIES	21.43	
			01-4350	FUEL	300.64	
			01-5200	COMMUNITY OF PRACTICE	50.00	
				CONFERENCE		
				HOTEL ACCOMODATIONS	29.62	
				PARKING	23.10	
			01-5810	SUBSCRIPTION	17.03	
			01-5899	HOTEL ACCOMODATIONS	88.84	
				REGISTRATION/HOTEL	674.38	

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 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00017955	05/15/2026	U.S. BANK	01-5899	STEM NIGHT SUPPLIES	881.85	
			11-5200	REGISTRATION	220.00	2,499.54
00017956	05/15/2026	U.S. BANK VOYAGER	01-4350	FUEL EXPENSE	350.48	
			01-5200	FUEL EXPENSE	291.99	
			01-5899	FUEL EXPENSE	165.69	808.16
00017957	05/22/2026	CICI ZEITS DBA RED'S REPTILES	01-5810	STEM NIGHT REPTILE SHOW		925.00
00017958	05/28/2026	EDWARDS, STEVENS AND TUCKER, LLP	01-5801	LEGAL FEES		100.50
Total Number of Checks					28	<u><u>99,707.53</u></u>

	Count	Amount
Reissue	1	<u>925.00</u>
Net Issue		<u>98,782.53</u>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	19	63,947.50
11	ADULT EDUCATION	9	1,767.63
76	Payroll Clearing	1	33,067.40
Total Number of Checks		27	98,782.53
Less Unpaid Sales Tax Liability			<u>.00</u>
Net (Check Amount)			<u><u>98,782.53</u></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 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088408	05/07/2026	CNISSF EL DORADO HIGH SCHOOL	01-4305	SPORTS PLAQUE REPLACEMENT		218.08
00088409	05/15/2026	AIRGAS, USA, LLC	01-5600	TANK RENTAL LHS/DVL		434.80
00088410	05/15/2026	AMAZON CAPITAL SERVICES	01-4300	ART SUPPLIES	569.06	
				Books	138.00	
				classroom supplies	79.49	
				CLIPBOARDS	24.42	
				incentive supplies	112.03	
				INSTRUCTIONAL SUPPLIES	278.20	
				REFLECTIVE VESTS	27.85	
				SPSA	408.19	
				supplies	168.78	
			01-4302	office supplies	1,336.50	
			01-4305	CLOTHES STORAGE	254.16	
			01-4330	ADMIN BOOKS	37.53	
				Binders	228.00	
				nurse supplies	30.00	
				office supplies	367.55	
				WHITE NOISE MACHINE	34.62	
			01-4350	OFFICE SUPPLIES	182.77	
				TOUCH-UP PAINT	6.10	
			01-5899	OFFICE SUPPLIES	33.79	
			01-9210	FNL	823.76	
00088411	05/15/2026	AMERIGAS	13-4340	MIXER STAND	201.63	5,342.43
			01-5540	PROPANE	3,992.77	
			01-5899	PROPANE	841.74	4,834.51
00088412	05/15/2026	APPLE COMPUTER, INC.	01-4400	MACBOOKS		2,206.28
00088413	05/15/2026	STACI ARMSTRONG	01-4300	REWARDS	37.84	
				SNACKS	43.57	81.41
00088414	05/15/2026	AT&T	01-5890	PHONE SERVICES	60.69	
			01-5899	PHONE SERVICES	74.50	
			01-5910	PHONE SERVICES	568.25	703.44
00088415	05/15/2026	KATRINA BOSWORTH	13-4700	CAFE SUPPLIES		72.52
00088416	05/15/2026	BRADY INDUSTRIES	01-4320	custodial supplies	456.27	
				custodial supplies for June work	2,482.97	
				Gym floor finishing	295.06	
				June cleaning supplies	426.68	
				Supplies	608.65	

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Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088416	05/15/2026	BRADY INDUSTRIES	01-4400	custodial equipment	2,075.80	6,345.43
00088417	05/15/2026	PAMELA BRANDON	01-5600	TECH COTTAGE RENTAL		100.00
00088418	05/15/2026	CALIFORNIA ASSOCIATION, FFA	01-4300	Leadership Packets	650.00	
			01-5200	Advisor Registration	225.00	875.00
00088419	05/15/2026	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	5,275.54	
			01-5899	WATER AND SEWER - LOYALTON SITES	58.59	5,334.13
00088420	05/15/2026	CURIPOD, INC.	01-4300	INSTRUCTIONAL SUPPLIES		1,999.00
00088421	05/15/2026	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	Water		50.00
00088422	05/15/2026	EMPLOYMENT DEVELOPMENT DEPARTMENT	01-3502	1ST QTR QTR LOCAL EXPERIENCE CHARGE		712.80
00088423	05/15/2026	EDMENTUM	01-5890	ONLINE CURRICULUM		2,095.00
00088424	05/15/2026	EDWARDS, STEVENS AND TUCKER, LLP	01-5810	LEGAL FEES		2,479.00
00088425	05/15/2026	JEREMY ESPANA	01-5890	BARN WORK		300.00
00088426	05/15/2026	HAYLEY EVANS	01-5200	MILEAGE		110.20
00088427	05/15/2026	JANET HAMILTON	01-5600	TECH COTTAGE RENTAL		100.00
00088428	05/15/2026	HUNT & SONS, INC.	01-5590	HEATING OIL		3,173.16
00088429	05/15/2026	JOSTENS	01-4300	DIPLOMAS		24.66
00088430	05/15/2026	JOSTENS	01-4305	Caps and Gowns		873.02
00088431	05/15/2026	SONIA JOY	01-4305	FNL REIMBURSEMENT	115.77	
			01-6200	lighting system	1,000.00	1,115.77
00088432	05/15/2026	K 12 MANAGEMENT DBA FUELED	01-6400	ASYNCHRONOUS INSTRUCTION		250.00
00088433	05/15/2026	CHRISTINA LAFOON	01-5890	COLLEGE & CAREER SERVICES		2,585.00
00088434	05/15/2026	LES SCHWAB TIRE CENTER	01-4350	Vehicle maintenance		173.94
00088435	05/15/2026	LES SCHWAB	01-4350	Vehicle maintenance		107.96
00088436	05/15/2026	LIBERTY UTILITY CA	01-5510	ELECTRIC - LOYALTON SITES	12,930.57	
			01-5899	ELECTRIC - LOYALTON SITES	83.52	13,014.09
00088437	05/15/2026	MARTIN EARTHWORKS	01-6200	PAD WORK AT 605 SCHOOL ST		8,000.00
00088438	05/15/2026	MODEL DAIRY, LLC	13-4700	DAIRY PRODUCTS		1,552.59
00088439	05/15/2026	NEVADA CHILLER & BOILER, INC	01-5600	HVAC DIAGNOSE		1,235.00
00088440	05/15/2026	NORTHAM DISTRIBUTING, INC.	13-4700	CAFE FOOD/SUPPLIES		423.69
00088441	05/15/2026	ODP BUSINESS SOLUTIONS LLC	01-4330	OFFICE SUPPLIES	285.35	
			01-5899	OFFICE SUPPLIES	95.12	380.47
00088442	05/15/2026	PACIFIC GAS & ELECTRIC COMPANY	01-5510	Electricity		4,189.81
00088443	05/15/2026	PLACER COUNTY OFFICE OF EDUCATION	01-5890	INDUCTION		13,950.00
00088444	05/15/2026	POWERSCHOOL GROUP LLC	01-5890	TEST SYSTEM FEES		679.45
00088445	05/15/2026	QUILL CORPORATION	01-4302	COPY PAPER		250.90
00088446	05/15/2026	UBEO WEST LLC	01-5600	COPIER MAINT.	742.54	
			01-5899	COPIER MAINT.	169.69	912.23

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Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088447	05/15/2026	RICHARD BAKER PROJECTS	40-5890	PROJECT MANAGER		902.50
00088448	05/15/2026	SANBELL	01-5890	BOUNDRY RETRACEMENT	300.00	
			01-6200	SURVEYING SERVICES	2,640.00	2,940.00
00088449	05/15/2026	SIERRA BOOSTER	01-5890	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES		252.80
00088450	05/15/2026	SIERRA COUNTY HEALTH DEPARTMENT	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00088451	05/15/2026	SIERRA COUNTY TREASURER	01-5860	SOLID WASTE FEE - ALL SITES		5,923.23
00088452	05/15/2026	INTERMOUNTAIN DISPOSAL, INC.	01-5520	GARBAGE SERVICE	1,058.33	
			01-5899	GARBAGE SERVICE	20.80	1,079.13
00088453	05/15/2026	SIERRA HARDWARE	01-4320	Misc Maintenance supplies		268.77
00088454	05/15/2026	SIERRA VALLEY MOBILE REPAIR	01-5600	BUS INSPECT/REPAIR		759.30
00088455	05/15/2026	SIERRA VALLEY HOME CENTER	01-4300	MISC. AG SUPPLIES	685.27	
			01-4320	MAINT. SUPPLIES	153.86	
				MAINT/CUSTODIAL SUPPLIES	220.45	
			01-6200	STORAGE BUILDING	2,307.99	3,367.57
00088456	05/15/2026	SIERRA-PLUMAS JOINT UNIFIED	01-5890	ELECTRIC SERVICE	1,000.00	
				GOLF FEES	95.00	
			01-6200	PAD WORK AT 605 SCHOOL ST	1,000.00	2,095.00
00088457	05/15/2026	SLOSSON EDUCATION PUBL INC.	01-4300	kinder assessments	178.81	
				Unpaid Sales Tax	11.06-	167.75
00088458	05/15/2026	STAPLES ADVANTAGE	01-4300	Supplies		235.71
00088459	05/15/2026	CDE, CASHIER'S OFFICE	13-4700	COMMODITIES	3,159.23	
			13-8221	COMMODITIES	3,046.13-	113.10
00088460	05/15/2026	SYSCO FOOD SVCS OF SACRAMENTO	01-4300	CAFETERIA - FOOD AND SUPPLIES	155.59	
			13-4340	CAFETERIA - FOOD AND SUPPLIES	1,209.94	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	12,570.03	13,935.56
00088461	05/15/2026	TEAM ONE NETWORKING	01-5899	PHONE SERVICES	35.00	
			01-5910	PHONE SERVICES	105.00	140.00
00088462	05/15/2026	TERMINIX PROCESSING CENTER	01-5890	PEST CONTROL -LES/LHS		411.66
00088463	05/15/2026	TOUSHULONG VANG	01-4300	Reim for Supplies	535.79	
				Reim. for heat lamps	241.31	
				Reim. for Loppers	455.44	
			01-5200	Reim. for Hotel Rooms	418.79	1,651.33
00088464	05/15/2026	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	HEALTH INSURANCE	8,111.62	
			76-9576	HEALTH INSURANCE	81,327.04	89,438.66
00088465	05/15/2026	U.S. BANK	01-4300	LCAP MTG REFRESHMENTS	102.00	
			01-4320	BATTERIES	807.94	

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Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088465	05/15/2026	U.S. BANK	01-4320	MAINT SUPPLIES	64.90	
				SNOW BLOWER PARTS	201.47-	
				Wellness Center curtains	58.96	
			01-4330	ADOBE PRO SUBSCRIPTION	14.99	
				VGA Adapter	5.35	
			01-4350	FUEL FOR MAINT.	562.88	
			01-4351	BUS FUEL	323.82	
				FUEL	300.00	
			01-4400	BLEACHERS	8,063.03	
			01-5890	SEWER LINE CAMERA	732.20	
				ZOOM SUBSCRIPTION	244.13	
			01-5899	ADOBE PRO SUBSCRIPTION	5.00	
				REGISTRATION	50.00-	
			13-4340	CAFE SUPPLIES	77.23	
			13-5200	FOOD MANAGER COURSES	50.00	11,160.96
00088466	05/15/2026	VERIZON WIRELESS	01-5899	CELL PHONE SERVICE	484.31	
			01-5900	CELL PHONE SERVICE	152.06	
			01-5910	CELL PHONE SERVICE	570.66	1,207.03
00088467	05/15/2026	GAIL VERVER	01-4300	Reim. for Prizes for Haiku		36.00
00088468	05/15/2026	U.S. BANK VOYAGER	01-4305	FUEL	1,898.88	
			01-4351	FUEL	2,249.03	
			01-5200	FUEL	185.20	4,333.11
00088469	05/15/2026	WHITE CAP	01-6200	CONCRETE		3,622.37
00088470	05/15/2026	AMBER WILLIAMS	01-4300	Reim for food for STEM night		314.16
00088471	05/28/2026	EDWARDS, STEVENS AND TUCKER, LLP	01-5810	LEGAL FEES		1,574.50
Total Number of Checks					64	233,505.47

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	59	135,016.26
13	Cafeteria Fund	7	16,270.73
40	Special Reserve for Capital Ou	1	902.50
76	Warrant/Pass Though (payroll)	1	81,327.04

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 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	64		233,516.53	
		Less Unpaid Sales Tax Liability			11.06	
		Net (Check Amount)			<u>233,505.47</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.

REQUEST FOR TRAVEL/CONFERENCE APPROVAL

PURCHASE ORDER REQUIRED FOR EACH EXPENSE CLAIM

Prepayment Required ☒ Yes ☐ No (Unless you indicate a prepayment is necessary, no prepayment will be sent) Date Due: _____ To: Hotel, Flight, Registration

Employee: Amanda Beville

Date of Request: 5/21/26

SCHOOL/SITE

Date(s) of Activity

Sierra County Office of Ed.

December 2-5, 2026

Destination: New Orleans, LA - Ernest Morial Convention Center (Facility you are visiting and city)

Funding Program: GSPP / NST

Purpose of Activity: Professional Development to further educate opportunities in our grant funded pathways

How will attendance benefit the District's educational program(s)? Enhancing the districts grant funded pathways

THE FOLLOWING CLAIMS REQUIRE A PURCHASE ORDER EACH. PLEASE ATTACH A COPY WITH THIS FORM.

TRANSPORTATION: ☐ District Vehicle ☐ Personal ☐ Other (Mileage will only be paid when a School/District vehicle is not available.)		Est. Miles _____ x \$.67/mile = \$ _____
PER DIEM: <u>3</u> Breakfast x \$16.00 = <u>48.00</u> <u>3</u> Lunch x \$19.00 = <u>57.00</u> <u>3</u> Dinner x \$28.00 = <u>84.00</u>	PARKING: <u>N/A</u> Days x \$ _____ = \$ _____ Taxi/Shuttle: <u>2</u> Trips x \$ <u>50</u> / Trip = \$ <u>100.00</u>	AIR TRAVEL: Airline Name: _____ Confirmation #: _____ Total Cost: <u>\$1600 Ballpark</u> Please attach copy of confirmation/receipt
Per Diem is taxable income, unless it meets the IRS overnight travel rule.		
REGISTRATION FEE: \$ <u>780.00</u> ORGANIZATION CONDUCTING ACTIVITY: <u>ACTE</u> (Attach completed copy of ENTIRE Registration Form)		
REGISTRATION HAS BEEN MADE ☐ YES ☒ NO REGISTRATION FORM NEEDS TO BE MAILED ☐ YES ☐ NO		
LODGING: Hotel name and address: <u>The Riverfront Hotel, 701 Convention Center Blvd, New Orleans, LA 70130</u> Phone: <u>504-524-8200</u> Dates: <u>Dec 2 - Dec 6</u> Confirmation #: _____ Total cost including all taxes per night \$ <u>239</u> x <u>6</u> nights = Total cost of lodging \$ <u>1,434</u>		

NOTE: HOTEL ACCOMMODATION INFORMATION AND COMPLETED REGISTRATION FORM MUST BE ATTACHED OR REQUEST WILL BE RETURNED!

SUBSTITUTE REQUIRED: NO PROGRAM TO CHARGE: GSPP / NST

After approval by the site administrator, employees must follow these steps:

- Employees are responsible for their own registration, hotel and travel arrangements and any changes thereto. If an employee does not cancel in an appropriate amount of time to secure a refund, the employee will be responsible for covering the cost.
- This form, a copy of registration, all required purchase orders, and any backup documentation must be submitted to the District Office - four weeks prior - to date of departure or registration deadline.

STAFF DEVELOPMENT DAY(S): _____ SUPERINTENDENT APPROVAL: _____
(Certificated staff only when conference is on a non-contract day, and is at least 6 hours in length)

APPROVAL

Signature

Date

Authorizing Agent

ADMINISTRATOR:

SUPERINTENDENT:

5/21/2026

5/26/26

Approx - \$3,400



ABOUT VISION

ACTE's CareerTech VISION is the premier event for career and technical education (CTE) professionals, convening more than 6,000 secondary and postsecondary educators, business leaders and industry experts from around the world. As the largest annual gathering in the CTE community, this event serves as the centerpiece of ACTE's centennial celebration, marking 100 years of leadership, innovation and impact in CTE. Attendees will honor the legacy of the past century while engaging with leaders and experts in the field, shaping the future of education and workforce development. ACTE's CareerTech VISION and centennial celebration will take place Dec. 2-5 (Wednesday-Saturday) at the Ernest N. Morial Convention Center in New Orleans, Louisiana.

Attendees will have access to a comprehensive array of professional development opportunities designed to enhance their expertise and expand their impact. The conference features an impressive lineup of presenters and leaders who will share their perspectives on current trends and the evolving landscape of CTE. With hundreds of concurrent educational sessions, participants can dive into topics such as covering instructional best practices, curriculum design, hands-on strategies for improving student outcomes and more! Additionally, the CareerTech Expo offers a dynamic space to explore the latest tools, technologies and resources that drive innovation in education and industry.

VISION's concurrent educational sessions are tailored to meet the needs of professionals across all CTE disciplines, providing fresh insights and timely discussions on high-quality secondary and postsecondary CTE. Content areas include agricultural education, business and marketing, counseling and career development, family and consumer sciences, engineering and technology, health science, the skilled trades, and work-based learning, among others. Whether you are looking to deepen your knowledge, exchange ideas with peers or discover new instructional strategies, VISION delivers an immersive and transformative experience for the entire CTE community.

Save the date for future VISION events!

- CareerTech VISION 2027: Dec. 8-11, Las Vegas, Nevada
- CareerTech VISION 2028: Nov. 29-Dec. 2, San Antonio, Texas
- CareerTech VISION 2029: Nov. 28-Dec. 1, Phoenix, Arizona
- CareerTech VISION 2030: Dec. 11-14, Nashville, Tennessee
- CareerTech VISION 2031: TBD
- CareerTech VISION 2032: Dec. 1-4, San Antonio, Texas



CONTACT US
800-826-9972
act@actonline.org





SCHEDULE AT-A-GLANCE

#VISIONCTE26

Tuesday, December 1

2:00 – 6:00 p.m. Registration

Wednesday, December 2

7:00 a.m.– 6:00 p.m. Registration

Dates and Times TBD Region Policy and Business Meetings
Please see app

Dates and Times TBD Division Policy and Business Meetings
Please see app

Companion Events

Ford NGL

The National Association of Agricultural Educators Convention

Workshops & Tours -- [Click here](#) for the complete listing!

4:00 – 5:00 p.m. Division Social Gatherings

Thursday, December 3

7:00 a.m.– 4:00 p.m. Registration

7:00 – 8:00 a.m. First-time Attendee Orientation

8:15 – 9:00 a.m. Opening Session & Centennial Celebration Kick-off

10:00 a.m. – 4:00 p.m. CareerTech Expo Workshops

10:00 – 11:00 a.m. Assembly of Delegates

11:45 a.m.–12:45 p.m. Opening ACTE Division Sessions
Please see app

1:00 – 1:45 p.m. Concurrent Sessions*



Tuesday, December 1

2:00 – 2:45 p.m. Concurrent Sessions
3:00 – 3:45 p.m. Concurrent Sessions
4:00 – 4:45 p.m. Concurrent Sessions

Friday, December 4

7:00 a.m. – Noon Registration
8:00 – 9:00 a.m. Mega Sessions
Please see app
9:00 a.m. – 3:00 p.m. CareerTech Expo (Dedicated Expo time 11:45 a.m.–1:00 p.m.)
9:00 – 10:15 a.m. Meet the ACTE Candidates at ACTE Booth in Expo, Exposition Hall
9:00 a.m. – 3:00 p.m. CareerTech Expo Workshops
10:00 – 10:45 a.m. Concurrent Sessions
11:00 –11:45 a.m. Concurrent Sessions
1:00 – 1:45 p.m. Concurrent Sessions
2:00 – 2:45 p.m. Concurrent Sessions – Networking Time block
3:00 – 3:45 p.m. Concurrent Sessions
4:00 – 4:45 p.m. Concurrent Sessions
7:00 – 9:00 p.m. President's Reception

Saturday, December 5

8:00 – 9:00 a.m. State Association Leadership Breakfast
8:30 – 9:15 a.m. Concurrent Sessions
9:30–10:15 a.m. Concurrent Sessions
10:30 a.m. – Noon Closing General Session

CONTACT US
800-826-9972
acte@acteonline.org



Form - Section D: Annual Budget Plan SPECIAL EDUCATION LOCAL PLAN AREA

Form Validated?

false

Last Modified By

Heidi Bethke

Last Modified Date

6/5/2026, 10:47 AM

Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II-V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT : Adjustments to any year's apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California Education Code (EC) Section 56048.

Pursuant to EC Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

D-1. Special Education Revenue by Source.

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Special Education Projected Revenue Reporting (Item D-1)		
Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	\$864,390.00	68.65%
AB 602 Property Taxes	\$0.00	0.00%
Federal IDEA Part B	\$142,462.00	11.31%
Federal IDEA Part C	\$0.00	0.00%
State Infant/Toddler	\$0.00	0.00%
State Mental Health	\$33,494.00	2.66%
Federal Mental Health	\$5,028.00	0.40%
Other Projected Revenue	\$213,809.00	16.98%

Special Education Projected Revenue Reporting(Items D-2 & D-3)

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to EC Section 2572. EC Section 56205(b)(1)(B)

Other revenues are recorded in Object 8710 and are transfers from Sierra-Plumas Joint Unified School District.

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditure and the percent of total expenditure by

object code is automatically calculated.

Total Projected Budget Expenditures by Object Code (Item D-4)		
Object Code	Amount	Percentage of Total Expenditures
Object Code 1000-Certificated Salaries	\$366,243.00	28.88%
Object Code 2000-Classified Salaries	\$157,605.00	12.43%
Object Code 3000-Employee Benefits	\$259,127.00	20.44%
Object Code 4000-Supplies	\$39,679.00	3.13%
Object Code 5000-Services and Operations	\$336,057.00	26.50%
Object Code 6000-Capital Outlay	\$10,000.00	0.79%
Object Code 7000-Indirect Cost and Financing	\$99,234.00	7.83%

Total Projected Budget Expenditures by Object Code (Items D-5 & D-6)

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in Attachment III , complete a distribution of projected expenditures by LEAs participating in the SELPA by object code .

D-6. Code 7000—Indirect Cost and Financing

Include a description for the expenditures identified under object code 7000 :

Expenditures budgeted in Object Code 7000 are for Indirect Costs and payments to COE for Non-Agency services.

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From 109 All Sources" and the "Percentage of Total Funding fields are automatically calculated.

Federal, State, and Local Revenue Summary (Item D-7)

Funding Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	\$897,884.00	71.31%
Projected Federal Revenue	\$147,490.00	11.71%
Local Contribution	\$213,809.00	16.98%

Federal, State, and Local Revenue Summary (Items D-8 & D-9)

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency.

Using the CDE-approved template provided in Attachment IV, provide a complete distribution of 120 revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan.

a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to EC Section 56205(b)(1)(A).

We are a single district county. The SELPA program is operated entirely through the Sierra County Office of Education and revenues are not distributed directly to the district. Our SELPA program is funded with AB602 apportionment revenues with additional state programs specifically targeted for certain disabilities, i.e. mental health. We also have some funding through Federal sources for specific age groups, disabilities, etc. All expenditures are recorded by the COEs.

b.

Yes

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to EC Section process and is consistent with SELPA's summarized policy statement identified in Local Plan 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking Section B: Governance and Administration item B-4. If the response is "NO," then either 141 Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Supplemental Aids and Services and Students with Low Incidence Disabilities (Items D-10 to D-12)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5-22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-10. Defined Goals for Students with LI Disabilities.

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

Yes

D-11. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities.

Enter the projected expenditures budgeted for Supplemental Aids and 165 Services(SAS) disabilities in the regular education classroom.

452000

D-12. Total Projected Expenditures for Students with LI Disabilities.

Enter the total projected expenditures budgeted for students with LI disabilities.

210000

Form - Local Plan Section E: Annual Service Plan SPECIAL EDUCATION LOCAL PLAN AREA

Form Validated?

true

Last Modified By

Heidi Bethke

Last Modified Date

5/20/2026, 10:53 AM

Local Plan Section E: Annual Service Plan

California Education Code (EC) sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with EC sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the Code of Federal Regulations (34 CFR) Section 300.156(b), Title 5 of the California Code of Regulations (5 CCR) 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to EC sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in Attachment VI.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

330—Specialized Academic Instruction/nSpecially Designed Instruction

Service Provided

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. Services can be provided individually or small group and within either the special education or general education environments.

210–Family Training and Counseling and Home Visits (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Sierra County's 0-2 population is serviced by Regional Center in consultation with our SELPA.

220–Medical (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Sierra County's 0-2 population is serviced by Regional Center in consultation with our SELPA.

230–Nutrition (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Sierra County's 0-2 population is serviced by Regional Center in consultation with our SELPA.

240–Service Coordination (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Sierra County's 0-2 population is serviced by Regional Center in consultation with our SELPA.

250–Special Instruction (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Sierra County's 0-2 population is serviced by Regional Center in consultation with our SELPA.

260–Special Education Aide (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Sierra County's 0-2 population is serviced by Regional Center in consultation with our SELPA.

270—Respite Care (Ages 0-2 only)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Sierra County's 0-2 population is serviced by Regional Center in consultation with our SELPA.

340—Intensive Individual Instruction

Service Provided

Provide a detailed description of the services to be provided under this code.

IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

350—Individual and Small Group Instruction

Service Provided

Provide a detailed description of the services to be provided under this code.

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program

415—Speech and Language

Service Provided

Provide a detailed description of the services to be provided under this code.

Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included.

Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

425—Adapted Physical Education

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 3051.5).

[435–Health and Nursing: Specialized Physical Health Care](#)

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

Specialized physical health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

[436–Health and Nursing: Other](#)

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.

IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

[445–Assistive Technology](#)

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

460–Physical Therapy

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents

510–Individual Counseling

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

515–Counseling and Guidance

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

520–Parent Counseling

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program

525–Social Worker

Service is Not Currently Provided

[Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.](#)

Currently, all mental health needs pursuant to the students' IEP's are provided by other staff qualified in these areas.

530–Psychological

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents.

These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24).

IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

535–Behavior Intervention

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

540–Day Treatment

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.
No Sierra County students require this service at this time.

545—Residential Treatment

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.
No Sierra County students require this service at this time.

610—Specialized Service for Low Incidence Disabilities

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.
No Sierra County students require this service at this time.

710—Specialized Deaf and Hard of Hearing

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.
No Sierra County students require this service at this time.

715—Interpreter

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.
No Sierra County students require this service at this time.

720—Audiological

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.
No Sierra County students require this service at this time.

725—Specialized Vision

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision, curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills, communication skills, social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing service to the students and collaboration with the students classroom teacher.

[730—Orientation and Mobility](#)

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

[735—Braille Transcription](#)

Service is Not Currently Provided

[Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.](#)

No Sierra County students require this service at this time.

[740—Specialized Orthopedic](#)

Service is Not Currently Provided

[Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.](#)

No Sierra County students require this service at this time.

[745—Reading](#)

Service is Not Currently Provided

[Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.](#)

No Sierra County students require this service at this time.

[750—Note Taking](#)

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

No Sierra County students require this service at this time.

755–Transcription

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

No Sierra County students require this service at this time.

760–Recreation Service and Including Therapeutic Recreation

Service Provided

Provide a detailed description of the services to be provided under this code.

Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs

820–College Awareness

Service Provided

Provide a detailed description of the services to be provided under this code.

College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

830–Vocational Assessment, Counseling, Guidance, and Career Assessment

Service Provided

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

840–Career Awareness

Service Provided

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

850–Work Experience Education

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

855–Job Coaching

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance

860–Mentoring

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

865–Agency Linkages (referral and placement)

Service Provided

[Provide a detailed description of the services to be provided under this code.](#)

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income).

870–Travel and Mobility Training

Service is Not Currently Provided

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Sierra County is a rural county that does not offer different transportation options.

890–Other Transition Services

Service Provided

Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

900–Other Related Service

Service Provided

Pursuant to Title 5 of the California Code of Regulations (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below.

Add Other Related Services	
Description of the "Other Related Service"	Qualifications of the Provider Delivering "Other Related Service"
Service 450-Occupational Therapy	Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.



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: 2026-27

LEA contact information:

Sean Snider

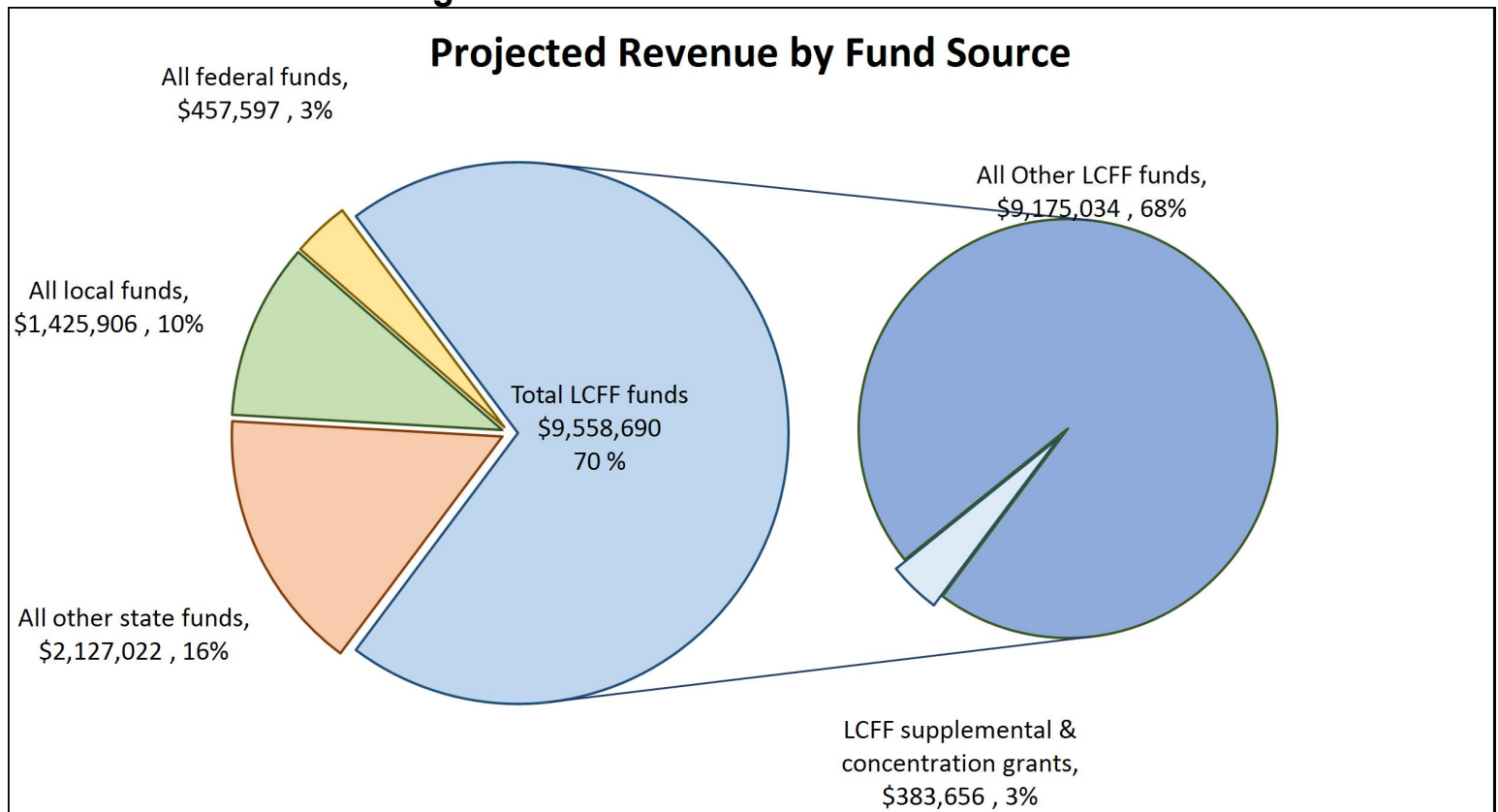
Superintendent

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 2026-27 School Year

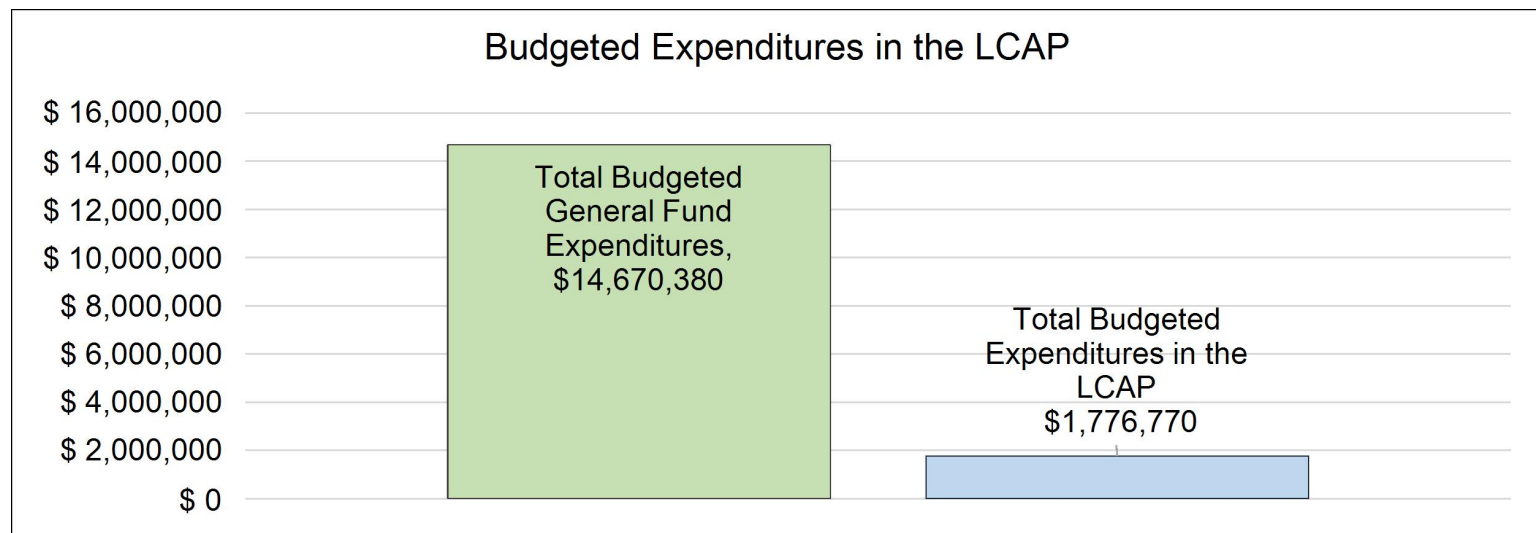


This chart shows the total general purpose revenue Sierra-Plumas Joint Unified School District / Sierra County Office of Education expects to receive in the coming year from all sources.

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 \$13,569,215, of which \$9,558,690 is Local Control Funding Formula (LCFF), \$2,127,022 is other state funds, \$1,425,906 is local funds, and \$457,597 is federal funds. Of the \$9,558,690 in LCFF Funds, \$383,656 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sierra-Plumas Joint Unified School District / Sierra County Office of Education plans to spend \$14,670,380 for the 2026-27 school year. Of that amount, \$1,776,770 is tied to actions/services in the LCAP and \$12,893,610 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.

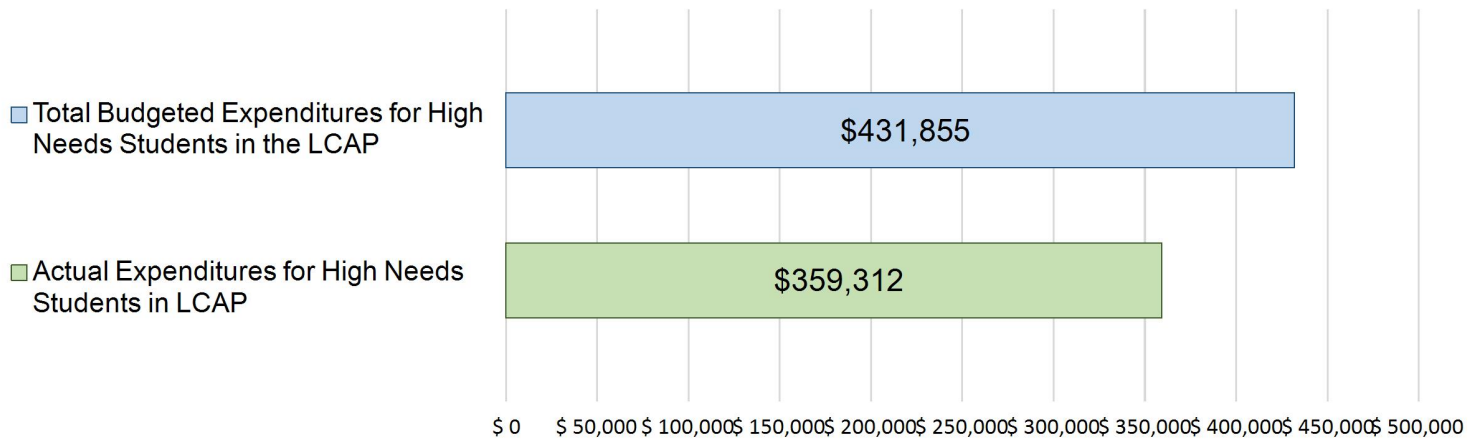
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Sierra-Plumas Joint Unified School District / Sierra County Office of Education is projecting it will receive \$383,656 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 \$431,004 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2025-26, Sierra-Plumas Joint Unified School District / Sierra County Office of Education's LCAP budgeted \$431,855 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 \$359,312 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$72,543 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:

Our LCFF Supplemental allocation for 2025–26 was \$362,308, which is the minimum amount required to be spent on services for unduplicated pupils. Planned expenditures significantly exceeded this minimum requirement, and actual expenditures ultimately came in very close to the required amount. Actual expenditures for actions and services to increase or improve services for high-needs students were approximately \$3,000 lower than budgeted. This minor difference did not impact the implementation of planned actions and services or the overall level of support provided to unduplicated pupils. Services such as academic intervention and supplemental instructional supports were provided as planned, with the difference resulting from actual costs being slightly lower than projected.



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 Superintendent	ssnider@spjUSD.org 530-993-1660

Plan Summary [2026-27]

General Information

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

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 5 schools, serving approximately 400 students and employing roughly 75 staff members. Loyalton Elementary is the largest school, with roughly 175 students in grades TK-5. Loyalton Middle School, which reopened in the 2025-26 school year serves roughly 75 students in grades 6-8. Loyalton High School, a Necessary Small School, serves roughly 100 students in grades 9-12, 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 2025-26 includes:

Community – 3,240
Administrators – 8
Principals – 4
School Personnel – 75
Students – 405
English Learners - 15 (3.7%)
Foster Youth - 5 (1.2%)
Homeless Youth - 45 (11.2%)
Students with Disabilities – 52 (12.8%)
Socio-economically disadvantaged – 166 (41%)

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 2025 California School Dashboard and local data shows several areas of strength, while also identifying areas where continued improvement efforts are needed.

We saw a significant increase in our 2025 CAASPP ELA scores, with an 11% improvement in the percentage of students meeting or exceeding standard for the all students group and notable gains for the Homeless and Socioeconomically Disadvantaged subgroups. Additionally, we saw increases in the English Learner reclassification rate, as well as substantial growth in the percentage of students successfully completing UC and CSU A–G requirements, students completing CTE pathways, the graduation rate, and the percentage of graduates earning “Prepared” on the CA Dashboard College/Career Indicator. English Language Arts, Mathematics, College and Career Readiness, and Chronic Absenteeism all earned Yellow performance levels, indicating progress has been made, but also indicating that additional growth is still needed.

Mathematics achievement remains an area of focus for the district. While the district maintained a Yellow performance level on the Dashboard, local assessment data and CAASPP results show there is room for growth in overall student achievement. To support

improvement in mathematics instruction and outcomes, the district began implementation of professional development aligned to the California Mathematics Framework in 2025-26 and is continuing work toward the adoption of new instructional materials. We have also added a teacher on special assignment (TOSA) for math and science for 2026-27 to support the rollout, implementation, and ongoing support of the new math instructional materials.

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).

The District continues to prioritize reducing chronic absenteeism across all schools and student groups. Although chronic absenteeism improved significantly from the previous year, decreasing from 27.4% to 15.8% (an 11.6 percentage point improvement), and is now at a Yellow performance level districtwide, attendance remains an area requiring continued focus. School sites continue to work closely with families, utilize attendance monitoring systems, provide student incentives and supports, and emphasize the importance of regular school attendance. These efforts will continue as the District works to further improve attendance outcomes for all students.

For Language Arts and math improvements we are focusing on intervention time with the Title 1 teacher five days a week. During the 2024–25 school year, staff completed a TK–12 professional development series focused on literacy strategies across all content areas. In 2025–26, all elementary teachers and middle and high school math teachers completed the first year of a two-year professional development series focused on implementation of the California Mathematics Framework. The District is also adopting new mathematics instructional materials for elementary grades beginning in 2026–27, with middle school and high school mathematics materials scheduled for adoption during the 2026–27 school year. 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.

While we do not anticipate carrying over any Learning Recovery Emergency Block Grant (LREBG) funds into the 2026-27 school year, we plan to utilize the new funds proposed in the Governor's 2026–27 budget in a manner similar to how these funds were used during 2025-26 to support identified student needs and district priorities. Our recent needs assessment highlighted several key areas for improvement, including English Language Arts (ELA) and Math achievement, reducing chronic absenteeism, 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 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.

Sierra-Plumas Joint Unified School District was identified for Differentiated Assistance based on the 2025 California School Dashboard due to student performance for the "Students with Disabilities" subgroup in English Language Arts (Orange), Mathematics (Red), and Suspension Rate (Red). Under the state eligibility criteria for Differentiated Assistance, districts are identified when a student group receives Red on one academic indicator and Orange on the other, along with Red in another state performance area.

Because County Offices of Education are responsible for providing Differentiated Assistance, and Sierra County is a single-district county, we are not able to provide Differentiated Assistance to ourselves. As a result, the district receives technical assistance and support through the Placer County Office of Education.

Current work underway with the Placer County Office of Education is focused on the areas that resulted in the district's identification for Differentiated Assistance, including improving achievement in English Language Arts and Mathematics and reducing suspension rates, while also continuing districtwide efforts to address chronic absenteeism. This work includes ongoing professional learning in literacy instruction, professional development focused on implementation of the California Mathematics Framework and instructional improvement, support with the mathematics instructional materials adoption process, review of student discipline data and practices, and continued attendance interventions and supports for students and families.

The district believes the Red performance level in Suspension Rate reflects a significant increase from prior years in which suspension data had been underreported, including several years in which suspension rates were inaccurately reported at 0%. The district continues to closely monitor suspension practices and reporting procedures to ensure data accuracy and consistency moving forward.

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	During April 2026, meetings were conducted for all staff members, families, students, and community members in both Loyalton 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. 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 sent to all families and students through our email and text messaging system, as well as on social media and in the local newspapers 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. A total of 43 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 summary of the feedback is included in the following section. 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

Educational Partner(s)	Process for Engagement
	committees such as school site councils and parent groups. Site 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, students, and any community members that would like to be part of them. 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. After the revisions to the 2026-27 LCAP were made as a result of the educational partner feedback, it was shared with the Parent Advisory Committees, Community Advisory Committee (CAC), and local bargaining unit leaders for review, feedback, and revisions before being presented for the public hearing and Board adoption.

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 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 2026-27 school year.

Feedback from educational partners reflected very strong support for improving academic achievement, college and career readiness, and meaningful family engagement. The highest-rated priorities included families wanting to be involved in the educational process, preparing students for careers and the work world, and Career Technical Education (CTE) opportunities. Respondents also placed high importance on improvements to school facilities, maintaining a wide variety of course offerings, providing updated curriculum, and ensuring students graduate meeting UC/CSU A–G requirements. Strong support was also expressed for continued professional development for staff, as well as continued use of instructional aides and intervention supports to assist students academically.

Survey results also indicated continued support for programs that expand learning opportunities, including field trips, after-school tutoring, summer school, and online learning platforms. College readiness activities and career preparation opportunities were consistently rated highly, reinforcing the importance of continued investment in both academic and career pathways for students across the district.

Areas receiving lower, but still positive ratings included school safety, student connectedness, English learner supports, social-emotional supports, and efforts to reduce suspensions. While these areas were not rated as the highest priorities, they remain important components of the district's overall system of supports and continue to be addressed through ongoing school climate, wellness, and MTSS efforts.

In addition, feedback supporting strong family engagement and involvement reinforced continued efforts to improve communication, increase access to information, and strengthen partnerships between schools and families. As a result we have added action 3.6 and are in the process of implementing the ParentSquare communication platform to strengthen school-to-home communication and family engagement. Overall, the 2026–27 LCAP reflects a clear alignment between educational partner feedback and district priorities, with a continued focus on improving student achievement, expanding opportunities, and supporting the success of all students.

Survey feedback from educational partners reinforces continuing with existing LCAP goals, actions, and services for the 2026-27 school year. Key themes include consistency in student supervision and discipline practices, staff professional learning related to student interactions and school climate, continued attention to facilities maintenance (including hot water in restrooms), and ongoing review of options on the lunch menu. These findings support continued implementation and refinement of current actions rather than the development of new initiatives.

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 properly credentialed or Necessary Small School exempted and 1 misassignment	All teachers fully credentialed and properly assigned	1 less misassignment than baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Dashboard Local Indicator: Standards-aligned Instructional Materials for Every Student	All students have their own copies of standards-aligned instructional materials	All students have their own copies of standards-aligned instructional materials	All students have their own copies of standards-aligned instructional materials	All students have their own copies of standards-aligned instructional materials	Same as baseline
1.3	Dashboard Local Indicator: School Facilities in "Good Repair"	All facilities rated "Good" or better on FIT	2 of 3 schools rated "Good" or better on FIT	2 of 4 schools rated "Good" or better on FIT	All facilities rated "Good" or better on FIT	2 schools not 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 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)	Spring 2023 Results (ELA): State of California: 46.6% Met or Exceeded SPJUSD: 32.5% Met or Exceeded 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	Spring 2024 Results (ELA): 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	Spring 2025 Results (ELA): State of California: 48.82% Met or Exceeded SPJUSD: 44% Met or Exceeded 42.85% of 3rd grade met or exceeded standard 52% of 4th grade met or exceeded standard 41.67% of 5th grade met or exceeded standard	Spring 2026 Target Outcomes: To be at or above the State Average: SPJUSD: 46.6% met or Exceeded 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	Spring 2025 Results (ELA): (% met or exceeded standard) State of California: 2.22% improvement SPJUSD: 11.5% improvement 11.05% improvement for 3rd grade 18.7% improvement for 4th grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		40.6% of 8th grade met or exceeded standard 40.7% of 11th grade met or exceeded standard Subgroup % Met or Exceeded Standard: "All Students"- 32.5% "Homeless"- 13.05% "Students with Disabilities"- 10% "Socioeconomically Disadvantaged"- 18.8%	16.67% of 6th grade met or exceeded standard 40.91% 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 Subgroup % Met or Exceeded Standard: "All Students"- 32.97% "Homeless"- 15.38% "Students with Disabilities"- 16.13% "Socioeconomically Disadvantaged"- 24.39%	29.03% of 6th grade met or exceeded standard 41.94% of 7th grade met or exceeded standard 33.33% of 8th grade met or exceeded standard 63.63% of 11th grade met or exceeded standard Subgroup % Met or Exceeded Standard: "All Students"- 44% "Homeless"- 21.74% "Students with Disabilities"- 12.9% "Socioeconomically Disadvantaged"- 25.64%	50.6% of 8th grade met or exceeded 50.7% of 11th grade met or exceeded Subgroup % Met or Exceeded Standard: "All Students"- 46.6% "Homeless"- 34.05% "Students with Disabilities"- 31% "Socioeconomically Disadvantaged"- 39.8%	19.77% improvement for 5th grade 0.43% improvement for 6th grade 12.74% improvement for 7th grade 7.27% decrease for 8th grade 22.93% improvement for 11th grade Subgroup % Met or Exceeded Standard: "All Students"- 11.5% improvement "Homeless"- 8.69% improvement "Students with Disabilities"- 2.9% improvement "Socioeconomically Disadvantaged"- 6.84% improvement
1.6	State Test Achievement Data (CAASPP) for Math	Spring 2023 Results: State of California: 34.6% Met or Exceeded	Spring 2024 Results (Math):	Spring 2025 Results (Math):	Spring 2026 Target Outcomes: To be at or above the State Average:	Spring 2025 Results (Math): (% met or exceeded standard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPJUSD: 34.2% Met or Exceeded 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%	State of California: 35.54% Met or Exceeded SPJUSD: 31.11% Met or Exceeded 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%	State of California: 37.3% Met or Exceeded SPJUSD: 30.15% Met or Exceeded 34.28% of 3rd grade met or exceeded standard 45.84% of 4th grade met or exceeded standard 20.83% of 5th grade met or exceeded standard 22.67% of 6th grade met or exceeded standard 29.04% of 7th grade met or exceeded standard 33.33% of 8th grade met or exceeded standard 27.27% of 11th grade met or exceeded standard Subgroup % Met or Exceeded standard: "All Students"- 30.15% "Homeless"- 4.35%	SPJUSD: 43.2% Met or Exceeded 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%	State of California: 2.7% improvement SPJUSD: 4.05% decline 2.12% decrease for 3rd grade 4.16% decrease for 4th grade 1.43% improvement for 5th grade 10.63% decrease for 6th grade 4.04% improvement for 7th grade 6.07% decrease for 8th grade 3.53% decrease for 11th grade Subgroup % Met or Exceeded Standard: "All Students"- 4.05% decrease "Homeless"- 13.75% decrease "Students with Disabilities"- 7.02% decrease "Socioeconomically Disadvantaged"- 6.01% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			"Students with Disabilities"- 12.91% "Socioeconomically Disadvantaged"- 16.66%	"Students with Disabilities"- 9.68% "Socioeconomically Disadvantaged"- 16.89%		
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:	2025 Summative ELPAC: 15% Level 1: Beginning to develop: 15% Level 2: Somewhat developed: 35% Level 3: Moderately developed: 35% 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:	2025 Summative ELPAC: 8% increase in Level 1: Beginning to develop: 14% decrease in Level 2: Somewhat developed: 15% decrease in Level 3: Moderately developed: 21% increase 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	2024-2025: 33.3% of English learners reclassified as fluent English Proficient	2025-2026 Target Outcome: 24.8% of English learners reclassified as fluent English Proficient	2024-2025: 17.5% 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 2025: 41.9% 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 2025: 16.7% decrease 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 2025: 58.1% of SPJUSD graduates were CTE pathway completers	Class of 2026 Target Outcome: 47.2% of SPJUSD graduates will be CTE pathway completers	Class of 2025: 40.9% 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 2025 Results: 41% 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 2025 Results: 10.3% 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 2025: (4 Year Cohort Rate) 100%	Class of 2026 Target Outcome: (4 Year Cohort Rate) 100%	Class of 2025: (4 Year Cohort Graduation Rate) 3.4% increase
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 2025: (4 Year Cohort Rate) 0%	Class of 2026 Target Outcome: (4 Year Cohort Rate) 0%	Class of 2025: (4 Year Cohort Dropout Rate) 3.4% improvement
1.14	Middle School Dropout Rate	2022-2023: 0%	2023-2024: 0%	2024-2025: 0%	2025-2026 Target Outcome: 0%	2024-2025 Same as baseline
1.15	% of graduates who earn "Prepared" on the CA	2023 Dashboard:	2024 Dashboard:	2025 Dashboard:	2026 Dashboard Target Outcome:	2025 Dashboard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard College/Career Indicator	58.6% of students "Prepared"	43.3% of students "Prepared"	61.3% of students "Prepared"	67.6% of students "Prepared"	2.7% 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 42.9% of 2024 high school graduates enrolled in college	2024-2025 Target Outcome: 73.5% of 2025 high school graduates will enroll in college	2024-2025 21.6% decrease 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)	2026-27 Dashboard 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) Social Studies- Rating of 5 (Full Implementation and Sustainability)	2026-27 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

Goal Analysis [2025-26]

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

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

22 of 23 actions for Goal 1 were completed as planned, with the only exception being Action 1.18, Special Education Curriculum. Staff determined that the curriculum selected in the prior year was not fully meeting student needs and spent the current year reviewing and researching alternative options. Instead of a curriculum purchase, we provided targeted professional development and training for special education teachers and instructional aides to better support student needs. Most other activities and services were implemented as planned and supported progress toward district goals. Overall, implementation remained strong and the district stayed on track in making progress toward Goal 1.

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 the position being unfilled for the first few months of the school year, resulting in reduced salary and benefit costs.

Action 1.10 (Professional Development): Actual expenditures came in lower than expected, due to Placer COE covering the entire cost of the year-long math professional development series.

Action 1.13 (Instructional Aides): Actual expenditures were lower than budgeted due to staffing vacancies and needs for instructional aide support being lower than originally anticipated.

Action 1.21 (LCFF Supplemental Site Allocations): Expenditures were lower than anticipated. The process of allocating these funds directly to school sites is still relatively new, and implementation continued to improve throughout the year. Significant progress was made, and by the end of the year an increasing number of expenditures were being incorporated into School Plans for Student Achievement (SPSAs). We expect the funds to be fully expended next year as the process becomes more fully established.

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 2025 CAASPP ELA scores increased significantly, with an 11% increase for all students and notable gains for the Homeless and Socioeconomically Disadvantaged subgroups, indicating a positive impact from our targeted supports. Additionally, we saw increases in the English Learner reclassification rate, as well as substantial growth in the percentage of students successfully completing UC and CSU A–G requirements,

students completing CTE pathways, the graduation rate, and the percentage of graduates earning “Prepared” on the CA Dashboard College/Career Indicator.

While these results highlight the effectiveness of our efforts to date, areas for continued improvement include student performance in mathematics, the AP pass rate, and the 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 reflections on prior practice and with the goal of improving student outcomes in both ELA and mathematics, we will replace action item #1.3 (the MobyMax program) with Curipod, an online platform that better supports student engagement and provides increased rigor aligned with CAASPP expectations. This addition supports our broader efforts to implement data-informed instructional practices and accelerate learning growth to increase achievement.

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
1.2	Academic Curriculum / Support	Purchase and implement online learning platform to enhance curricular options including credit recovery, AP, elective options, and interventions. Learning Recovery Emergency Block Grant (LREBG) funds will be used to fund \$7,500 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,	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional support, and clear alignment to learning standards, particularly for students at risk of not graduating. The metrics used to measure the impact of this action will be graduation/dropout rates and credit completion data.		
1.3	Instructional technology to support ELA/Math	Purchase Curipod online platform to support ELA and Math instruction.	\$2,000.00	Yes
1.4	After School Tutoring	Fund credentialed teachers for after school tutoring focused primarily on our unduplicated pupil population in all core courses at all school sites. \$13,000 of Learning Recovery Emergency Block Grant (LREBG) funds will be used for this action item. 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. The metrics used to monitor the impact of this action will be CAASPP scores (K–8), graduation/dropout rates (9–12), and local formative assessment data.	\$13,000.00	No
1.5	Summer School	Fund credentialed teachers for summer school for grades 1-12 in all core courses at all school sites. \$5,000 of Learning Recovery Emergency Block Grant (LREBG) funds will be used for this action item. 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,	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		certified teachers, and consistent attendance. The metrics used to monitor the impact of this action will be CAASPP scores (K–8) and graduation/dropout rates (9–12).		
1.6	Support for English Learner students	Bilingual Aide to support EL students.	\$50,000.00	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.	\$30,000.00	No
1.11	Intervention Teachers	Provide intervention teachers to support the academic needs of at-risk students.	\$167,504.00	Yes
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.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
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.	\$8,000.00	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

Action #	Title	Description	Total Funds	Contributing
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%	2024-2025 School Year: % of students who were Chronically Absent "All Students"- 15.8%	2025-2026 Target Outcome: % of students who were Chronically Absent "All Students"- 11%	2024-2025 % of students who were Chronically Absent: "All Students"- 1.2% decrease

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"- 16.3% "Socioeconomically Disadvantaged"- 22.6% "Students with Disabilities"- 27.1% "Hispanic"- 10% "White"- 16%	"Homeless"- 14.5% "Socioeconomically Disadvantaged"- 11.4% "Students with Disabilities"- 13.9% "Hispanic"- 8.4% "White"- 6.2%	"Homeless"- 10.2% decrease "Socioeconomically Disadvantaged"- 0.8% decrease "Students with Disabilities"- 1.2% increase "Hispanic"- 10.4% decrease "White"- 0.8% increase
2.2	Attendance Rate	2022-2023 School Year: 89.3% Attendance Rate	2023-2024 School Year: 88.8% Attendance Rate	2024-2025 School Year: 92.5% Attendance Rate	2025-2026 Target Outcome: 95.3% Attendance Rate	2024-2025 Attendance Rate: 3.2% Improvement
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	2024-2025 School Year: 5.6% of students suspended 1 day or more	2025-2026 Target Outcome: 0%	2024-2025 Suspension Rate: 5.6% increase
2.4	Expulsion Rate	2022-2023 School Year: 0%	2023-2024 School Year: 0%	2024-2025 School Year: 0%	2025-2026 Target Outcome: 0%	Expulsion Rate: Same as Baseline
2.5	School Safety and Connectedness (California Healthy Kids Survey Data)	2021-2022 School Year: 5th Grade	2023-2024 School Year: 5th Grade	2024-2025 School Year: 6th Grade	2025-2026 Target Outcome: 5th Grade	2024-2025 California Healthy Kids Survey:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Connectedness - 64% Students motivated academically? - 78% Caring adults at school? - 50% Feel safe at school? - 81% Called bad names or target of mean jokes- 69% Cyberbullying?- 31%	Not administered in 2024	School Connectedness - 63% Students motivated academically? - 80% Caring adults at school? - 48% Feel safe at school? - 60% Called bad names or target of mean jokes- 60% Cyberbullying?- 40%	School Connectedness - 76% Students motivated academically? - 90% Caring adults at school? - 62% Feel safe at school? - 93% Called bad names or target of mean jokes- 57% Cyberbullying?- 19%	5th Grade No 2025 data for comparison
		7th Grade School Connectedness - 64% Students motivated academically? - 58% Caring adults at school? - 66% Feel safe at school? - 63% Experienced any harassment or bullying?- 46% Had mean rumors or lies spread about you?- 56% Cyberbullying?- 31%	7th Grade School Connectedness - 54% Students motivated academically? - 56% Caring adults at school? - 65% Feel safe at school? - 67% Experienced any harassment or bullying?- 50% Had mean rumors or lies spread about you?- 78% Cyberbullying?- 50%	7th Grade School Connectedness - 34% Students motivated academically? - 57% Caring adults at school? - 48% Feel safe at school? - 23% Experienced any harassment or bullying?- 52% Had mean rumors or lies spread about you?- 63%	7th Grade School Connectedness - 76% Students motivated academically? - 70% Caring adults at school? - 78% Feel safe at school? - 75% Experienced any harassment or bullying?- 34% Had mean rumors or lies spread about you?- 44% Cyberbullying?- 19%	7th Grade School Connectedness - 30% decrease Students motivated academically? - 1% decrease Caring adults at school? - 18% decrease Feel safe at school? - 40% decrease Experienced any harassment or bullying?- 6% increase Had mean rumors or lies spread about you?- 7% increase Cyberbullying?- 17% increase
		9th Grade School Connectedness - 64% Students motivated academically? - 59%	9th Grade School Connectedness - 42%			9th Grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Caring adults at school? - 47% Feel safe at school? - 75% Experienced any harassment or bullying?- 38% Had mean rumors or lies spread about you- 44% Cyberbullying?- 38% 11th Grade School Connectedness - 66% Students motivated academically? - 46% Caring adults at school? - 64% Feel safe at school? - 92% Experienced any harassment or bullying?- 17% Had mean rumors or lies spread about you?- 75% Cyberbullying?- 67%	Students motivated academically? - 38% Caring adults at school? - 49% Feel safe at school? - 57% Experienced any harassment or bullying?- 38% Had mean rumors or lies spread about you- 36% Cyberbullying?- 27% 11th Grade School Connectedness - 66% Students motivated academically? - 52% Caring adults at school? - 67% Feel safe at school? - 70% Experienced any harassment or bullying?- 20% Had mean rumors or lies spread about you?- 20% Cyberbullying?- 10%	Cyberbullying?- 48% 9th Grade School Connectedness - 35% Students motivated academically? - 39% Caring adults at school? - 45% Feel safe at school? - 32% Experienced any harassment or bullying?- 18% Had mean rumors or lies spread about you- 50% Cyberbullying?- 32% 11th Grade School Connectedness - 36% Students motivated academically? - 56% Caring adults at school? - 68%	9th Grade School Connectedness - 76% Students motivated academically? - 71% Caring adults at school? - 59% Feel safe at school? - 87% Experienced any harassment or bullying?- 26% Had mean rumors or lies spread about you- 32% Cyberbullying?- 26% 11th Grade School Connectedness - 78% Students motivated academically? - 58% Caring adults at school? - 76% Feel safe at school? - 100% Experienced any harassment or bullying?- 5%	School Connectedness - 29% decrease Students motivated academically? - 20% decrease Caring adults at school? - 2% increase Feel safe at school? - 43% decrease Experienced any harassment or bullying?- 20% decrease Had mean rumors or lies spread about you- 6% decrease Cyberbullying?- 6% decrease 11th Grade School Connectedness - 30% decrease Students motivated academically? - 10% increase Caring adults at school? - 4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Feel safe at school? - 56% Experienced any harassment - 44% Had mean rumors or lies spread about you? - 48% Cyberbullying? - 44% Experienced any harassment - 44% Had mean rumors or lies spread about you? - 48%	Had mean rumors or lies spread about you? - 63% Cyberbullying? - 55%	Feel safe at school? - 36% decrease Experienced any harassment or bullying? - 27% increase Had mean rumors or lies spread about you? - 24% decrease Cyberbullying? - 23% 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	2024-2025 School Year 8 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 5 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	2025-2026 School Year East Side 18 hours per week West Side 8.5 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: Same as Baseline West Side: increase of 5 hours per week

Goal Analysis [2025-26]

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

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

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.

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.

Action 2.8 (Art in Schools): Expenditures were lower than budgeted because the process of allocating these funds directly to school sites is still relatively new, and implementation continued to improve throughout the year. Significant progress was made, and by the end of the year an increasing number of expenditures were being incorporated into School Plans for Student Achievement (SPSAs), providing wonderful opportunities for students in the arts. We expect the funds to be fully expended next year as the process becomes more fully established.

Action 2.14 (Upgrade Bus Fleet and Recruit Additional Drivers): Expenditures were lower than budgeted because the majority of planned purchases occurred during the 2024–25 school year. The District continues to prioritize fleet replacement and currently has \$140,000 authorized for future bus purchases. The District is exploring an opportunity to acquire buses from a neighboring district, with an estimated total cost of approximately \$210,000. If this opportunity moves forward, the previously authorized funds would be applied toward the purchase, with the remaining expenditures occurring in 2026–27.

Action 2.16 (Attendance Incentive Allocations to each School): This action was implemented for the first time this year as part of efforts to reduce chronic absenteeism and improve attendance. The process of allocating funds directly to school sites is still relatively new, and implementation continued to improve throughout the year. Site principals continued building capacity to incorporate related actions into their School Plans for Student Achievement (SPSAs). We expect fuller implementation and expenditure in future years as the process becomes more fully established.

These differences reflect adjustments in student needs and implementation timelines, while the District continues to prioritize student wellness, attendance, 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 were extremely pleased to see our 2024–25 chronic absenteeism rate decrease by 12% compared to 2023–24, while our attendance rate increased from 88% to 92%. We also continued to maintain a 0% expulsion rate.

Additionally, we were encouraged by the percentage of 6th graders reporting positive school connectedness and academic motivation, and the significant decrease in the percentage of 9th graders who reported experiencing harassment or bullying.

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. However, our suspension rate increased by 3 percentage points to 5.6%, resulting in identification for Differentiated Assistance. In response, efforts are already underway during the current year to strengthen behavior supports, improve school climate, and implement proactive strategies aimed at reducing suspensions and increasing student engagement.

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.

Based on the positive results achieved this year through the implementation of Goal 2 actions, no changes are being made to the goal, metrics, target outcomes, or actions heading into Year 3. The District believes the current strategies are producing meaningful progress and will continue implementation as planned.

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 Calls, and Home Visits	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 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.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
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	\$40,000.00	Yes
2.8	Art in Schools	Funding to support art in the schools	\$8,000.00	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. (County Office LCFF)	\$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.	\$210,000.00	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":	2024-2025 California School Parent Survey 93 Responses (48 ES, 45 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":	2024-2025 California School Parent Survey 93 Responses: Increase of 4 % of parents that "Strongly Agree":

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: 66% School encourages me to be an active participant: 30% School actively seeks input of parents: 24% School is a safe place for my child: 32% School has adults who really care about students: 33% Communication with parents about school: 33% Teachers responsive to child's social and emotional needs: 78% School treats all students with respect: 26%	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%	Parent Involvement in School: 3% Decrease School encourages me to be an active participant: 10% Decrease School actively seeks input of parents: 3% Decrease School is a safe place for my child: 8% Decrease School has adults who really care about students: 11% Decrease Communication with parents about school: 5% Decrease Teachers responsive to child's social and emotional needs: 4% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						School treats all students with respect: 15% Decrease
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 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	2024-2025 School Year: 7 Referrals	2025-2026 Target Outcome: 0 Referrals	2024-2025 School Year: 3 additional referrals over 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	2025-2026 School Year: 92% of families participated	2026-2027 Target Outcome: 100% of families participate	2024-2025 School Year: 1% increase 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	2024-25 Local Indicator Self-Reflection Tool Build Capacity of and Support	2025-26 Dashboard Local Indicator Self-Reflection Tool	2026-27 Local Indicator Self-Reflection Tool Build Capacity of and Support	2024-25 Local Indicator Self-Reflection Tool Build Capacity of and Support

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

Goal Analysis [2025-26]

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

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

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.

The only material difference between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3 was Action 3.3 (Family Nights). We anticipated two to three family nights per school site during the year; however, only one per school was held. In addition, actual costs for the events were lower than projected, resulting in overall expenditures below budget.

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

We are pleased to report progress on most of our Goal 3 metrics; however, results from the California School Parent Survey indicate there is still room for improvement in many of these areas.

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 area identified for improvement through the California School Parent Survey was “Communication with Parents About School,” with only 33% of parents providing a positive response. As a result of this feedback and reflection on current practices, the District added Action 3.6 and is in the process of implementing the ParentSquare communication platform to strengthen school-to-home communication and family engagement.

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

Action #	Title	Description	Total Funds	Contributing
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
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
3.6	Parent Square Communication Platform	Implement the ParentSquare communication platform to strengthen school-to-home communication and family engagement.	\$2,500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$383,656	\$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
5.607%	0.053%	\$2,996.00	5.660%

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	Action: Academic Curriculum / Support 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.	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
1.11	Action: Intervention Teachers 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. Scope: LEA-wide	The intervention teachers 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
1.12	Action: Technology to Support Instruction 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. Scope: LEA-wide	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	Action: Instructional Aides Need:	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.	CAASPP Achievement Data for ELA & Mathematics, CTE Completion Rate, College Going Rate, Graduation

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
	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. Scope: LEA-wide	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.	Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate
1.21	Action: LCFF Supplemental Site Allocations Need: 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. Scope: LEA-wide	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 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	CAASPP Achievement Data for ELA & Mathematics, Chronic Absenteeism Rate, Suspension Rate, 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
		increased college going rate than the "all students" group as a result.	
2.7	Action: Music Teacher 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
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	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	CAASPP Achievement Data for ELA & Mathematics, Graduation Rate, and Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	groups needing credit recovery and having a lower graduation rate. Scope: LEA-wide	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.	

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	Action: Support for English Learner students 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.	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: • 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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	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 • 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 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	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		English Learners, and expect more growth for them than the other student groups.	
1.7	Action: Support for English Learner students 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. Scope: Limited to Unduplicated Student Group(s)	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
2.9	Action: Foster Youth Liaison / SCOE 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.	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: • 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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	• 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 • 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 We are confident that as a result of the Foster Youth Liaison, our Foster students will receive the	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		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.	

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$6,842,082	383,656	5.607%	0.053%	5.660%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,044,169.00	\$197,601.00	\$430,000.00	\$105,000.00	\$1,776,770.00	\$467,302.00	\$1,309,468.00

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	\$62,500.00	\$7,500.00			\$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	\$2,000.00	\$2,000.00				\$2,000.00	
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	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
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	
1	1.10	Professional Development	All	No			All Schools	2024-2027	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	

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	1.11	Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$167,504.00	\$0.00	\$62,504.00			\$105,000.00	\$167,504.00	
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	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
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	\$8,000.00	\$8,000.00				\$8,000.00	
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	
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	No			All Schools Specific	2024-2027	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	

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
			Homeless				Schools: Loyaltton Elementary School									
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	\$40,000.00	\$0.00	\$40,000.00				\$40,000.00	
2	2.8	Art in Schools		Yes	LEA-wide		All Schools	2024-2027	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
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	\$34,330.00	\$0.00	\$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	\$210,000.00	\$210,000.00				\$210,000.00	
2	2.15	Enhance School Meals with Local Ingredients	All	No			All Schools	2025-2027	\$0.00	\$0.00	\$0.00				\$0.00	
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	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Parent Square Communication Platform	All	No			All Schools	2026-2027	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,842,082	383,656	5.607%	0.053%	5.660%	\$431,004.00	0.000%	6.299 %	Total:	\$431,004.00
								LEA-wide Total:	\$374,004.00
								Limited Total:	\$57,000.00
								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	\$62,500.00	
1	1.3	Instructional technology to support ELA/Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
1	1.6	Support for English Learner students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,000.00	
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	1.11	Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,504.00	
1	1.12	Technology to Support Instruction	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$25,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.13	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
1	1.21	LCFF Supplemental Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
2	2.7	Music Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.8	Art in Schools	Yes	LEA-wide		All Schools	\$8,000.00	
2	2.9	Foster Youth Liaison / SCOE	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$5,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,781,141.00	\$1,466,412.00

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	1,000
1	1.2	Academic Curriculum / Support	Yes	\$70,000.00	72,126
1	1.3	Instructional technology to support ELA/Math	Yes	\$4,000.00	2,700
1	1.4	After School Tutoring	No	\$13,000.00	9,000
1	1.5	Summer School	No	\$5,000.00	7,769
1	1.6	Support for English Learner students	Yes	\$57,000.00	38,567
1	1.7	Support for English Learner students	Yes	\$2,000.00	979
1	1.8	Student assessment to monitor progress	Yes	\$16,000.00	18,589
1	1.10	Professional Development	No	\$45,000.00	6,583
1	1.11	Intervention Teacher	No	\$105,000.00	103,117
1	1.12	Technology to Support Instruction	Yes	\$25,000.00	24,876

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	\$184,855.00	146,385
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	100,136
1	1.18	Special Education Curriculum	No	\$2,500.00	900
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	\$16,000.00	5,000
1	1.22	AP Summer Institute	No	\$4,936.00	5,945
1	1.23	Targeted ELA Support for Homeless Subgroup	No	\$0.00	0
2	2.1	Counseling for Students	No	\$170,000.00	173,000
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	\$250,000.00	274,242
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	40,211
2	2.8	Art in Schools	Yes	\$16,000.00	5,581
2	2.9	Foster Youth Liaison / SCOE	Yes	\$5,000.00	4,998
2	2.10	Improvements to School Facilities	No	\$300,000.00	298,742
2	2.11	Sports / Athletics	No	\$80,000.00	89,506
2	2.12	Attendance Clerk Position	No	\$34,330.00	31,016
2	2.13	Independent Study Emphasis at School Sites	No	\$0.00	0
2	2.14	Upgrade Bus Fleet and Recruit Additional Drivers	No	\$208,520.00	0
2	2.15	Enhance School Meals with Local Ingredients	No	\$0.00	0
2	2.16	Attendance Incentive Allocations to each School	No	\$8,000.00	3,128
3	3.1	SARB	No	\$0.00	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)
3	3.2	Parent Involvement Opportunities	No	\$1,500.00	102
3	3.3	Family Nights	No	\$10,000.00	2,064
3	3.4	Parent and Family Surveys	No	\$500.00	150
3	3.5	Four Year Planning	No	\$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$362,308	\$431,855.00	\$359,312.00	\$72,543.00	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	\$72,126		
1	1.3	Instructional technology to support ELA/Math	Yes	\$4,000.00	\$2,000		
1	1.6	Support for English Learner students	Yes	\$57,000.00	\$38,567		
1	1.7	Support for English Learner students	Yes	\$2,000.00	\$979		
1	1.8	Student assessment to monitor progress	Yes	\$16,000.00	\$18,589		
1	1.12	Technology to Support Instruction	Yes	\$25,000.00	\$24,876		
1	1.13	Instructional Aides	Yes	\$184,855.00	\$146,385		
1	1.21	LCFF Supplemental Site Allocations	Yes	\$16,000.00	\$5,000		
2	2.7	Music Teacher	Yes	\$36,000.00	\$40,211		
2	2.8	Art in Schools	Yes	\$16,000.00	\$5,581		
2	2.9	Foster Youth Liaison / SCOE	Yes	\$5,000.00	\$4,998		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,667,108	\$362,308	0	6.393%	\$359,312.00	0.000%	6.340%	\$2,996.00	0.053%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

			2025-26 Estimated Actuals			2026-27 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		1,711,603.00	0.00	1,711,603.00	1,770,952.00	0.00	1,770,952.00	3.5%
2) Federal Revenue	8100-8299		0.00	189,425.00	189,425.00	0.00	180,966.00	180,966.00	-4.5%
3) Other State Revenue	8300-8599		10,543.00	976,352.00	986,895.00	10,543.00	1,137,356.00	1,147,899.00	16.3%
4) Other Local Revenue	8600-8799		528,945.00	390,947.00	919,892.00	528,945.00	452,540.00	981,485.00	6.7%
5) TOTAL, REVENUES			2,251,091.00	1,556,724.00	3,807,815.00	2,310,440.00	1,770,862.00	4,081,302.00	7.2%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		395,148.00	378,800.00	773,948.00	457,031.00	366,243.00	823,274.00	6.4%
2) Classified Salaries	2000-2999		593,048.00	268,511.00	861,559.00	559,812.00	234,408.00	794,220.00	-7.8%
3) Employee Benefits	3000-3999		481,475.00	382,774.00	864,249.00	468,251.00	372,722.00	840,973.00	-2.7%
4) Books and Supplies	4000-4999		44,226.00	346,648.00	390,874.00	44,226.00	270,866.00	315,092.00	-19.4%
5) Services and Other Operating Expenditures	5000-5999		500,650.00	868,274.00	1,368,924.00	500,661.00	864,333.00	1,364,994.00	-0.3%
6) Capital Outlay	6000-6999		661,454.00	296,000.00	957,454.00	71,000.00	10,000.00	81,000.00	-91.5%
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		(133,160.00)	115,946.00	(17,214.00)	(157,037.00)	143,419.00	(13,618.00)	-20.9%
9) TOTAL, EXPENDITURES			2,542,841.00	2,656,953.00	5,199,794.00	1,943,944.00	2,261,991.00	4,205,935.00	-19.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(291,750.00)	(1,100,229.00)	(1,391,979.00)	366,496.00	(491,129.00)	(124,633.00)	-91.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		19,000.00	0.00	19,000.00	19,000.00	0.00	19,000.00	0.0%
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		(75,524.00)	75,524.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(56,524.00)	75,524.00	19,000.00	19,000.00	0.00	19,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(348,274.00)	(1,024,705.00)	(1,372,979.00)	385,496.00	(491,129.00)	(105,633.00)	-92.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		5,586,835.00	1,180,825.00	6,767,660.00	5,238,561.00	156,120.00	5,394,681.00	-20.3%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Budget, July 1
County School Service Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)			5,586,835.00	1,180,825.00	6,767,660.00	5,238,561.00	156,120.00	5,394,681.00	-20.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,586,835.00	1,180,825.00	6,767,660.00	5,238,561.00	156,120.00	5,394,681.00	-20.3%
2) Ending Balance, June 30 (E + F1e)			5,238,561.00	156,120.00	5,394,681.00	5,624,057.00	(335,009.00)	5,289,048.00	-2.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	600.00	0.00	600.00	0.00	0.00	0.00	-100.0%
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	156,120.00	156,120.00	0.00	376.00	376.00	-99.8%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	2,000,000.00	0.00	2,000,000.00	2,000,000.00	0.00	2,000,000.00	0.0%
Legal Reserve	0000	9760	1,000,000.00		1,000,000.00			0.00	
NPS/NPA Reserve	0000	9760	1,000,000.00		1,000,000.00			0.00	
Legal Reserve	0000	9760			0.00	1,000,000.00		1,000,000.00	
NPS/NPA Reserve	0000	9760			0.00	1,000,000.00		1,000,000.00	
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	701,972.00	0.00	701,972.00	567,801.00	0.00	567,801.00	-19.1%
Unassigned/Unappropriated Amount		9790	2,535,989.00	0.00	2,535,989.00	3,056,256.00	(335,385.00)	2,720,871.00	7.3%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	5,451,697.61	715,309.88	6,167,007.49				
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	48,053.72	2,500.00	50,553.72				
4) Due from Grantor Government		9290	0.00	154,439.15	154,439.15				

Description Resource Codes Object Codes			2025-26 Estimated Actuals			2026-27 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)	
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				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			5,500,351.33	872,249.03	6,372,600.36				
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	28,640.58	0.00	28,640.58				
2) Due to Grantor Governments		9590	59.00	62,148.91	62,207.91				
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			28,699.58	62,148.91	90,848.49				
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)			5,471,651.75	810,100.12	6,281,751.87				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	1,456,764.00	0.00	1,456,764.00	1,516,113.00	0.00	1,516,113.00	4.1%
Education Protection Account State Aid - Current Year		8012	175,339.00	0.00	175,339.00	175,339.00	0.00	175,339.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	500.00	0.00	500.00	500.00	0.00	500.00	0.0%
Timber Yield Tax		8022	400.00	0.00	400.00	400.00	0.00	400.00	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	75,000.00	0.00	75,000.00	75,000.00	0.00	75,000.00	0.0%
Unsecured Roll Taxes		8042	2,800.00	0.00	2,800.00	2,800.00	0.00	2,800.00	0.0%

Description			2025-26 Estimated Actuals			2026-27 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)	
Prior Years' Taxes		8043	100.00	0.00	100.00	100.00	0.00	100.00	0.0%
Supplemental Taxes		8044	700.00	0.00	700.00	700.00	0.00	700.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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%
Receipt from Co. Board of Sup.		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			1,711,603.00	0.00	1,711,603.00	1,770,952.00	0.00	1,770,952.00	3.5%
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			1,711,603.00	0.00	1,711,603.00	1,770,952.00	0.00	1,770,952.00	3.5%
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	20,376.00	20,376.00	0.00	32,376.00	32,376.00	58.9%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)	
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%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 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	46,843.00	46,843.00	0.00	26,384.00	26,384.00	-43.7%
TOTAL, FEDERAL REVENUE			0.00	189,425.00	189,425.00	0.00	180,966.00	180,966.00	-4.5%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		697,133.00	697,133.00		864,390.00	864,390.00	24.0%
Prior Years	6500	8319		6,253.00	6,253.00		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	1,089.00	0.00	1,089.00	1,089.00	0.00	1,089.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	3,314.00	1,430.00	4,744.00	3,314.00	1,430.00	4,744.00	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		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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)	
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	6,140.00	196,536.00	202,676.00	6,140.00	196,536.00	202,676.00	0.0%
TOTAL, OTHER STATE REVENUE			10,543.00	976,352.00	986,895.00	10,543.00	1,137,356.00	1,147,899.00	16.3%
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	335,000.00	0.00	335,000.00	335,000.00	24,885.00	359,885.00	7.4%
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									

Description			2025-26 Estimated Actuals			2026-27 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)	
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	13,945.00	177,138.00	191,083.00	13,945.00	213,846.00	227,791.00	19.2%
Tuition		8710	0.00	213,809.00	213,809.00	0.00	213,809.00	213,809.00	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%
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			528,945.00	390,947.00	919,892.00	528,945.00	452,540.00	981,485.00	6.7%
TOTAL, REVENUES			2,251,091.00	1,556,724.00	3,807,815.00	2,310,440.00	1,770,862.00	4,081,302.00	7.2%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	213,324.00	268,361.00	481,685.00	220,768.00	257,463.00	478,231.00	-0.7%
Certificated Pupil Support Salaries		1200	0.00	27,500.00	27,500.00	0.00	27,500.00	27,500.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	181,824.00	82,939.00	264,763.00	236,263.00	81,280.00	317,543.00	19.9%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			395,148.00	378,800.00	773,948.00	457,031.00	366,243.00	823,274.00	6.4%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	22,478.00	187,384.00	209,862.00	0.00	153,184.00	153,184.00	-27.0%
Classified Support Salaries		2200	116,662.00	60,457.00	177,119.00	97,534.00	60,936.00	158,470.00	-10.5%
Classified Supervisors' and Administrators' Salaries		2300	170,718.00	0.00	170,718.00	177,420.00	0.00	177,420.00	3.9%
Clerical, Technical and Office Salaries		2400	283,190.00	0.00	283,190.00	284,858.00	0.00	284,858.00	0.6%
Other Classified Salaries		2900	0.00	20,670.00	20,670.00	0.00	20,288.00	20,288.00	-1.8%
TOTAL, CLASSIFIED SALARIES			593,048.00	268,511.00	861,559.00	559,812.00	234,408.00	794,220.00	-7.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	76,425.00	144,984.00	221,409.00	86,911.00	141,759.00	228,670.00	3.3%
PERS		3201-3202	156,663.00	55,170.00	211,833.00	155,570.00	54,016.00	209,586.00	-1.1%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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		3301-3302	49,929.00	24,958.00	74,887.00	47,525.00	21,360.00	68,885.00	-8.0%
Health and Welfare Benefits		3401-3402	165,027.00	135,365.00	300,392.00	143,878.00	145,739.00	289,617.00	-3.6%
Unemployment Insurance		3501-3502	496.00	324.00	820.00	509.00	298.00	807.00	-1.6%
Workers' Compensation		3601-3602	32,935.00	21,973.00	54,908.00	16,321.00	9,550.00	25,871.00	-52.9%
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	17,537.00	0.00	17,537.00	New
TOTAL, EMPLOYEE BENEFITS			481,475.00	382,774.00	864,249.00	468,251.00	372,722.00	840,973.00	-2.7%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	8,900.00	165,213.00	174,113.00	8,900.00	101,183.00	110,083.00	-36.8%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	25,000.00	25,000.00	New
Materials and Supplies		4300	27,134.00	116,232.00	143,366.00	27,134.00	89,291.00	116,425.00	-18.8%
Noncapitalized Equipment		4400	8,192.00	65,203.00	73,395.00	8,192.00	55,392.00	63,584.00	-13.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			44,226.00	346,648.00	390,874.00	44,226.00	270,866.00	315,092.00	-19.4%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	120,650.00	120,650.00	0.00	55,650.00	55,650.00	-53.9%
Travel and Conferences		5200	23,858.00	52,397.00	76,255.00	23,858.00	57,728.00	81,586.00	7.0%
Dues and Memberships		5300	35,075.00	4,115.00	39,190.00	35,086.00	4,106.00	39,192.00	0.0%
Insurance		5400 - 5499	0.00	25,500.00	25,500.00	0.00	23,200.00	23,200.00	-9.0%
Operations and Housekeeping Services		5500	1,700.00	19,000.00	20,700.00	1,700.00	19,000.00	20,700.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,800.00	2,000.00	3,800.00	1,800.00	2,000.00	3,800.00	0.0%
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 - 5899	423,117.00	642,988.00	1,066,105.00	423,117.00	701,025.00	1,124,142.00	5.4%
Communications		5900	15,100.00	1,624.00	16,724.00	15,100.00	1,624.00	16,724.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			500,650.00	868,274.00	1,368,924.00	500,661.00	864,333.00	1,364,994.00	-0.3%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	76,454.00	0.00	76,454.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	475,000.00	255,000.00	730,000.00	0.00	0.00	0.00	-100.0%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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	95,000.00	41,000.00	136,000.00	56,000.00	10,000.00	66,000.00	-51.5%
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			661,454.00	296,000.00	957,454.00	71,000.00	10,000.00	81,000.00	-91.5%
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%
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)			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	(115,946.00)	115,946.00	0.00	(143,419.00)	143,419.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(17,214.00)	0.00	(17,214.00)	(13,618.00)	0.00	(13,618.00)	-20.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(133,160.00)	115,946.00	(17,214.00)	(157,037.00)	143,419.00	(13,618.00)	-20.9%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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, EXPENDITURES			2,542,841.00	2,656,953.00	5,199,794.00	1,943,944.00	2,261,991.00	4,205,935.00	-19.1%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	19,000.00	0.00	19,000.00	19,000.00	0.00	19,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			19,000.00	0.00	19,000.00	19,000.00	0.00	19,000.00	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	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%
(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%

Description Resource Codes Object Codes			2025-26 Estimated Actuals			2026-27 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)	
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(75,524.00)	75,524.00	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			(75,524.00)	75,524.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(56,524.00)	75,524.00	19,000.00	19,000.00	0.00	19,000.00	0.0%

			2025-26 Estimated Actuals			2026-27 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	1,711,603.00	0.00	1,711,603.00	1,770,952.00	0.00	1,770,952.00	3.5%
2) Federal Revenue		8100-8299	0.00	189,425.00	189,425.00	0.00	180,966.00	180,966.00	-4.5%
3) Other State Revenue		8300-8599	10,543.00	976,352.00	986,895.00	10,543.00	1,137,356.00	1,147,899.00	16.3%
4) Other Local Revenue		8600-8799	528,945.00	390,947.00	919,892.00	528,945.00	452,540.00	981,485.00	6.7%
5) TOTAL, REVENUES			2,251,091.00	1,556,724.00	3,807,815.00	2,310,440.00	1,770,862.00	4,081,302.00	7.2%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	348,276.00	1,170,368.00	1,518,644.00	330,010.00	1,046,347.00	1,376,357.00	-9.4%
2) Instruction - Related Services	2000-2999		207,456.00	284,681.00	492,137.00	318,014.00	248,250.00	566,264.00	15.1%
3) Pupil Services	3000-3999		178,844.00	583,186.00	762,030.00	161,669.00	564,211.00	725,880.00	-4.7%
4) Ancillary Services	4000-4999		0.00	53,889.00	53,889.00	0.00	49,379.00	49,379.00	-8.4%
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		1,183,098.00	245,029.00	1,428,127.00	1,100,651.00	291,304.00	1,391,955.00	-2.5%
8) Plant Services	8000-8999		625,167.00	319,800.00	944,967.00	33,600.00	62,500.00	96,100.00	-89.8%
9) Other Outgo	9000-9999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,542,841.00	2,656,953.00	5,199,794.00	1,943,944.00	2,261,991.00	4,205,935.00	-19.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(291,750.00)	(1,100,229.00)	(1,391,979.00)	366,496.00	(491,129.00)	(124,633.00)	-91.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	19,000.00	0.00	19,000.00	19,000.00	0.00	19,000.00	0.0%
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	(75,524.00)	75,524.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(56,524.00)	75,524.00	19,000.00	19,000.00	0.00	19,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(348,274.00)	(1,024,705.00)	(1,372,979.00)	385,496.00	(491,129.00)	(105,633.00)	-92.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	5,586,835.00	1,180,825.00	6,767,660.00	5,238,561.00	156,120.00	5,394,681.00	-20.3%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)			5,586,835.00	1,180,825.00	6,767,660.00	5,238,561.00	156,120.00	5,394,681.00	-20.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,586,835.00	1,180,825.00	6,767,660.00	5,238,561.00	156,120.00	5,394,681.00	-20.3%
2) Ending Balance, June 30 (E + F1e)			5,238,561.00	156,120.00	5,394,681.00	5,624,057.00	(335,009.00)	5,289,048.00	-2.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	600.00	0.00	600.00	0.00	0.00	0.00	-100.0%
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	156,120.00	156,120.00	0.00	376.00	376.00	-99.8%
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	2,000,000.00	0.00	2,000,000.00	2,000,000.00	0.00	2,000,000.00	0.0%
Legal Reserve	0000	9760	1,000,000.00		1,000,000.00			0.00	
NPS/NPA Reserve	0000	9760	1,000,000.00		1,000,000.00			0.00	
Legal Reserve	0000	9760			0.00	1,000,000.00		1,000,000.00	
NPS/NPA Reserve	0000	9760			0.00	1,000,000.00		1,000,000.00	
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	701,972.00	0.00	701,972.00	567,801.00	0.00	567,801.00	-19.1%
Unassigned/Unappropriated Amount		9790	2,535,989.00	0.00	2,535,989.00	3,056,256.00	(335,385.00)	2,720,871.00	7.3%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6520	Special Ed: Project Workability I LEA	0.00	376.00
6546	Mental Health-Related Services	17,267.00	0.00
9010	Other Restricted Local	138,853.00	0.00
Total, Restricted Balance		156,120.00	376.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	301,332.00	301,332.00	0.0%
4) Other Local Revenue		8600-8799	32,200.00	32,700.00	1.6%
5) TOTAL, REVENUES			333,532.00	334,032.00	0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	173,672.00	120,329.00	-30.7%
2) Classified Salaries		2000-2999	50,457.00	40,189.00	-20.4%
3) Employee Benefits		3000-3999	92,848.00	74,820.00	-19.4%
4) Books and Supplies		4000-4999	17,162.00	22,262.00	29.7%
5) Services and Other Operating Expenditures		5000-5999	41,598.00	47,198.00	13.5%
6) Capital Outlay		6000-6999	4,700.00	4,700.00	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	17,214.00	13,618.00	-20.9%
9) TOTAL, EXPENDITURES			397,651.00	323,116.00	-18.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(64,119.00)	10,916.00	-117.0%
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 FUND BALANCE (C + D4)			(64,119.00)	10,916.00	-117.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	125,457.00	61,338.00	-51.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			125,457.00	61,338.00	-51.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			125,457.00	61,338.00	-51.1%
2) Ending Balance, June 30 (E + F1e)			61,338.00	72,254.00	17.8%
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	61,338.00	72,254.00	17.8%
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	(8,113.57)		
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	2025-26 Estimated Actuals	2026-27 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			(8,113.57)		
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	110.20		
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			110.20		
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)			(8,223.77)		
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	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			301,332.00	301,332.00	0.0%
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	32,200.00	32,700.00	1.6%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			32,200.00	32,700.00	1.6%
TOTAL, REVENUES			333,532.00	334,032.00	0.1%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	41,256.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	132,416.00	120,329.00	-9.1%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			173,672.00	120,329.00	-30.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	15,398.00	4,880.00	-68.3%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	35,059.00	35,309.00	0.7%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			50,457.00	40,189.00	-20.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	31,165.00	22,983.00	-26.3%
PERS		3201-3202	9,659.00	10,291.00	6.5%
OASDI/Medicare/Alternative		3301-3302	6,595.00	3,898.00	-40.9%
Health and Welfare Benefits		3401-3402	37,679.00	35,074.00	-6.9%
Unemployment Insurance		3501-3502	114.00	80.00	-29.8%
Workers' Compensation		3601-3602	7,636.00	2,494.00	-67.3%
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			92,848.00	74,820.00	-19.4%
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	14,808.00	19,508.00	31.7%
Noncapitalized Equipment		4400	2,354.00	2,754.00	17.0%
TOTAL, BOOKS AND SUPPLIES			17,162.00	22,262.00	29.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	7,500.00	11,600.00	54.7%
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	8,000.00	8,000.00	0.0%
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	20,150.00	21,650.00	7.4%
Communications		5900	3,148.00	3,148.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			41,598.00	47,198.00	13.5%
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	4,700.00	4,700.00	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			4,700.00	4,700.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	17,214.00	13,618.00	-20.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			17,214.00	13,618.00	-20.9%
TOTAL, EXPENDITURES			397,651.00	323,116.00	-18.7%
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	2025-26 Estimated Actuals	2026-27 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	301,332.00	301,332.00	0.0%
4) Other Local Revenue		8600-8799	32,200.00	32,700.00	1.6%
5) TOTAL, REVENUES			333,532.00	334,032.00	0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		91,550.00	52,404.00	-42.8%
2) Instruction - Related Services	2000-2999		238,819.00	233,168.00	-2.4%
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		18,400.00	3,400.00	-81.5%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		19,538.00	13,618.00	-30.3%
8) Plant Services	8000-8999		29,344.00	20,526.00	-30.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			397,651.00	323,116.00	-18.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(64,119.00)	10,916.00	-117.0%
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 FUND BALANCE (C + D4)			(64,119.00)	10,916.00	-117.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	125,457.00	61,338.00	-51.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			125,457.00	61,338.00	-51.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			125,457.00	61,338.00	-51.1%
2) Ending Balance, June 30 (E + F1e)			61,338.00	72,254.00	17.8%
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	61,338.00	72,254.00	17.8%
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	2025-26 Estimated Actuals	2026-27 Budget
6391	Adult Education Program	22,030.00	19,046.00
9010	Other Restricted Local	39,308.00	53,208.00
Total, Restricted Balance		61,338.00	72,254.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	144,000.00	144,000.00	0.0%
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			144,000.00	144,000.00	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	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	125,000.00	125,000.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			125,000.00	125,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			19,000.00	19,000.00	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	19,000.00	19,000.00	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			(19,000.00)	(19,000.00)	0.0%
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	2025-26 Estimated Actuals	2026-27 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	19,000.00	19,000.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	125,000.00	125,000.00	0.0%
TOTAL, FEDERAL REVENUE			144,000.00	144,000.00	0.0%
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			144,000.00	144,000.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	125,000.00	125,000.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers		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)			125,000.00	125,000.00	0.0%
TOTAL, EXPENDITURES			125,000.00	125,000.00	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%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	19,000.00	19,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			19,000.00	19,000.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	144,000.00	144,000.00	0.0%
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			144,000.00	144,000.00	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		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	125,000.00	125,000.00	0.0%
10) TOTAL, EXPENDITURES			125,000.00	125,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			19,000.00	19,000.00	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	19,000.00	19,000.00	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			(19,000.00)	(19,000.00)	0.0%
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	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

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

			2025-26 Estimated Actuals			2026-27 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	6,933,905.00	0.00	6,933,905.00	7,787,738.00	0.00	7,787,738.00	12.3%
2) Federal Revenue		8100-8299	779,000.00	190,559.00	969,559.00	200,000.00	188,631.00	388,631.00	-59.9%
3) Other State Revenue		8300-8599	90,022.00	1,174,847.00	1,264,869.00	90,022.00	866,358.00	956,380.00	-24.4%
4) Other Local Revenue		8600-8799	321,827.00	483,603.00	805,430.00	321,827.00	60,101.00	381,928.00	-52.6%
5) TOTAL, REVENUES			8,124,754.00	1,849,009.00	9,973,763.00	8,399,587.00	1,115,090.00	9,514,677.00	-4.6%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	2,439,270.00	327,479.00	2,766,749.00	2,747,519.00	362,306.00	3,109,825.00	12.4%
2) Classified Salaries		2000-2999	977,237.00	107,524.00	1,084,761.00	979,223.00	130,861.00	1,110,084.00	2.3%
3) Employee Benefits		3000-3999	1,552,561.00	429,558.00	1,982,119.00	1,669,789.00	470,263.00	2,140,052.00	8.0%
4) Books and Supplies		4000-4999	365,017.00	725,388.00	1,090,405.00	320,674.00	225,130.00	545,804.00	-49.9%
5) Services and Other Operating Expenditures		5000-5999	1,778,099.00	548,322.00	2,326,421.00	1,765,304.00	403,580.00	2,168,884.00	-6.8%
6) Capital Outlay		6000-6999	330,847.00	1,194,799.00	1,525,646.00	321,847.00	340,463.00	662,310.00	-56.6%
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	(76,965.00)	56,896.00	(20,069.00)	(35,661.00)	35,661.00	0.00	-100.0%
9) TOTAL, EXPENDITURES			7,634,354.00	3,389,966.00	11,024,320.00	8,036,983.00	1,968,264.00	10,005,247.00	-9.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			490,400.00	(1,540,957.00)	(1,050,557.00)	362,604.00	(853,174.00)	(490,570.00)	-53.3%
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	75,000.00	0.00	75,000.00	87,048.00	0.00	87,048.00	16.1%
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	(218,395.00)	218,395.00	0.00	(92,733.00)	92,733.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(293,395.00)	218,395.00	(75,000.00)	(179,781.00)	92,733.00	(87,048.00)	16.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			197,005.00	(1,322,562.00)	(1,125,557.00)	182,823.00	(760,441.00)	(577,618.00)	-48.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,813,735.00	1,758,791.00	4,572,526.00	3,010,740.00	436,229.00	3,446,969.00	-24.6%
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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)			2,813,735.00	1,758,791.00	4,572,526.00	3,010,740.00	436,229.00	3,446,969.00	-24.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,813,735.00	1,758,791.00	4,572,526.00	3,010,740.00	436,229.00	3,446,969.00	-24.6%
2) Ending Balance, June 30 (E + F1e)			3,010,740.00	436,229.00	3,446,969.00	3,193,563.00	(324,212.00)	2,869,351.00	-16.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	3,600.00	0.00	3,600.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	9,323.27	1,820.00	11,143.27	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	436,229.00	436,229.00	0.00	170,721.00	170,721.00	-60.9%
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	300,887.00	0.00	300,887.00	0.00	0.00	0.00	-100.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,387,415.00	0.00	1,387,415.00	1,261,559.00	0.00	1,261,559.00	-9.1%
Unassigned/Unappropriated Amount		9790	809,514.73	(1,820.00)	807,694.73	1,432,004.00	(494,933.00)	937,071.00	16.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	2,227,064.03	1,694,886.61	3,921,950.64				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	500.00	0.00	500.00				
c) in Revolving Cash Account		9130	3,600.00	0.00	3,600.00				
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	9,866.20	(2,260.65)	7,605.55				
4) Due from Grantor Government		9290	403,949.00	63,163.50	467,112.50				
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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)	
7) Prepaid Expenditures		9330	9,323.27	1,820.00	11,143.27				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			2,654,302.50	1,757,609.46	4,411,911.96				
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	241,451.29	0.00	241,451.29				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
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			241,451.29	0.00	241,451.29				
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)			2,412,851.21	1,757,609.46	4,170,460.67				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	2,656,295.00	0.00	2,656,295.00	3,387,799.00	0.00	3,387,799.00	27.5%
Education Protection Account State Aid - Current Year		8012	702,141.00	0.00	702,141.00	824,470.00	0.00	824,470.00	17.4%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	18,421.00	0.00	18,421.00	18,421.00	0.00	18,421.00	0.0%
Timber Yield Tax		8022	14,951.00	0.00	14,951.00	14,951.00	0.00	14,951.00	0.0%
Other Subventions/In-Lieu Taxes		8029	2,360.00	0.00	2,360.00	2,360.00	0.00	2,360.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	3,345,160.00	0.00	3,345,160.00	3,345,160.00	0.00	3,345,160.00	0.0%
Unsecured Roll Taxes		8042	101,339.00	0.00	101,339.00	101,339.00	0.00	101,339.00	0.0%
Prior Years' Taxes		8043	3,238.00	0.00	3,238.00	3,238.00	0.00	3,238.00	0.0%
Supplemental Taxes		8044	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

Description			2025-26 Estimated Actuals			2026-27 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)	
Education Revenue Augmentation Fund (ERAF)		8045	90,000.00	0.00	90,000.00	90,000.00	0.00	90,000.00	0.0%
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			6,933,905.00	0.00	6,933,905.00	7,787,738.00	0.00	7,787,738.00	12.3%
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			6,933,905.00	0.00	6,933,905.00	7,787,738.00	0.00	7,787,738.00	12.3%
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	779,000.00	0.00	779,000.00	200,000.00	0.00	200,000.00	-74.3%
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		109,256.00	109,256.00		109,256.00	109,256.00	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		23,330.00	23,330.00		23,330.00	23,330.00	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			2025-26 Estimated Actuals			2026-27 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, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		15,227.00	15,227.00		15,227.00	15,227.00	0.0%
Career and Technical Education	3500-3599	8290		4,321.00	4,321.00		4,321.00	4,321.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	33,899.00	33,899.00	0.00	31,971.00	31,971.00	-5.7%
TOTAL, FEDERAL REVENUE			779,000.00	190,559.00	969,559.00	200,000.00	188,631.00	388,631.00	-59.9%
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	71,778.00	30,978.00	102,756.00	71,778.00	30,978.00	102,756.00	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		129,914.00	129,914.00		129,914.00	129,914.00	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		236,142.00	236,142.00		236,142.00	236,142.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		63,510.00	63,510.00		63,510.00	63,510.00	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	714,303.00	714,703.00	400.00	405,814.00	406,214.00	-43.2%
TOTAL, OTHER STATE REVENUE			90,022.00	1,174,847.00	1,264,869.00	90,022.00	866,358.00	956,380.00	-24.4%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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 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	483,603.00	551,430.00	67,827.00	60,101.00	127,928.00	-76.8%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)	
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%
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	483,603.00	805,430.00	321,827.00	60,101.00	381,928.00	-52.6%
TOTAL, REVENUES			8,124,754.00	1,849,009.00	9,973,763.00	8,399,587.00	1,115,090.00	9,514,677.00	-4.6%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	1,878,762.00	319,832.00	2,198,594.00	2,105,829.00	294,353.00	2,400,182.00	9.2%
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	560,508.00	7,647.00	568,155.00	641,690.00	7,953.00	649,643.00	14.3%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	60,000.00	60,000.00	New
TOTAL, CERTIFICATED SALARIES			2,439,270.00	327,479.00	2,766,749.00	2,747,519.00	362,306.00	3,109,825.00	12.4%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	199,969.00	45,337.00	245,306.00	203,517.00	56,727.00	260,244.00	6.1%
Classified Support Salaries		2200	517,949.00	62,187.00	580,136.00	513,594.00	74,134.00	587,728.00	1.3%
Classified Supervisors' and Administrators' Salaries		2300	2,761.00	0.00	2,761.00	2,700.00	0.00	2,700.00	-2.2%
Clerical, Technical and Office Salaries		2400	256,558.00	0.00	256,558.00	259,412.00	0.00	259,412.00	1.1%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			977,237.00	107,524.00	1,084,761.00	979,223.00	130,861.00	1,110,084.00	2.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	465,369.00	309,059.00	774,428.00	520,984.00	303,852.00	824,836.00	6.5%
PERS		3201-3202	214,982.00	17,326.00	232,308.00	221,534.00	23,372.00	244,906.00	5.4%
OASDI/Medicare/Alternative		3301-3302	105,630.00	14,864.00	120,494.00	112,246.00	16,941.00	129,187.00	7.2%
Health and Welfare Benefits		3401-3402	639,884.00	74,391.00	714,275.00	679,659.00	113,415.00	793,074.00	11.0%
Unemployment Insurance		3501-3502	1,716.00	219.00	1,935.00	1,861.00	199.00	2,060.00	6.5%
Workers' Compensation		3601-3602	107,443.00	13,699.00	121,142.00	115,968.00	12,484.00	128,452.00	6.0%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)	
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	17,537.00	0.00	17,537.00	17,537.00	0.00	17,537.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,552,561.00	429,558.00	1,982,119.00	1,669,789.00	470,263.00	2,140,052.00	8.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	28,318.00	28,318.00	0.00	28,318.00	28,318.00	0.0%
Books and Other Reference Materials		4200	0.00	225,915.00	225,915.00	0.00	0.00	0.00	-100.0%
Materials and Supplies		4300	255,624.00	202,440.00	458,064.00	255,624.00	101,037.00	356,661.00	-22.1%
Noncapitalized Equipment		4400	109,393.00	268,715.00	378,108.00	65,050.00	95,775.00	160,825.00	-57.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			365,017.00	725,388.00	1,090,405.00	320,674.00	225,130.00	545,804.00	-49.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	57,865.00	57,865.00	0.00	32,865.00	32,865.00	-43.2%
Travel and Conferences		5200	8,024.00	52,929.00	60,953.00	8,024.00	100,746.00	108,770.00	78.4%
Dues and Memberships		5300	14,123.00	63.00	14,186.00	13,302.00	63.00	13,365.00	-5.8%
Insurance		5400 - 5499	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	3,117.00	508,064.00	504,947.00	3,117.00	508,064.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	160,416.00	1,472.00	161,888.00	160,416.00	1,472.00	161,888.00	0.0%
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 - 5899	802,810.00	432,876.00	1,235,686.00	790,836.00	265,317.00	1,056,153.00	-14.5%
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			1,778,099.00	548,322.00	2,326,421.00	1,765,304.00	403,580.00	2,168,884.00	-6.8%
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	37,757.00	453,885.00	491,642.00	28,757.00	180,000.00	208,757.00	-57.5%
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	293,090.00	740,914.00	1,034,004.00	293,090.00	160,463.00	453,553.00	-56.1%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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, CAPITAL OUTLAY			330,847.00	1,194,799.00	1,525,646.00	321,847.00	340,463.00	662,310.00	-56.6%
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%
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									
Transfers of Indirect Costs		7310	(76,965.00)	56,896.00	(20,069.00)	(35,661.00)	35,661.00	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			(76,965.00)	56,896.00	(20,069.00)	(35,661.00)	35,661.00	0.00	-100.0%
TOTAL, EXPENDITURES			7,634,354.00	3,389,966.00	11,024,320.00	8,036,983.00	1,968,264.00	10,005,247.00	-9.2%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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)	
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	75,000.00	0.00	75,000.00	87,048.00	0.00	87,048.00	16.1%
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			75,000.00	0.00	75,000.00	87,048.00	0.00	87,048.00	16.1%
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									
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	(218,395.00)	218,395.00	0.00	(92,733.00)	92,733.00	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			(218,395.00)	218,395.00	0.00	(92,733.00)	92,733.00	0.00	0.0%

Description Resource Codes Object Codes			2025-26 Estimated Actuals			2026-27 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 FINANCING SOURCES/USES (a- b + c - d + e)			(293,395.00)	218,395.00	(75,000.00)	(179,781.00)	92,733.00	(87,048.00)	16.1%

Description			2025-26 Estimated Actuals			2026-27 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)	
A. REVENUES									
1) LCFF Sources		8010-8099	6,933,905.00	0.00	6,933,905.00	7,787,738.00	0.00	7,787,738.00	12.3%
2) Federal Revenue		8100-8299	779,000.00	190,559.00	969,559.00	200,000.00	188,631.00	388,631.00	-59.9%
3) Other State Revenue		8300-8599	90,022.00	1,174,847.00	1,264,869.00	90,022.00	866,358.00	956,380.00	-24.4%
4) Other Local Revenue		8600-8799	321,827.00	483,603.00	805,430.00	321,827.00	60,101.00	381,928.00	-52.6%
5) TOTAL, REVENUES			8,124,754.00	1,849,009.00	9,973,763.00	8,399,587.00	1,115,090.00	9,514,677.00	-4.6%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		3,266,303.00	2,539,203.00	5,805,506.00	3,540,468.00	1,359,763.00	4,900,231.00	-15.6%
2) Instruction - Related Services	2000-2999		848,941.00	83,353.00	932,294.00	963,761.00	84,722.00	1,048,483.00	12.5%
3) Pupil Services	3000-3999		549,654.00	190,791.00	740,445.00	568,782.00	247,117.00	815,899.00	10.2%
4) Ancillary Services	4000-4999		138,527.00	1,175.00	139,702.00	125,240.00	1,175.00	126,415.00	-9.5%
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		1,184,160.00	112,442.00	1,296,602.00	1,171,694.00	86,370.00	1,258,064.00	-3.0%
8) Plant Services	8000-8999		1,377,981.00	463,002.00	1,840,983.00	1,398,250.00	189,117.00	1,587,367.00	-13.8%
9) Other Outgo	9000-9999	Except 7600-7699	268,288.00	0.00	268,288.00	268,288.00	0.00	268,288.00	0.0%
10) TOTAL, EXPENDITURES			7,634,354.00	3,389,966.00	11,024,320.00	8,036,983.00	1,968,264.00	10,005,247.00	-9.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			490,400.00	(1,540,957.00)	(1,050,557.00)	362,604.00	(853,174.00)	(490,570.00)	-53.3%
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		75,000.00	0.00	75,000.00	87,048.00	0.00	87,048.00	16.1%
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		(218,395.00)	218,395.00	0.00	(92,733.00)	92,733.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(293,395.00)	218,395.00	(75,000.00)	(179,781.00)	92,733.00	(87,048.00)	16.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			197,005.00	(1,322,562.00)	(1,125,557.00)	182,823.00	(760,441.00)	(577,618.00)	-48.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		2,813,735.00	1,758,791.00	4,572,526.00	3,010,740.00	436,229.00	3,446,969.00	-24.6%

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

Description			2025-26 Estimated Actuals			2026-27 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)			2,813,735.00	1,758,791.00	4,572,526.00	3,010,740.00	436,229.00	3,446,969.00	-24.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,813,735.00	1,758,791.00	4,572,526.00	3,010,740.00	436,229.00	3,446,969.00	-24.6%
2) Ending Balance, June 30 (E + F1e)			3,010,740.00	436,229.00	3,446,969.00	3,193,563.00	(324,212.00)	2,869,351.00	-16.8%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	3,600.00	0.00	3,600.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	9,323.27	1,820.00	11,143.27	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	436,229.00	436,229.00	0.00	170,721.00	170,721.00	-60.9%
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	300,887.00	0.00	300,887.00	0.00	0.00	0.00	-100.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	1,387,415.00	0.00	1,387,415.00	1,261,559.00	0.00	1,261,559.00	-9.1%
Unassigned/Unappropriated Amount		9790	809,514.73	(1,820.00)	807,694.73	1,432,004.00	(494,933.00)	937,071.00	16.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	56,055.00	7,252.00
6019	Student Support and Professional Development Discretionary Block Grant	83,489.00	10,173.00
6300	Lottery: Instructional Materials	37,404.00	25,664.00
6547	Special Education Early Intervention Preschool Grant	107,982.00	127,632.00
7339	Dual Enrollment Opportunities	148,744.00	0.00
9010	Other Restricted Local	2,555.00	0.00
Total, Restricted Balance		436,229.00	170,721.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	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	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	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES 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 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	120,056.00	New
b) Audit Adjustments		9793	120,056.00	120,056.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			120,056.00	240,112.00	100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			120,056.00	240,112.00	100.0%
2) Ending Balance, June 30 (E + F1e)			120,056.00	240,112.00	100.0%
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	120,056.00	240,112.00	100.0%
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					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	120,056.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	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			120,056.00		
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	0.00		
5) Unearned Revenues		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					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			120,056.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	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%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	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%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
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					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	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%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	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	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
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			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			0.00	0.00	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%
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					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(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	2025-26 Estimated Actuals	2026-27 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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	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		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES 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 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	120,056.00	New
b) Audit Adjustments		9793	120,056.00	120,056.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			120,056.00	240,112.00	100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			120,056.00	240,112.00	100.0%
2) Ending Balance, June 30 (E + F1e)			120,056.00	240,112.00	100.0%
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	120,056.00	240,112.00	100.0%
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	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	120,056.00	240,112.00
Total, Restricted Balance		120,056.00	240,112.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	118,300.00	118,300.00	0.0%
3) Other State Revenue		8300-8599	144,400.00	144,400.00	0.0%
4) Other Local Revenue		8600-8799	150.00	150.00	0.0%
5) TOTAL, REVENUES			262,850.00	262,850.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	119,065.00	120,210.00	1.0%
3) Employee Benefits		3000-3999	57,959.00	75,888.00	30.9%
4) Books and Supplies		4000-4999	142,527.00	142,527.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	8,757.00	8,757.00	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	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			328,308.00	347,382.00	5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(65,458.00)	(84,532.00)	29.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	75,000.00	87,048.00	16.1%
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			75,000.00	87,048.00	16.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,542.00	2,516.00	-73.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	(1,966.00)	7,026.00	-457.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(1,966.00)	7,026.00	-457.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(1,966.00)	7,026.00	-457.4%
2) Ending Balance, June 30 (E + F1e)			7,576.00	9,542.00	26.0%
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	8,992.00	10,958.00	21.9%
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	(1,966.00)	(1,966.00)	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(3,323.37)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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			(3,323.37)		
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)			(3,323.37)		
FEDERAL REVENUE					
Child Nutrition Programs		8220	100,800.00	100,800.00	0.0%
Donated Food Commodities		8221	17,500.00	17,500.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			118,300.00	118,300.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	144,400.00	144,400.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			144,400.00	144,400.00	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			262,850.00	262,850.00	0.0%
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	119,065.00	120,210.00	1.0%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			119,065.00	120,210.00	1.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	29,035.00	29,304.00	0.9%
OASDI/Medicare/Alternative		3301-3302	7,851.00	7,961.00	1.4%
Health and Welfare Benefits		3401-3402	17,537.00	35,074.00	100.0%
Unemployment Insurance		3501-3502	59.00	60.00	1.7%
Workers' Compensation		3601-3602	3,477.00	3,489.00	0.3%
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			57,959.00	75,888.00	30.9%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	15,236.00	15,236.00	0.0%
Noncapitalized Equipment		4400	2,000.00	2,000.00	0.0%
Food		4700	125,291.00	125,291.00	0.0%
TOTAL, BOOKS AND SUPPLIES			142,527.00	142,527.00	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	7,312.00	7,312.00	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	431.00	431.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			8,757.00	8,757.00	0.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	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			0.00	0.00	0.0%
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			328,308.00	347,382.00	5.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	75,000.00	87,048.00	16.1%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			75,000.00	87,048.00	16.1%
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	2025-26 Estimated Actuals	2026-27 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)			75,000.00	87,048.00	16.1%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	118,300.00	118,300.00	0.0%
3) Other State Revenue		8300-8599	144,400.00	144,400.00	0.0%
4) Other Local Revenue		8600-8799	150.00	150.00	0.0%
5) TOTAL, REVENUES			262,850.00	262,850.00	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		328,858.00	347,932.00	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			328,858.00	347,932.00	5.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(66,008.00)	(85,082.00)	28.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	75,000.00	87,048.00	16.1%
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			75,000.00	87,048.00	16.1%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			8,992.00	1,966.00	-78.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	(1,966.00)	7,026.00	-457.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(1,966.00)	7,026.00	-457.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(1,966.00)	7,026.00	-457.4%
2) Ending Balance, June 30 (E + F1e)			7,026.00	8,992.00	28.0%
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	8,992.00	10,958.00	21.9%
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	(1,966.00)	(1,966.00)	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	8,992.00	10,958.00
Total, Restricted Balance		8,992.00	10,958.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	843,440.00	362,500.00	-57.0%
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			846,455.00	365,515.00	-56.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(836,455.00)	(355,515.00)	-57.5%
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)			(836,455.00)	(355,515.00)	-57.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,983,099.00	2,037,268.00	-31.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,983,099.00	2,037,268.00	-31.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,983,099.00	2,037,268.00	-31.7%
2) Ending Balance, June 30 (E + F1e)			2,146,644.00	1,681,753.00	-21.7%
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	1,919,358.00	1,444,467.00	-24.7%
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	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	117,910.00	127,910.00	8.5%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,471,426.44		
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	2025-26 Estimated Actuals	2026-27 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			2,471,426.44		
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) 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					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			2,471,426.44		
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
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					
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	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	50,660.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	792,780.00	362,500.00	-54.3%
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			843,440.00	362,500.00	-57.0%
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			846,455.00	365,515.00	-56.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
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: 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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
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)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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		955,831.00	474,891.00	-50.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			955,831.00	474,891.00	-50.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(945,831.00)	(464,891.00)	-50.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(945,831.00)	(464,891.00)	-50.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,983,099.00	2,037,268.00	-31.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,983,099.00	2,037,268.00	-31.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,983,099.00	2,037,268.00	-31.7%
2) Ending Balance, June 30 (E + F1e)			2,037,268.00	1,572,377.00	-22.8%
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	1,919,358.00	1,444,467.00	-24.7%
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	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	117,910.00	127,910.00	8.5%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5650	FEMA Public Assistance Funds	0.00	51,009.00
9010	Other Restricted Local	1,919,358.00	1,393,458.00
Total, Restricted Balance		1,919,358.00	1,444,467.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	1,376,516.00	1,376,516.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,376,516.00	1,376,516.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,376,516.00	1,376,516.00	0.0%
2) Ending Net Position, June 30 (E + F1e)			1,376,516.00	1,376,516.00	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	1,376,516.00	1,376,516.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	112,115.56		
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	1,303,582.62		
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	2025-26 Estimated Actuals	2026-27 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			1,415,698.18		
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	6,000.00		
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) 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			6,000.00		
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)			1,409,698.18		
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
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%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	1,376,516.00	1,376,516.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,376,516.00	1,376,516.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,376,516.00	1,376,516.00	0.0%
2) Ending Net Position, June 30 (E + F1e)			1,376,516.00	1,376,516.00	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	1,376,516.00	1,376,516.00	0.0%

Resource	Description	2025-26	2026-27
		Estimated Actuals	Budget
Total, Restricted Net Position		0.00	0.00

*Sierra-Plumas Teachers Association
(CTA/NEA)
Initial Bargaining Proposal for Sunshine
2026-2027 School Year*

The Sierra-Plumas Teachers Association hereby submits the following initial proposal for annual reopener bargaining with the Sierra-Plumas Unified School District and the Sierra County Office of Education. All agreements reached on individual items during these 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 effect.

The Sierra-Plumas Teachers Association reserves the right to create, add to, delete from, amend, and modify its proposals and/or open articles of the contract during the negotiations process. Unless otherwise indicated, proposals are in conceptual format. The SPTA is Sunshining this year to the automatic annual reopener subjects of bargaining per the Educational Employment Relations Act (EERA); salary and health benefits and two (2) other elective Articles of choice per our reopener negotiations agreement in the collective bargaining agreement. Agreement over these four articles will close all negotiations by the SPTA for the 2026-2027 school year.

Article 4 – Class Size (Sections 4.4 and 4.11)

- The Association proposes to negotiate language regarding class size compensation and ISP contracts to ensure equitable treatment of unit members, appropriate compensation, and effective educational opportunities for students.

Article 11. Health Benefits

- Increase the District contribution towards health benefits for unit members so they and their families can attain affordable, high quality care options to support their overall health and well-being.

Article 12. Salary (and all relevant appendixes)

- Review and negotiate wages and stipends to ensure compensation remains competitive and responsive to economic conditions, supporting the recruitment and retention of high-quality educators and staff.

Respectfully submitted by,
Miranda Prakash - SPTA President

2026-2027 EXTRA DUTY ASSIGNMENTS

Position	Stipend	Personnel	Personnel	Personnel	Personnel
		<i>Downieville</i>	<i>LHS</i>	<i>LMS</i>	<i>LES</i>
<u>Coaching Assignments</u>					
Athletic Director - Loyalton High/\$2,750 per season x3/\$8250 cap	8250 cap		Rebekah Perez		
Athletic Director – Downieville/\$750 per team or \$2,250 cap	2250 cap				
Athletic Director - Loyalton Gr. TK-8	2000 per season/\$ 6000 cap				April Burns
Varsity Football LHS	2250		Jeremy Miller		
Assistant Varsity Football LHS	1750				
Varsity Basketball - Boys	2250		Dean Morgan		
J.V. Basketball - Boys	2250		Josh Wilkinson		
Varsity Basketball - Girls	2250		Laurie Petterson		
J.V Basketball – Girls	2250				
7 th Grade Basketball – Boys	750				
8 th Grade Basketball – Boys	750				
7 th Grade Basketball - Girls	750				
8 th Grade Basketball – Girls	750				
7 th /8 th Gr. COED Basketball (Downieville)	1750				
Boys Baseball	2250		Augustine Corcoran		
Girls Softball	2250				
Varsity Volleyball - Girls	2250		Aimee Phebus		
JV Volleyball Girls	1750		Phoebe Griffin		
6-8th Grade Volleyball	750			Lauren Jones- 6 th Sarah Torricelli-8 th	
Track	2250		Tonya Wood		
Cheerleading Advisor per season maximum 2 seasons per year	2250		Amy Mason		
Golf Coach	1750		Isaac Price		
Physical Fitness Coordinator District- wide	750				
Soccer	2250		Ozzie Perez		
6-8th Grade Soccer	750			Carlyn Wills	
Ski Team	1750		Cali Griffin		

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

CERTIFICATED PERSONNEL

2026-2027 Extra Duty Assignments - Assignments

The following Extra Duty Assignment temporary positions and stipends are subject to the Sierra-Plumas Joint Unified Governing Board approval.

	<u>Stipend</u>	
WASC Lead		
• Loyalton Maintenance Year	\$1,250	Rebekah Perez
• Downieville Maintenance Year	\$1,250	Robin Bolle
Site Technology Coordinator	\$1,750	
• Loyalton Elementary		Joanna Haug
• Loyalton Junior/Senior High 9-12		Sarah Toricelli
• Downieville K-12		Isabel McMillan
• Loyalton Middle School 6-8		Sarah Toricelli
Teacher-In-Charge (per semester)	\$1,250	
• Loyalton Junior/Senior High 9-12		Jason Prakash
• Loyalton Elementary		Miranda Prakash
• Downieville K-12		Robin Bolle
• Loyalton Middle School 6-8		Sarah Torricelli
SST Site Facilitator		
• Loyalton High 9-12	\$1,750	Jason Prakash
• Downieville K-12	\$1,250	Viviana Romero
• LES TK-5	\$1,750	Sonia Joy
• LMS 6-8	\$1,500	Jason Prakash
Advisor Friday Night Live Kids		
• Loyalton Grades TK-5	\$2,500	Sonia Joy
• Downieville Grades K-6	\$1,500	TBD
Advisor Friday Night Live		
• Loyalton Grades 9-12	\$2,500	Chris Schaffnit
• Downieville Grades 9-12	\$1,500	Katrina Bosworth
Advisor Club Live		
• Loyalton Grades 6-8	\$2,500	Amber Williams
• Downieville Grades 7-8	\$1,500	TBD
Advisor Associated Student Body-LHS	\$2,500	Amber Williams
Advisor Associated Student Body-DHS	\$1,250	Robin Bolle
Advisor Associated Student Body-LMS	\$1,750	Amy Mason

All Seasons North Roofing & Waterproofing

2355 Gold Meadow Way #215

Gold River, CA 95670

Phone: (800) 745-3255

www.allseasonsnorth.com



TO: Sierra-Plumas Joint Unified School District
111 Beckwith Rd
Loyalton, CA 96118
Attn: Sean Snider

5/19/2026

PROPOSAL

WORK ORDER #: 2663

ADDRESS: 111 Beckwith Rd Loyalton, CA 96118

All Seasons North Roofing & Waterproofing proposes to do the following work:

- Cut and remove 1sf of membrane and coverboard at (110) locations per attached map
- Furnish and install ½" CDX plywood over existing roof deck at cut-outs
- Furnish and install (110) fence anchors with Sarnafil S327-15 membrane patch
- Furnish and install (2) snow rails at each set of anchors

PRICE

\$42,457.00

**Work must be completed by 7/31/2026*

Approved By:

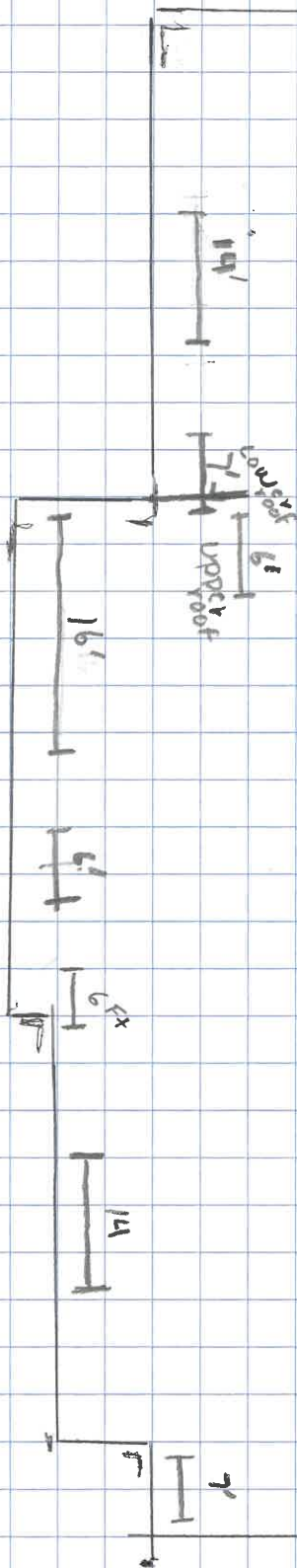
PRINT NAME

SIGNATURE

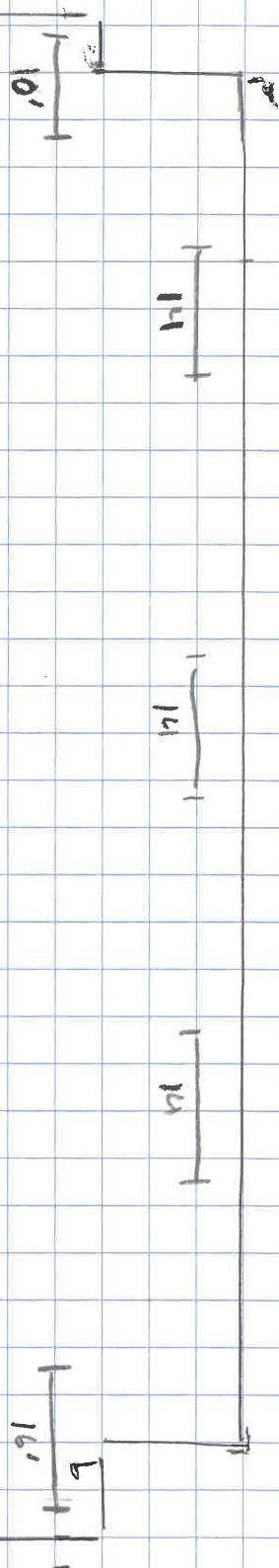
Andy Spring

Andy Spring

Front



Back



Hardcore Construction

P.O. Box 1162

Rough and Ready, CA 95975

Estimate

Date	Estimate #
6/1/2026	6545

Name / Address
Sierra-Plumas JUSD PO Box 955, 109 Beckwith Rd Loyalton, CA 96118

P.O. No.

Description	Total
LOYALTON ELEMENTARY SCHOOL	
TRENCH AND INSTALL APPROXIMATELY 195' OF 4" SEWER REMOVE AND REPLACE FLOOR COVERING AS NECESSARY FOR SEWER INSTALL REMOVE AND REPLACE ASPHALT AND CONCRETE IN TRENCH LINE HAUL OFF SPOILS	39,550.00
ADD ALT. IF GPR IS NEEDED OR REQUESTED	4,500.00
THIS QUOTATION EXCLUDES ANY COMPACTION REQUIREMENTS BEYOND THOSE TYPICALLY NECESSARY TO ACHIEVE STANDARD AND UNIFORM COMPACTION SUITABLE FOR THE SPECIFIED MATERIALS AND CONDITIONS. ADDITIONAL COMPACTION EFFORTS, TESTING, OR EQUIPMENT BEYOND STANDARD PRACTICE ARE NOT INCLUDED AND WILL BE SUBJECT TO EXTRA CHARGES.	
EXCLUSIONS: JACK AND BORE, LANDSCAPE, PERMITS, NIGHT WORK, OVERTIME AND WEEKEND WORK, ALL SOIL TESTING (INCLUDING COMPACTION), EXCAVATION OR REMOVAL OF HAZARDOUS MATERIALS, EXCAVATION OR BORING IN ROCK OR HARDPAN, ROCK BREAKING, BLASTING, ANYTHING ABOVE AND BEYOND THAT WHICH CAN BE ACCOMPLISHED WITH A VERMEER 23X30 WITH STANDARD DRILL HEAD, REPAIRS OR COSTS FOR DAMAGE DUE TO UNMARKED UNDERGROUND UTILITIES, DEWATERING OTHER THAN RAIN WATER, CAVING SOIL CONDITIONS, CROSS BORE INSPECTIONS, FENCE, BOLLARDS, SWPPP, GPR, ADDITIONAL SPOILS REMOVAL	
Total \$44,050.00	

Phone #	Fax #
530-330-0809	530-274-2129

Sierra-Plumas JUSD

Bus Inventory

June 4, 2026

Bus #	Plate	Vin	Make	Year	Cost	Seats	Horse Power	Current Odometer	2025-26 Mileage	Current Students	Driver	Route	Notes
801	1586509	2A9CP2127KJ198351	Lion	2019	\$ 432,289	72	230 Kw	29,559				Sierra Brooks	
802	1586508	2A9CP2125KJ198350	Lion	2019	\$ 432,289	72	230 Kw	28,843		61	Hayley	Sierra Brooks	
10	1468715	1GB3G3BG4B1172506	Thomas	2010	\$ 37,623	26	360	63,393		20	Chris	Downieville	
24	~~E372512~~	~~1T75U4B28P1113816~~	~~Thomas~~	~~1993~~	~~\$ 2,500~~	~~72~~	~~250~~	~~330,499~~					Sold
23	~~E372511~~	~~1T75U4B21P1113818~~	~~Thomas~~	~~1993~~	~~\$ 2,500~~	~~78~~	~~240~~	~~40,012~~					Sold
25(L)	~~E053020~~	~~1BAANBDA4VF070457~~	~~Blue Bird~~	~~1997~~	~~N/A~~	~~78~~		~~268,290~~					Returned
29	1339095	1BABNBXA2BF275867	Blue Bird	2011	\$ 5,000	65	240	203,716				Backup	
224	~~1487394~~	~~1T75U4B25X1167607~~	~~Thomas~~	~~1999~~	~~\$ 500~~	~~81~~	~~235/250~~	~~283,323~~		81	Fil	Vinton/Chilcoot	Auction — pending approval
511	1702214	1BAKGCPA4BF278477	Blue Bird	2011	\$ 64,434	69	240	160,519		56	Isaac	Sierraville/Calpine	
83	1468712	1T88U9E21F1286772	Thomas	2015	\$ 122,620	83	260	57,099		81	Fil	Vinton/Chilcoot Backup	

Recommendation to purchase from Plumas Unified in addition to bus 29

27	1BABNBXA9BF275865	Blue Bird	2011	\$ 15,000	65	240	180,240					Sierraville/Calpine Backup	
37		Blue Bird	2025	\$ 180,000	81		21,267			81	Fil	Vinton/Chilcoot	

CSBA POLICY GUIDE SHEET – May 26, 2026 *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 5144.1 - Suspension and Expulsion/Due Process

Policy updated to add that off campus student behavior may result in discipline when it disrupts district programs and activities or is otherwise prohibited by law, Board policy or administrative regulation. Additionally, policy updated to include state law authorization for the Governing Board, on a case-by-case basis, to permit a student Board member to make restorative justice recommendations to the Board regarding specific expulsion matters. In addition, policy updated to reflect **NEW LAW (AB 1230, 2025)** which (1) requires the Board, at the time of the expulsion order, to recommend a plan for the student's rehabilitation, and (2) adds to the list of outcome data the Superintendent or designee is required to maintain.

Board Policy 5145.2 - Freedom Of Speech/Expression

Policy updated to (1) add language to the Governing Board's philosophical statement related to providing a welcoming, safe, and supportive school environment that protects students from discrimination, harassment, intimidation, and bullying, or other types of expression prohibited by law, (2) delete headings for On- and Off- Campus Expression, (3) expand student exercise of freedom of speech and/or the press to include official district and school websites or social media accounts identified and made available for such purpose, (4) expand which student expressions, or distributing or posting of material, is prohibited, (5) clarify material related to off-campus expression, including electronic expression via a personal device or online expression via a personal social media account, and (6) clarify material related to when student expression may be subject to discipline.

Board Policy 6142.7 - Physical Education and Activity

Policy updated to reflect that districts are required to grant a student in kindergarten-grade 12 an accommodation in connection with any physical activity components of a physical education course during a period of religious fasting, and that the student be provided alternative assignments or activities for the period the student is granted an accommodation. Additionally, policy updated to reflect the requirement that the district (1) develop, adopt, and implement extreme weather protocols that incorporate the standardized guidelines compiled by the California Department of Education that include specific measures to be taken during extreme weather conditions, and (2) that the adopted weather protocols be annually reviewed, evaluated, and if necessary, updated in accordance with law. In addition, policy updated to authorize the Superintendent or designee to offer an alternate term schedule for grades 6-12 physical education courses.

Board Policy 6146.1 - High School Graduation Requirements

Policy updated to (1) clarify where, in policy, exemptions from district-adopted graduation requirements can be found, (2) reflect **NEW LAW (AB 821, 2025)** which indefinitely extends the authorization for career technical education to count toward the visual or performing arts or world language graduation requirement, and (3) qualify that the graduation requirement for a one-semester course in ethnic studies beginning with the 2029-30 school year is contingent on state funding. Additionally, policy updated to reflect (1) the graduation requirement, beginning in the 2030-31 school year, for the completion of a stand-alone one- semester course in personal finance that may not be combined with any other course, and (2) the authorization, starting with students graduating in 2030-31, for a student who completes such a course to be exempt from the requirement to complete a one-semester course in economics. In addition, policy updated to clarify (1) that the Governing Board may adopt additional coursework or other requirements that district students are required to complete in order to obtain a high school diploma, and (2) that the Board is expressly authorized by law to adopt a policy that exempts students from additional locally adopted graduation requirements. Policy also updated to expand the section, "Exemption from District-Adopted Graduation Requirements for Highly Mobile Students," to include the graduation exemptions for foster youth, a student experiencing homelessness, a former juvenile court school student, a child of a military family, a student who is migratory or a student participating in a newcomer program as specified in law (highly mobile students), with material that was formerly in separate policies unique to the particular characteristic of the highly mobile student.

Board Policy 6146.3 - Reciprocity of Academic Credit

Policy updated in conjunction with the accompanying administrative regulation.

Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities

Policy updated to reflect the authorization for districts to exempt a student with disabilities who was enrolled in grade 10 or higher in the 2022-23 school year, and who satisfies eligibility criteria, from all coursework and other requirements adopted by the Governing Board that are additional to the statewide course requirements, and to award the student a high school diploma.

Board Policy 6173 - Education for Homeless Children

Policy updated to delete reporting requirements related to students experiencing homelessness who graduated in the fourth or fifth year of high school with an exemption from district-established graduation requirements that are in addition to the statewide course requirements, as that material is in Board Policy 6146.1 - High School Graduation Requirements, in the section, "Exemption from District-Adopted Graduation Requirements for Highly Mobile Students," which includes such exemptions for all highly mobile students.

Board Policy 6173.1 - Education for Foster Youth

Policy updated to delete reporting requirements related to foster youth who graduated in the fourth or fifth year of high school with an exemption from district-established graduation requirements that are in addition to the statewide course requirements, as that material is in Board Policy 6146.1 - High School Graduation Requirements in the section, "Exemption from District-Adopted Graduation Requirements for Highly Mobile Students," which includes such exemptions for all highly mobile students.

Board Policy 6173.4 - Education for American Indian Students

Policy updated to reference the Native American Studies Model Curriculum, which is a state funded comprehensive, standards-aligned curriculum dedicated to Native American Studies that offers lessons that integrate Native perspectives across academic disciplines.

Board Policy 6175 - Migrant Education Program

Policy updated to clarify that first priority for services to students who are migratory is for those students who have made a qualifying move within the previous one-year period.

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students**Policy 5144.1: Suspension And Expulsion/Due Process**

CSBA NOTE: Education Code 35291 requires the Governing Board to prescribe rules and regulations for maintaining discipline in the schools under its jurisdiction. Education Code 48918 mandates the setting of rules and regulations for student expulsion as specified in this Board policy and the accompanying administrative regulation.

While recognizing that suspension or expulsion of students is sometimes necessary, legislative, administrative, regulatory, civic, and educational leaders are united in the belief that instructional time should be used for student learning purposes and that school discipline should be imposed in a way that, as much as possible, does not exclude students from school or limit their ability or opportunity to learn. The U.S. Department of Education's (USDOE) March 2023, "Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates," states that unfair student discipline can result in a negative school climate, and an array of serious educational, economic, social, and emotional problems, including school avoidance and diminished educational engagement, decreased academic achievement, increased behavior problems, an increased likelihood of repeating a grade or dropping out, and involvement with the juvenile justice system. Consequently, USDOE recommends districts ensure the fair administration of student discipline in ways that treat students with dignity and respect while using a continuum of supports to increase student success and promote positive and supportive school environments that support students and keep them in the classroom learning as much as possible. Additionally, USDOE recommends schools to adopt a coordinated system of whole school evidence-based intervention practices that are more effective than exclusionary discipline in addressing student behavior and improving school climate and safety, such as positive behavioral interventions and supports; trauma-informed practices; social and emotional wellbeing; and restorative practices.

Pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless the student has been subjected to other means of correction which have failed to bring about proper conduct. Such other means of correction include, but are not limited to, conferences between school personnel, the student, and the student's parent/guardian; use of study, guidance, or other intervention teams to develop a plan to address the behavior in partnership with the student; referral for behavioral supports; and participation in restorative justice programs. Additionally, pursuant to Education Code 48900.5, districts are encouraged to have a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, as well as the victim, to engage in a restorative justice practice suitable to address the needs of both the victim and the perpetrator, as specified in the accompanying administrative regulation. For further information about specific disciplinary strategies, including alternatives to class or school removals, see BP/AR 5144 - Discipline.

Education Code 48900.5 authorizes a district to document in a student's records the alternative means of correction used to address the student's behavior. Furthermore, when a student is being suspended by the Superintendent, principal, or designee, Education Code 48911 requires that the student be informed, during the informal conference that precedes the suspension, of the other means of correction that were attempted before the suspension.

Pursuant to Education Code 48913.5, when a student in any of grades 1-12 has been suspended for two or more school days, the student's parent/guardian, or other person holding the right to make educational decisions for the student, may request homework that the student would otherwise have been assigned, and the student's teacher is required to provide such homework. For more information regarding homework requests for students who have been suspended, see BP 6154 - Homework/Makeup Work.

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

CSBA NOTE: Pursuant to Education Code 48900(s), a student may be subject to discipline only when the violation is related to a school activity or school attendance as specified below. A student may also be disciplined for a violation committed away from school if it is related to a school activity or to school attendance. For example, Education Code 48900 defines bullying by means of an electronic act as including an act that originates off campus. Another example is the hostile school environment which a victim may suffer from sexual harassment that occurs off campus. In general, courts have upheld discipline of students for off-campus conduct that posed a threat to the safety of other students, staff, or school property or presented a risk of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities. Additionally, courts have analyzed the reasonableness of the discipline and whether the disciplinary action taken was in proportion to the student's misbehavior. For more information regarding the definition of bullying, see the accompanying administrative regulation and BP/AR 5131.2 - Bullying. For more information regarding the protection of students against sexual harassment, see BP/AR 5145.7 - Sexual Harassment. See also BP 5131 -- Conduct and BP/AR 5145.2 - Freedom of Speech/Expression.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

Off campus behavior may result in discipline when it disrupts district programs and activities or as otherwise prohibited by law, Board policy, or administrative regulation.

CSBA NOTE: The following paragraph addresses the problem of unlawful discrimination in the administration of student discipline. The California Department of Education's (COE) May 2025 letter, "Update Regarding School Discipline Policies," states that discrimination based on race in student discipline continues to be a significant concern and that disparities by race have persisted in the application of student discipline in schools.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

CSBA NOTE: Education Code 48900.5 requires districts to use other means of correction instead of suspension, except when a student commits certain enumerated offenses. The following section reflects legislative intent regarding appropriate use of suspension as a means of disciplining students and may be modified to reflect district practice.

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

CSBA NOTE: Education Code 48900(k) prohibits the suspension of a student for disruption or willful defiance. Suspension of a student in grades 6-12 for disruption or willful defiance is prohibited until July 1, 2029. However, teachers may still suspend a student from class for willful defiance pursuant to Education Code section 48910. As part of the other means of correction specified in Education Code 48900.5, employees may also refer students for timely in-school interventions or supports for disruption or willful defiance.

Pursuant to Education Code 48900, if a student is referred on this basis, school administrators, are required to inform the referring employee within five business days, verbally or in writing, of the actions taken and, if none, the rationale for not providing any timely in-school interventions or supports. For more information regarding suspension of a student from class for willful defiance, see "Suspension from Class by a Teacher" in the accompanying administrative regulation.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

CSBA NOTE: As an alternative to off-campus suspension, Education Code 48911.1 authorizes a supervised suspension classroom program for students who pose no imminent danger to anyone at school and who have not been recommended for expulsion, as specified below.

The following optional section is for use by districts implementing a supervised suspension classroom program. Such districts may continue to claim funding apportionments for students so assigned, provided they meet specific criteria which are set forth under "On-Campus Suspension" in the accompanying administrative regulation. A district does not receive funding for off-campus suspensions.

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code ~~48918(j))489180))~~)

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)-

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))-

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

CSBA NOTE: Pursuant to Education Code 35012, the Board may authorize a student Board member(s) to make restorative justice recommendations regarding expulsions if certain conditions are met. The following optional two paragraphs are for use by districts that choose to grant such authority.

On a case-by-case basis, a student Board member(s) may make restorative justice recommendations to the Board regarding specific expulsion matters, in accordance with Board Bylaw 9150 - Student Board Members.

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code ~~48918(j))489180))~~)

CSBA NOTE: Pursuant to Education Code 48917, the Board may suspend the enforcement of an

expulsion order as long as a student satisfies specific criteria. For more information regarding the criteria for suspending the enforcement of an expulsion, see "Decision to Suspend Expulsion Order" in the accompanying administrative regulation. Additionally, the Attorney General opined, in 80 Ops.Cal.Atty.Gen. 85 (1997), that the enforcement of an expulsion order may be suspended even in those cases where the student has committed an offense for which expulsion is required by law. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel when questions arise regarding the suspension of the enforcement of an expulsion order.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

CSBA NOTE: The following paragraph is for use by districts that contract with CDE to operate a California State Preschool Program. Education Code 8489.1 prohibits the expulsion or disenrollment of a child in a preschool program unless the district has taken specified steps, the child's continued enrollment would present a serious safety threat to the child or other enrolled children, and the district refers the child's parents/guardians to other appropriate placements. For further details regarding the steps the district is required to take prior to expelling a child, see AR 5148.3 - Preschool/Early Childhood Education.

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Plan for Rehabilitation

CSBA NOTE: Pursuant to Education Code 48916, as amended by AB 1230 (Ch. 294, Statutes of 2025), the Board is required to recommend a plan for the student's rehabilitation, as specified below.

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, in accordance with the accompanying administrative regulation.

Maintenance and Monitoring of Outcome Data

CSBA NOTE: Education Code 48900.8 and 48916.1, as amended by AB 1230, require the district to maintain data related to suspensions and expulsions as provided below. Pursuant to Education Code 48916.1, the Superintendent of Public Instruction may require submission of such data as part of the Federal Program Monitoring process. Additionally, 20 USC 7961 requires districts to submit to CDE a description of the circumstances surrounding any expulsions based on bringing or possessing a firearm on campus, including the name of the school, the number of students expelled, and the type of firearms involved.

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions ~~in accordance with Education Code 48900.8 and 48916.1~~, including, but not limited to, ~~the~~ (Education

Code 48900.8, 48916.1)

1. The number of students recommended for expulsion, ~~the~~
2. The grounds for each recommended expulsion, ~~the~~
3. The actions taken by the Board, ~~the~~ including whether the student was subsequently expelled and whether the expulsion order was suspended
4. The types of referral made after each expulsion, ~~and the~~
5. The disposition of the students after the expulsion period, ~~, including the completion of a rehabilitation plan or the successful readmission of the student, or both~~
6. The average length of expulsion terms, including any extensions

For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board at least annually and to the California Department of Education when so required.

CSBA NOTE: Pursuant to Education Code 52060, districts are required to address school climate in the local control and accountability plan, as measured by student suspension and expulsion rates and other local measures for each school and each numerically significant student subgroup. Education Code 52052 defines numerically significant subgroups to include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth or students experiencing homelessness.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and ~~homeless~~ students experiencing homelessness. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan, which may include monitoring intervention effectiveness.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

Policy adopted: April 10, 2007

revised: August 9, 2011

revised: June 12, 2012

revised: April 9, 2013

revised: June 18, 2014

revised: March 10, 2015

revised: February 13, 2018

revised: November 13, 2018

revised: June 23, 2020

revised: January 14, 2025

revised: ??, 2026

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students**Policy 5145.2: Freedom Of Speech/Expression**

CSBA NOTE: Education Code 48907 mandates that a district establish a "written publications code" related to students' rights to freedom of speech and of the press. This code is required to include reasonable provisions for the time, place, and manner in which free expression may take place within the district's jurisdiction. For further language implementing this mandate, see the accompanying administrative regulation.

The First Amendment of the U.S. Constitution and Article 1, Section 2 of the California Constitution guarantee freedom of speech and of the press. Additionally, Education Code 48907 and 48950 provide even greater protection for student expression and official student publications. In addition, districts are required to maintain a safe environment for students; protect students from certain types of expression, such as speech that is discriminatory, harassing, intimidating, and bullying; and prohibit expression that is obscene, libelous, or slanderous. However, the legal landscape in this area is complex and uncertain.

One of the biggest areas of uncertainty involves student expression that may be considered as offensive or harmful, or that may lead to substantial disruption. In *Dariano v. Morgan Hill Unified School District*, the Ninth Circuit Court of Appeals upheld the district's decision to direct students to remove clothing bearing the American flag on Cinco de Mayo out of concern that it could lead to a substantial disruption to district activities due to the history of racial tension and threats of violence at the school. However, in *Chandler v. McMinnville School District*, the Ninth Circuit held that the district could not prohibit students from wearing buttons or stickers containing slogans like "I'm not listening scab" and "Do scabs bleed?" during a lawful teachers' strike as it was protected speech.

Additionally, the age of students exposed to the speech is relevant to a court's analysis. In both *Hazelwood School District v. Kuhlmeier* and *Bethel School District v. Fraser*, the U.S. Supreme Court found that the content of the speech at issue was inappropriate based on the age range of students in the school and could be prohibited based on "legitimate pedagogical concerns."

Given such complexity and uncertainty, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when adopting and implementing rules related to student freedom of speech/expression.

~~The Board of Education~~The Governing Board believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular. Additionally, the Board is committed to providing a welcoming, safe, and supportive school environment that protects students from discrimination, harassment, intimidation, and bullying, or other types of expression prohibited by law.

On-Campus Expression

CSBA NOTE: Pursuant to Education Code 48907, students generally have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official school publications. While Education Code 48907 does not explicitly list official district or school websites or social media accounts identified and made available for such purposes, it is likely that a current interpretation of Education Code 48907 would include them. The following paragraph incorporates this interpretation but should be modified to reflect district practice.

Additionally, pursuant to the federal Equal Access Act (20 USC 4071-4074), if a district that serves secondary students creates a limited open forum that allows student groups to use school media to publicize meetings, it is required to provide equal access to all student groups. For language implementing this requirement, see BP/AR 6145.5 - Student Organizations and Equal Access.

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the use of official district or school websites or social media accounts identified and made available for such purposes; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of ~~expression in official publications.~~ (Education Code 48907)

~~Student expression on district or school Internet web sites and on-line media shall generally be afforded the same protections as print media.~~

in official school publications. (Education Code 48907)

Students' freedom of expression shall be limited~~restricted~~ only as allowed~~established~~ by law ~~in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community.~~

~~Students~~ this Board policy, the accompanying administration regulation, Education Code 234.1, 48907, and 48950, and other applicable state and federal laws. Such restrictions include, but are prohibited from not limited to, prohibitions against students making any expressions or distributing or posting any materials that ~~are~~;

1. Are obscene, libelous, or slanderous. ~~Students also are prohibited from making any expressions that so incite students as to create a clear and present danger of the commission of~~
2. Are discriminatory, harassing, intimidating, or bullying
3. Are likely to immediately incite action on district property or during district-sponsored programs or activities that is unlawful acts on school premises, the violation of or that violates Board policies, administrative regulations, or other district or school rules, or substantial disruption of the school's
4. Substantially disrupt the ~~orderly operation. (Education Code 48907)~~ of the district

~~The~~ Additionally, the use of "fighting words" or epithets is prohibited ~~if the speech is where they are~~ abusive and insulting, rather than ~~a communication of ideas merely offensive or provocative, and the speech is used in an abusive manner in a situation that presents they are likely to create~~ an actual danger that ~~it~~ will cause a breach of the peace.

~~School officials~~ District staff shall not ~~engage in prior restraint~~ prohibit or prevent the distribution of, or otherwise censor, material prepared for official school publications except insofar as the content of the material violates this Board policy and the law~~accompanying administrative regulation.~~ (Education Code 48907)

CSBA NOTE: Courts have emphasized that, although a district's interest in regulating off-campus student expression is less than for on-campus student expression, it may still regulate off-campus student expression if it poses a threat to the safety of other students, staff, or school property or disrupts the educational program, provided that the district is able to document the impact or disruption that the conduct had, or could be expected to have. With respect to the type and level of discipline, courts have

analyzed the reasonableness of the district's policy and whether the disciplinary action taken by the district was in proportion to the student's misbehavior. For more information regarding off-campus conduct, see BP 5131 - Conduct.

In Mahanoy Area School District v. B.L., the U.S. Supreme Court held that a student's profane social media post critical of the student's school that was posted off campus and outside of school hours was protected speech because it was not likely to cause "substantial disruption" to school activities. However, in Lavine v. Blaine School District, the Ninth Circuit Court of Appeals concluded that a district was justified in expelling a student whose off- campus poetry, when considered in the totality of other relevant factors, indicated the student might pose a danger to self or others. Similarly, in Chen v. Albany Unified School District, the Ninth Circuit ruled in favor of the school district when it imposed discipline on a student for off-campus speech that led to harassment and severe bullying of other students on campus.

~~The~~Off-campus student expression, such as electronic expression via a personal device or online expression via a personal social media account, may subject a student to discipline when such expression poses a threat to the safety of other district students, staff, or property, or does or is likely to substantially disrupt the district's educational program. As necessary, the Superintendent or designee shall ~~not~~ discipline any high school student solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may impose discipline for harassment, threats or intimidation unless constitutionally protected. (Education Code 48950)

Off-Campus Expression

~~Off-campus student expression, including but not limited to student expression on off-campus Internet web sites, is generally constitutionally protected but shall~~document the actual or expected impact of the expression.

Student expression that violates this Board policy or the accompanying administrative regulation may be subject to discipline when such expression poses a direct threat to the safety of students or school personnel in accordance with Board Policy/ Administrative Regulation 5144 - Discipline, Board Policy/ Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities).

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 6142.7: Physical Education And Activity**

CSBA NOTE: The following optional policy may be revised to reflect district practice and the grade levels offered by the district. See the accompanying administrative regulation for definitions of "physical education" and "physical activity" based on the California Department of Education's (COE) 2009 Physical Education Framework for California Public Schools.

42 USC 1758b mandates each district participating in federal meals programs to adopt a districtwide student wellness policy, including goals for physical activity. See BP 5030 - Student Wellness for language fulfilling this mandate. The following policy also incorporates goals for physical activity.

Education Code 33352 requires COE, as part of the Federal Program Monitoring (FPM) process, to monitor districts' compliance with specified state physical education requirements which are reflected in the following policy and the accompanying administrative regulation. During the FPM process, COE will request a link to this policy as evidence of specified components of compliance.

~~The Board of Education~~The Governing Board recognizes the positive benefits of physical activity on student health, well-being, and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong health and fitness.-

CSBA NOTE: During the FPM monitoring process, COE will check the district's compliance with laws requiring that physical education classes be conducted in a coeducational, inclusive manner.

Physical education classes shall be conducted in ~~thea~~ coeducational, inclusive manner ~~prescribed by~~in accordance with law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability~~—, or any other protected status in accordance with Board Policy/Administrative Regulation 5145.3 - Nondiscrimination/Harassment.~~ (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

CSBA NOTE: Education Code 51210 and 51220 require the district's course of study for grades 1-12 to include physical education, with an emphasis on physical activities conducive to health and vigor of body and mind; see AR 6143 - Courses of Study. The state curriculum framework describes components of a comprehensive physical education program based on the voluntary Physical Education Model Content Standards adopted by the State Board of Education (SBE).

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

CSBA NOTE: The U.S. Department of Health and Human Services' (HHS), "Physical Activity Guidelines for Americans," recommends that children and adolescents participate in at least 60 minutes of age-appropriate moderate to vigorous physical activity per day, which can be accrued in smaller increments throughout the day. It is recommended that the majority of the 60 minutes or more of daily physical activity be aerobic exercise, which includes vigorous physical activity at least three days a week, and that muscle and bone strengthening exercise be included at least three days a week.

To help students reach these goals, the state curriculum framework recommends that students be engaged in moderate to vigorous physical activity for at least 50 percent of physical education class time. See the accompanying administrative regulation for definitions of "moderate physical activity" and "vigorous physical activity." Also see CSBA's Fact Sheet, "Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes."

The district's physical education program shall engage students in age-appropriate moderate to vigorous physical activity, as defined in the accompanying administrative regulation, including aerobic, muscle-strengthening, and bone-strengthening activities. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

CSBA NOTE: The following two optional paragraphs are for use by districts that maintain high schools.

According to the state curriculum framework, it is the obligation of the Governing Board to determine whether to grant physical education credit for a particular course, including, but not limited to, junior Reserves Officers' Training Corps (ROTC), marching band, cheerleading, or drill team. In making this determination, the Board is required to determine how the particular course supports an overall course of study for grades 9-12 that includes the eight content areas specified in Education Code 33352 and 5 CCR 10060 for physical education programs. While it is not necessary that each individual course include all eight content areas, the course offerings are required to be structured so that all students receive opportunities for instruction in each of the eight areas across grades 9-12. CDE's Physical Education FAQs add that any course for which physical education credit is granted must also meet requirements in Education Code 33352 pertaining to minimum instructional minutes, various reporting requirements, and the assignment of an appropriately credentialed teacher.

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. -(Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

CSBA NOTE: The accompanying administrative regulation includes sample strategies for physical activity opportunities outside the physical education program. For more information regarding increased physical education opportunities throughout the school day, see CSBA's Fact Sheet, "Maximizing Opportunities for Physical Activity During the School Day."

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

CSBA NOTE: Pursuant to Education Code 51240.5, districts are required to grant a student in kindergarten-grade 12 an accommodation in connection with any physical activity components of a physical education course during a period of religious fasting, as specified below.

Pursuant to Education Code 51240.5, for purposes of calculating compliance with the instructional time requirements of Education Code 51210, 51222, and 51223, a student is required to be credited with instructional time for any time the student was granted such an accommodation upon completion of alternative assignments or activities by the student.

Upon written notification from a student's parent/guardian, or from the student if age 18 years of age or older, stating that the student is participating in religious fasting, the principal or designee shall grant a student an accommodation in connection with any physical activity component of a physical education course during the period of religious fasting. The student shall be provided alternative assignments or activities for the period the student is granted an accommodation. (Education Code 51240.5)

CSBA NOTE: Education Code 33355 requires districts to, by July 1, 2026, develop, adopt, implement, and annually review weather protocols for extreme weather conditions, as specified, incorporating the standardized guidelines developed by COE specifying temperature thresholds or index ratings that trigger modifications to student physical activities during extreme weather conditions. See the accompanying administrative regulation for the definition of "extreme weather conditions."

The Superintendent or designee shall develop, adopt, and implement weather protocols that incorporate the standardized guidelines compiled by the California Department of Education and that include specific measures to be taken during extreme weather conditions. The adopted weather protocols shall be annually reviewed, evaluated, and if necessary, updated in accordance with law. (Education Code 33355)

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program in accordance with the district's extreme weather protocols and/or shall seek alternative indoor space to enable students to participate in active physical education.

CSBA NOTE: Pursuant to Education Code 51222, the Board of a district serving students in grades 6-12 is authorized to adopt a policy providing for the alternate term schedule for physical education courses if specified conditions are met. Districts that do not wish to offer an alternate term schedule for physical education courses should delete the following paragraph and related material in the accompanying administrative regulation.

The Superintendent or designee may offer an alternate term schedule for grades 6-12 physical education courses in accordance with Education Code 51222 as specified in the accompanying administrative regulation.

Staffing

CSBA NOTE: A departmentalized class in physical education may be taught by a teacher with a single subject credential that authorizes instruction in physical education. Pursuant to Education Code 44256, the holder of a multiple subject credential may teach a departmentalized class in grades K-9 if the credential holder has completed 20 semester hours of coursework or 10 semester hours of upper division or graduate coursework in the subject to be taught. Additionally, Education Code 44256 allows the Board by resolution to authorize a multiple subject credentialed teacher to teach a departmentalized class below grade 9 if the credential holder has completed at least 12 semester units or six upper division or graduate units of coursework in the subject to be taught. Education Code 44258.3 authorizes the Board to assign any credentialed teacher to a departmentalized class in grades K-12 if the teacher has adequate knowledge of the subject to be taught based on criteria specified in Education Code 44258.3 and district-adopted policies and procedures. Pursuant to 5 CCR 80046.1, a credentialed teacher may seek an added authorization to teach adapted physical education to students who are precluded from participating in a general education physical education program or a specially designed physical education program.

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

Physical Fitness Testing

CSBA NOTE: The following section may be revised to reflect grade levels offered by the district. Education Code 60800 requires districts to administer a physical fitness test to students in grades 5, 7, and 9. SBE has designated the FITNESSGRAM as the required physical fitness test. See the accompanying administrative regulation for testing requirements.

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. -(Education Code 60800; 5 CCR 1041)

Temporary Exemptions

CSBA NOTE: Education Code 51241 authorizes, but does not require, the district to grant temporary exemptions from physical education under the conditions described in Items #1-2 below. During the FPM process, the district may provide a link to the district's policy as evidence of any physical education exemptions offered by the district.

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: -(Education Code 51241)

1. The student is ill or injured and a modified program to meet the student's needs cannot be provided.
2. The student is enrolled for one-half time or less.

Two-Year Exemptions

CSBA NOTE: The following optional section is for use by districts that maintain grades 10-12. Education Code 51241 authorizes, but does not require, the district to grant a two-year exemption from physical education to eligible students in grades 10-12.

Pursuant to Education Code 51241, in order to be eligible for the two-year exemption, students are required to satisfactorily meet at least five of the six standards of the FITNESSGRAM administered in grade 9. Students are considered to have satisfactorily met a standard on the FITNESSGRAM if they score in the "healthy fitness zone" on that standard. The six fitness areas measured by FITNESSGRAM are aerobic capacity; body composition; abdominal strength and endurance; trunk extensor strength and flexibility; upper body strength and endurance; and flexibility.

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. -(Education Code 51241)

CSBA NOTE: In addition to administering the physical fitness test to students in grade 9, Education Code 51241 authorizes districts to administer the test to students in grades 10-12 so that such students may qualify for the two- year exemption.

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. -(Education Code 33352, 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

Permanent Exemptions

CSBA NOTE: Education Code 51241 authorizes, but does not require, the district to grant permanent exemptions from physical education to an individual student under the conditions described in Items #1-3 below.

The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years-

However, such a student shall not be permitted to attend fewer total hours of courses and classes than the student would have attended if enrolled in a physical education course.

2. The student is enrolled as a postgraduate student-
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise-

Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. -(Education Code 33352)

Other Exemptions

CSBA NOTE: Education Code 51222, 51242, and 52316 authorize, but do not require, the following exemptions from physical education courses.

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training-

However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. -(Education Code 51222)

2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses-

Any such student shall have a minimum school day of 180 minutes. -(Education Code 52316)

3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours— (Education Code 51242)

Program Evaluation

CSBA NOTE: Districts that do not maintain high schools or do not offer any of the exemptions described in the sections above on "Two-Year Exemptions" or "Permanent Exemptions" should modify the following paragraph to delete reports of two-year and permanent exemptions.

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. ~~The~~Additionally, the Superintendent or designee shall ~~also~~ report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity and student well-being.

SIERRA COUNTY OFFICE OF EDUCATION
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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Instruction**Policy 6146.1: High School Graduation Requirements**

CSBA NOTE: The following optional policy is for use by districts that maintain grades 9-12.

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.-

District students shall complete graduation course requirements as specified in Education Code 51225.3. Unless ~~Additionally, unless~~ exempted as provided in "Exemptions from District-Adopted Graduation Requirements," for Highly Mobile Students" below, or in Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities, district students shall ~~also~~ complete other course requirements adopted by the Board. Students who are exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

CSBA NOTE: Education Code 51225.3 specifies the courses that a student is required to complete in order to graduate from high school as listed in Items #1-8 below.

Pursuant to Education Code 66204, each district that maintains a high school is required to develop a process for submitting courses to the University of California (UC) to review and certify that they align with the "A-G" course requirements for college admission.

The minimum requirements obtain a high school diploma in the state of California are as follows. Students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

CSBA NOTE: The following paragraph is for districts that require more than two mathematics courses for high school graduation. Pursuant to Education Code 51225.3 and 51225.35, a district that requires more than two courses in mathematics may award up to one mathematics course credit for an approved computer science course. Any such course is required to have been approved by UC as a "category C" (mathematics) course in the university's "A-G" course admission criteria; see BP 6143 - Courses of Study.

Successful completion of an approved computer science course that is classified as a "category C" course based on the University of California (UC) and California State University (CSU) "A-G" admission requirements shall be counted toward the satisfaction of additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States (~~U.S.~~US) history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51225.3, as amended by AB 821 (Ch. 622, Statutes of 2025), the option to authorize the completion of a course in career technical education (CTE) in lieu of the visual or performing arts or world language course requirement for high school graduation has been extended indefinitely.

5. One course in visual or performing arts, world language, or career technical education (CTE)~~)-1~~

For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code ~~51223~~51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51222, if the district maintains any of grades 6-12 the Governing Board may adopt a policy providing for an alternate term schedule for physical education courses, which shall be deemed to satisfy the requirements of a course in physical education for purposes of obtaining a high school diploma. For more information regarding an alternate physical education schedule, see AR 6142.7 - Physical Education and Activity.

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
- ~~7. Beginning with the class of 2030, a one-semester course in ethnic studies (Education Code- 51225.3)~~

CSBA NOTE: Subject to funding in the annual Budget Act or other statute, pursuant to Education Code 51225.3, the district is required to offer students in grades 9-12 a one-semester course in ethnic studies and beginning with the 2029-30 school year, a student is required to complete a one-semester course in ethnic studies, as specified, in order to graduate from high school. At its discretion, a district may require a full-year course. Districts that require a full-year course should revise Item #7 accordingly.

Item #7 is conditional upon the Legislature appropriating funding for ethnic studies courses. If funding is appropriated, districts will be required to offer a one-semester ethnic studies course, as specified.

- ~~7. Contingent on funding, beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)~~

CSBA NOTE: Pursuant to Education Code 51225.3, the district is required, commencing in the 2027-28 school year, to offer a one semester course in personal finance. Additionally, Education Code 51225.3 authorizes districts to exempt a student who completes a separate, stand-alone one-semester course in personal finance, that is not combined with any other course, from the graduation requirement to complete a one-semester course in economics.

Pursuant to Education Code 51226.8, the Instructional Quality Commission is required to develop and recommend to the State Board of Education a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance that is not combined with any other course.

8. Beginning with the 2030-31 school year, a separate, stand-alone one-semester course in personal finance, that is not combined with any other course (Education Code 51225.3)

A student who completes a separate stand-alone one-semester course in personal finance may be exempted from the requirement to complete a one-semester course in economics. (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51225.3, the Board may prescribe additional coursework (e.g., health education or service learning) or other requirements (e.g., portfolios or senior projects) that district students are required to complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below.

If the district requires a course in health education for graduation, Education Code 51225.36 requires that the district include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386. See BP 6142.1- Sexual Health and HIV/AIDS Prevention Instruction. Additionally, pursuant to Education Code 51225.6, a district that requires a course in health education for graduation is required to include instruction in compression-only cardiopulmonary resuscitation (CPR). See AR 6143 - Courses of Study.

Pursuant to Education Code 51230, if the district requires the completion of community service hours for high school graduation, the district may provide a student with credit towards that requirement for completion of a course in community emergency response training. However, if the district chooses to offer credit for the completion of such a course, the Board is still obligated to notify parents/guardians, students, and the public of information specified in Education Code 51225.3.

To obtain a high school diploma from Loyaltan High School, students shall complete the following credit requirements in grades 9-12:

English 40

Mathematics 30 (with 10 credits in Algebra)

Science 20 (with 10 credits in biological sciences and 10 credits in physical sciences)

World History 10

US History 10

Government 5

Economics 5

~~Geography 5~~

~~Beginning-Contingent on funding, beginning with the class of 2030~~Beginning with the 2029-2030 school year, a one-semester course in ethnic studies (Education Code 51225.3) 5

Beginning with the 2030-31 school year, a separate, stand-alone one-semester course in personal finance, that is not combined with any other course (Education Code 51225.3) 5

A student who completes a separate stand-alone one-semester course in personal finance may be exempted from the requirement to complete a one-semester course in economics.

Future Focus 5

Fine Art, Foreign Language, or CTE 10

Physical Education 20

Electives ~~125~~120 (115 for the 2029-2030 school year based on additional core requirement; 110 for the 2030-2031 school year and beyond based on additional core requirement)

Senior Project

Total: ~~285~~270

To obtain a high school diploma from Downieville High School, students shall complete the following credit requirements in grades 9-12:

English 40

Mathematics 30 (with 10 credits in Algebra)

Science 20 (with 10 credits in biological sciences and 10 credits in physical sciences)

World History 10

US History 10

Government 5

Economics 5

~~Geography 5~~

~~Ethnic Studies 5 (2028-2029 school year)~~

~~Beginning Contingent on funding, beginning with the class of 2030/2029-2030 school year, a one-semester course in ethnic studies (Education Code 51225.3) 5~~

~~Beginning with the 2030-31 school year, a separate, stand-alone one-semester course in personal finance, that is not combined with any other course (Education Code 51225.3) 5~~

~~A student who completes a separate stand-alone one-semester course in personal finance may be exempted from the requirement to complete a one-semester course in economics.~~

~~Future Focus 5~~

Fine Art, Foreign Language, or CTE 10

Physical Education 20

Electives ~~145~~135 (130 for the 2028-2029 school year and beyond based on additional core requirement; 125 for the 2030-2031 school year and beyond based on additional core requirement)

Senior Project

Total: ~~300~~290

The senior project is completed in grade 12 or academic equivalent, the requirements of which are determined and outlined by the high school faculty and administration, to include a research paper, project activity and formal presentation.

The unit requirements for Loyaltan High School and Downieville High School are 30 units less than a full schedule taken every year for four years. Units may change based on number of total courses available to take in a given year (i.e. 8-period, 7-period, etc.).

~~Class of 2019~~	~~1 year 7 periods, 3 years 8 periods~~	~~300 Credits~~
~~Class of 2020~~	~~2 years 7 periods, 2 years 8 periods~~	~~290 Credits~~
~~Class of 2021~~	~~3 years 7 periods, 1 year 8 periods~~	~~275 Credits~~
~~Class of 2022~~	~~4 years 7 periods~~	~~260 Credits~~
~~Class of 2023~~	~~1 year 7; 1 year 8 +Flex; 1 year 8; 1 year 7 +Flex~~	~~280 Credits~~
~~Class of 2024~~	~~1 year 8 +Flex; 1 year 8; 2 years 7 +Flex~~	~~285 Credits~~
~~Class of 2025~~	~~1 year 8; 3 years 7 +Flex~~	~~275 Credits~~
~~Class of 2026~~	~~4 years 7 periods +Flex~~	~~270 Credits~~

All district schools on an 8-period day shall remain at ~~300~~290 Credits over four years.

To obtain a high school diploma from Sierra Pass (continuation) School, students shall complete the following credit requirements in grades 9-12:

English 30

Mathematics 20 (with 10 credits in Algebra)

Science 20 (with 10 credits in biological sciences and 10 credits in physical sciences)

World History 10

US History 10

Government 5

Economics 5

Beginning Contingent on funding, beginning with the ~~class of 2030~~2029-2030 school year, a one-semester course in ethnic studies (Education Code 51225.3) 5

Beginning with the 2030-31 school year, a separate, stand-alone one-semester course in personal finance, that is not combined with any other course (Education Code 51225.3) 5

A student who completes a separate stand-alone one-semester course in personal finance may be exempted from the requirement to complete a one-semester course in economics.

Future Focus 5

Fine Art, Foreign Language, or CTE 10

Physical Education 20

Senior Portfolio or Senior Project 10

Electives 30 (25 for the 2029-2030 school year based on additional core requirement; 20 for the 2030-2031 school year and beyond based on additional core requirement)

Total: 175

CSBA NOTE: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study. See BP/AR 6146.11 - Alternative Credits Toward Graduation.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

CSBA NOTE: Pursuant to Education Code 51225.3, the Board is authorized to exempt students from any district- adopted coursework requirements that are in addition to the statewide course requirements which district students are required to complete in order to obtain a diploma. In granting such exemption, the law encourages that a consultation be had with the student and the educational rights holder for the student, regarding any impact that the nonfulfillment of the locally required coursework may have on the student's ability to gain admission to an institution of higher education. The following paragraph is only for districts that provide such an exemption and should be deleted by districts that do not provide the exemption.

The Superintendent or designee may exempt a student from any graduation requirements adopted by the Board that are in addition to the statewide course requirements. Before exempting a student from such requirements, the Superintendent or designee shall consult with the student and the educational rights holder for the student regarding any impact of not fulfilling district-adopted coursework on the student's ability to gain admission to an institution of higher education. (Education Code 51225.3)

Exemptions from District-Adopted Graduation Requirements for Highly Mobile Students

A *Highly mobile student* means a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, ~~migrant student~~ student who is migratory, or a student participating in a newcomer program as specified in Education Code 51225.1.

CSBA NOTE: Education Code 51225.1 requires the district to exempt from any district-adopted graduation requirements that are in addition to the state requirements specified in Education Code 51225.3 a foster youth, a student experiencing homelessness, a former juvenile court school student, a child of a military family, a student who is migratory who transfers into the district or between district high schools any time after completing the second year of high school, or, a student participating in a newcomer program, who is in the third or fourth year of high school (highly mobile students). This exemption does not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Pursuant to Education Code 51225.25, a "student participating in a newcomer program," as that term was defined by Education Code 51225.2 on January 1, 2023, who was enrolled prior to January 1, 2024, is entitled to the rights specified in Education Code 51225.1 and 51225.2. The district may, in its discretion, extend the rights established in Education Code 51225.1 to other students participating in a newcomer program.

Pursuant to Education Code 51225.1, within 30 calendar days of the transfer into a school by a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student, as applicable, the district is required to notify any eligible student and/or the student's parent/guardian, the student's educational rights holder, the district's liaison for homeless children, and the student's social worker or probation officer, as applicable, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. If the district fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or former juvenile court school student, after the student experiencing homelessness ceases to be homeless, or after the student no longer meets the definition of a child of a military family, a student who is migratory, or a student participating in a newcomer program, as applicable.

Additionally, Education Code 51225.1 provides that, if an exempted student completes the statewide coursework requirements before the end of the fourth year of high school, the district or a district school must not require or request that the student graduate before the end of the fourth year of high school.

A highly mobile student who transfers into the district or between district schools any time after completing the second year of high school or, if a newcomer student, who is in the third or fourth year of high school, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school.

To determine whether a highly mobile student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer, the length of school enrollment, or, for a student with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption. Additionally, for a newcomer student, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in the student's third or fourth year of high school. (Education Code 51225.1)

Within 30 days of the transfer into a school by a highly mobile student, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

~~The Superintendent or designee shall not require or request the foster youth, student experiencing homelessness, former juvenile court school student, child of~~

~~If a military family, migrant student, or newcomer highly mobile student who is exempted eligible for an exemption from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school.~~

~~(Education Code 51225.1)~~

~~If the foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student was not properly notified of an~~the ~~exemption, declined the exemption, or was not previously exempted, the student or the student's educational rights holder may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)~~

~~Additionally, a student with disabilities shall be eligible for an exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, if the student's individualized education program (IEP) provides for both of the following requirements: (Education Code 51225.31)-(Education Code 51225.1)~~

- ~~1. That the student is eligible to take the alternate assessment as described in Education Code 60640~~
- ~~2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3~~

~~The district's responsibility to provide a free appropriate public education shall not terminate when a student with a disability who is exempted from district-adopted graduation requirements participates in graduation activities unless the IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education Code 51225.31)~~

When a highly mobile student is not exempted from district-established graduation requirements based on the Superintendent's or designee's determination that the student is reasonably able to complete such requirements by the end of the student's fourth year of high school, within 30 calendar days of the following academic year the student shall be reevaluated based on the student's course completion status at the time to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the student's fourth year of high school. Written notice as to whether the student then qualifies for exemption shall be provided to the student, the person holding the right to make educational decisions for the student, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the highly mobile student is not reasonably able to complete the district- established graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Superintendent or designee shall provide the student with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the student, or if under 18 years of age, the person holding the right to make educational decisions for the student, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

When a highly mobile student is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student regarding the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution
2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges

3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a highly mobile student to transfer schools in order to qualify for an exemption and shall not grant any request made by an eligible student, or the student's parent/guardian, the person holding the right to make educational decisions for the student, the student's social worker, the student's probation officer, or the district liaison on behalf of the student, as applicable, for a transfer solely to qualify for an exemption. (Education Code 51225.1)

The Superintendent or designee shall not require a highly mobile student who is eligible for an exemption from district-established graduation requirements and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, once a student is granted an exemption from district- established graduation requirements, the exemption may not be revoked, as long as the student remains in school, even if the student is no longer a "highly mobile student," as defined. For example, an exemption granted to a student who is a foster youth will continue to apply even after the termination of the court's jurisdiction over the student.

If a highly mobile student is exempted from district-established graduation requirements, the exemption shall not be revoked. Additionally, the exemption shall continue to apply while the student is enrolled in the school or transfers to another school, including a charter school, or school district, including after the student has ceased to meet the definition of a highly mobile student. (Education Code 51225.1)

The Superintendent or designee shall not require or request a highly mobile student who is exempted from district- established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

Upon making a finding that a highly mobile student is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Consult with the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option to remain in school for a fifth year to complete the district-established graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the district- established graduation requirements
4. For a foster youth or a student who is experiencing homelessness, consult with the student and the person holding the right to make educational decisions for the student of the option to remain in the student's school of origin

When a highly mobile student who is eligible for an exemption from district-established graduation requirements is not reasonably able to complete the district-established graduation requirements within the student's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the student shall be exempted from all district-established graduation requirements and be provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student, regarding the following: (Education Code 51225.1)

1. The student's option to remain in school for a fifth year to complete statewide coursework requirements
2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education
3. Other options available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges
4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

CSBA NOTE: Education Code 51225.1 provides that complaints of noncompliance with specified requirements related to the educational rights of highly mobile students may be filed in accordance with the uniform complaint procedures (UCP) specified in 5 CCR 4600-4670. As with other complaints covered under the UCP, a complainant may appeal the district's decision to the California Department of Education (CDE) and, if the district or CDE finds any merit in the complaint, the district is required to provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Information regarding the educational rights of highly mobile students, as specified in Education Code 51225.1, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of highly mobile students, as specified in Education Code 51225.2, may be filed in accordance with the district's procedures in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

CSBA NOTE: Pursuant to Education Code 51225.1, districts are required to annually report to CDE regarding the number of students who, for the prior school year, graduated with an exemption from the district-established graduation requirements that are in addition to statewide coursework requirements, as specified below.

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of student's graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high

school diploma. (Education Code 51413)

CSBA NOTE: Items #1-5 below are optional and may be revised to reflect district practice.

~~In addition~~Additionally, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)-

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

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2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War ~~II~~II, the Korean War, or the Vietnam War, provided that they were enrolled in a district high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.-

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Are former members of the military, a resident of California, and received an honorable discharge, or, are current members of the military, a resident of California, and a resident of California when entering the military

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall evaluate classes completed in any high school, community college, or state college, grant credit toward graduation for military service and training received while in the military, and if satisfied that the person has completed the equivalent of the requirements for graduation from high school, grant the person a diploma of graduation.

- ~~4.~~5. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

CSBA NOTE: The following optional section reflects the Board's authority to confer honorary high school diplomas pursuant to Education Code 51225.5 and may be revised to reflect district practice.

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

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 6146.3: Reciprocity Of Academic Credit

CSBA NOTE: The following optional policy may be modified to reflect district practice.

The Governing Board intends that, to the extent possible, all students, including students who transfer into the district, complete the district's academic program timely and graduate with their peers.

To determine whether students transferring into the district have met district course requirements, the Superintendent or designee shall establish procedures to evaluate the comparability of courses and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned.-

CSBA NOTE: Pursuant to Education Code 48645.5, districts are required to accept for credit full or partial coursework completed in a public school or nonpublic nonsectarian school or agency in addition to a juvenile court school.

The district shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school, or nonpublic nonsectarian school or agency. (Education Code 48645.5)

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment in the district. Within 30 days of enrollment, the principal or designee shall complete the evaluation and determine the student's appropriate grade 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 6146.4: Differential Graduation And Competency Standards For Students With Disabilities**

CSBA NOTE: The following optional policy is for use by districts that maintain high schools and should be modified to reflect district practice.

Pursuant to Education Code 56345 and 34 CFR 300.320, the individualized education program (IEP) for each student with a disability is required to contain a statement of measurable annual goals that would enable the student to progress in the general education curriculum, a statement regarding any accommodations necessary to measure the student's performance on state and district assessments, and any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation; see AR 6159 - Individualized Education Program for a detailed listing of the required contents of the IEP.

Pursuant to Education Code 60900.2, and contingent upon funding for these purposes, the California Department of Education (CDE) is required to report on its website statewide four and five year cohort graduation rates for students with disabilities disaggregated by the identified disability or disabilities as listed in 34 CFR 300.8.

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Exemption from District-Established Graduation Requirements

CSBA NOTE: Pursuant to Education Code 51225.31, districts are required to exempt an eligible student with a disability, that entered the ninth grade in the 2022-23 school year and later, from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements specified in Education Code 51225.3, and award such student a high school diploma, as reflected below. Additionally, pursuant to Education Code 51225.32 districts are authorized, until July 1, 2031, to extend such an exemption and award a high school diploma to an eligible student with disabilities who was enrolled in grade 10 or higher in the 2022-23 school year.

District students shall complete all course requirements for high school graduation as ~~specified in required by law and in accordance with~~ Board Policy 6146.1 - High School Graduation Requirements. However, a student with ~~a disability that~~ disabilities who entered ~~the~~ ninth grade in the 2022-23 school year ~~and/or~~ later ~~may~~ shall be eligible to be exempted from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the student's IEP provides for both of the following ~~requirements: (Education Code 51225.31)-)~~

1. That the student is eligible to take the alternate assessment as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Additionally, a student with disabilities who entered grade 10 in the 2022-23 school year or later may be eligible for the same exemption, at the district's discretion, if the student's IEP provides for both of the requirements specified in Item #1 and 2 above (Education Code 51225.31)

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

CSBA NOTE: Pursuant to Education Code 51225.31, participation in graduation activities by a student with a disability who is exempted from district-adopted graduation requirements that are in addition to the statewide course requirements specified in Education Code 51225.3, may not be construed as termination of the provision of the district's responsibility to provide a free appropriate public education, unless the student's IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience.

The district's responsibility to provide FAPE shall not terminate when a student with a disability who is exempted from district-adopted graduation requirements participates in graduation activities unless the student's IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education ~~code~~Code 51225.31)

Certificate of Educational Achievement or Completion

CSBA NOTE: Education Code 56390-56392 authorize a district to award a certificate of educational achievement to a student with a disability who meets the criteria specified below. Pursuant to Education Code 56391, a student who meets the criteria is eligible to participate in any graduation ceremony/activity in which a student of similar age without a disability would be eligible to participate. However, Education Code 56391 provides that the right to participate in graduation ceremonies does not equate a certificate or document of educational achievement with a regular diploma.

For more information regarding California alternate assessments (CAA), see CDE's, "Diploma Pathway for Students who Qualify for the California Alternate Assessment," which provides guidance detailing the diploma options available for students with disabilities, and, "Alternate Assessment IEP Team Guidance," which includes guidelines for IEP teams regarding participation in CAAs and the Alternate English Language Proficiency Assessments for California.

Instead of a high school diploma, a student with a disability may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)-

1. Satisfactorily completed a prescribed alternative course of study approved by the ~~board~~Board of the district in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services

A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a

graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

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 6173: Education For Homeless Children**

CSBA NOTE: The following policy reflects the intent of the McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) that each student experiencing homelessness should have equal access to the same free, appropriate public education and services as other students. 42 USC 11432 mandates that districts adopt, review, and revise policies to remove barriers to the identification, enrollment, and retention of homeless children and youth, ensure that students experiencing homelessness are not segregated or stigmatized on the basis of their status as homeless, and provide for professional development for appropriate staff, as provided in the following policy and regulation. Additionally, 42 USC 11432 requires that, in reviewing and revising applicable policies, consideration be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

Education Code 48851.3 mandates that districts establish homeless education program policies that are consistent with the provisions of Education Code 48850-48859, and using resources developed by the California Department of Education (CDE), available on its website, and those developed by homeless education technical assistance centers. Pursuant to Education Code 48851.3, districts are required to update their homeless education program policies at least once every three years.

Education Code 48852.3 requires CDE to develop and implement a plan for monitoring the compliance of districts, including school site inspections, to ensure that the state is not underestimating the number of youth experiencing homelessness.

The Governing Board believes that the identification of students experiencing homelessness is critical to improving the educational outcomes of such students and ensuring that students experiencing homelessness have access to the same free and appropriate public education provided to other students within the district. The district shall provide students experiencing homelessness with access to education and other services necessary for such students to meet the same challenging academic standards as other students.-

When there are at least 15 students experiencing homelessness in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of students experiencing homelessness. (Education Code 52052, 52060, 52064)

CSBA NOTE: The following paragraph is mandated pursuant to Education Code 48851.3 and 42 USC 11432. 42 USC 11432 requires that districts adopt policy to remove barriers to enrollment and retention of students experiencing homelessness due to absences or outstanding fees or fines. See the accompanying administrative regulation for additional procedures designed to remove barriers to the identification and enrollment of students experiencing homelessness.

The Superintendent or designee shall review district policies at least once every three years and recommend updates to ensure removal of any barriers to the education of ~~homeless~~ students experiencing homelessness and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3, 42 USC 11432)

CSBA NOTE: Pursuant to 42 USC 11432, districts are required to designate an appropriate staff person, who may also be a coordinator for other federal programs, as a district liaison for homeless students. See the accompanying administrative regulation for information about the designation and duties of the district liaison.

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting students experiencing homelessness to succeed in school, and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness.

CSBA NOTE: Education Code 48851 requires the district to ensure that each school within the district identifies all students experiencing homelessness and unaccompanied youths enrolled at the school and to annually provide and administer a housing questionnaire to parents/guardians of all students and all unaccompanied youths for purposes of identifying students experiencing homelessness and unaccompanied youths. The housing questionnaire is required to be based on best practices developed by CDE, include an explanation of the rights and protections a student has as a child or youth experiencing homelessness or as an unaccompanied youth, and be made available in paper form. A sample housing questionnaire is available on CDE's website.

Education Code 48851, requires districts to collect the completed housing questionnaires described above, and annually report to COE the number of students experiencing homelessness and unaccompanied youths enrolled in the district.

The Superintendent or designee shall ensure that each district school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of students experiencing homelessness, the Superintendent or designee shall annually provide and administer a housing questionnaire developed by the California Department of Education (~~CDE~~COE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

The Superintendent or designee shall report to ~~CDE~~COE the number of students experiencing homelessness, including unaccompanied youths, enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

CSBA NOTE: Education Code 48852.6 requires districts to create a webpage or post on its website (1) a list of district liaisons and contact information for such liaison(s), and (2) specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness. Additionally, Education Code 48852.6 requires a district school, if it has a website, to post the contact information for the district liaison, as well as the name and contact information of any employee or person under contract the school may have who assists the district liaison in completing the liaison's duties. See the accompanying administrative regulation for more information regarding posting requirements.

~~In addition~~Additionally, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school ~~web sites~~websites as specified in the accompanying administrative regulation. (Education Code 48852.6)

CSBA NOTE: Pursuant to Education Code 48850 and 42 USC 11432, placement determinations for students experiencing homelessness are required to be made according to the student's "best interest," as defined by law and in the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for students experiencing homelessness are based on the student's best interest as defined in law and administrative regulation.

Each student experiencing homelessness shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

CSBA NOTE: The following paragraph is mandated by 42 USC 11432. Although segregation of students experiencing homelessness into a separate school or program is prohibited, separate schools that were in operation before 2001 may continue to operate under specified conditions. Districts that maintain such a school may revise the following paragraph to reflect district practice.

Students experiencing homelessness shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate students experiencing homelessness on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet their unique needs. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for students experiencing homelessness are provided in a manner and form understandable to the student's parents/guardians and to unaccompanied youths.

CSBA NOTE: Although students' addresses generally may be designated as "directory information" that is not harmful if disclosed, 42 USC 11432 provides that information about the living situation of a student experiencing homelessness is required to instead be provided the protections afforded to other student records under the Family Educational Rights and Privacy Act. For further information about the disclosure of records of students experiencing homelessness, see the U.S. Department of Education's (USDOE), "Education for Homeless Children and Youths Program Non-Regulatory Guidance."

Information about the living situation of a student experiencing homelessness shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

CSBA NOTE: Pursuant to 42 USC 11432, districts receiving assistance through the McKinney-Vento Homeless Assistance Act are required to coordinate services as provided below. Other districts may delete or revise the following paragraph to reflect district practice.

The Superintendent or designee shall coordinate with other agencies and entities to ensure that students experiencing homelessness are promptly identified, ensure that students experiencing homelessness have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to students experiencing homelessness, and, if applicable, transitional housing facilities. ~~In addition~~ Additionally, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for students experiencing homelessness and services for students with disabilities. (42 USC 11432)

CSBA NOTE: 42 USC 11432 mandates that districts adopt policies and practices to ensure participation by district liaisons and other appropriate staff in professional development and other technical assistance activities, as determined appropriate by the Federal Office of the Coordinator.

Education Code 48852.5 requires COE to provide specified informational and training materials to district liaisons, including informational materials on the educational rights of students experiencing homelessness and resources available to assist students experiencing homelessness. Additionally, Education Code 48852.5 requires COE to develop and implement a system to verify that districts are providing the required training to school personnel providing services to students experiencing homelessness at least annually.

Pursuant to Education Code 48851.3, the liaison for homeless students is required to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services the liaison provides. While Education Code 48851.3 requires annual training for employees who work with students experiencing homelessness, the liaison is encouraged to offer training to all district employees.

The following paragraph reflects the training requirement of Education Code 48851.3 and 48852.5, and USDOE's "Education for Homeless Children and Youths Program Non-Regulatory Guidance," regarding the content of the professional development.

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of students experiencing homelessness. Such professional development and technical assistance shall include, but are not limited to, training on the district's homeless education program policies, definitions of terms related to homelessness, recognition of signs that students are experiencing or are at risk of experiencing homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect students experiencing homelessness with appropriate housing and service providers. (Education Code 48851.3, 48852.5; 42 USC 11432)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 52064.5, the State Board of Education has adopted evaluation rubrics for use by districts in evaluating their strengths, weaknesses, and areas that require improvement.

Additionally, pursuant to 20 USC 6311 annual district report cards for districts receiving Title I funds are required to include disaggregated student achievement data and graduation rates of homeless students.

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for students experiencing homelessness, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of students experiencing homelessness.

~~Annually, the Superintendent or designee shall report to CDE, in accordance with Education Code 51225.1, the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district established graduation requirements that are in addition to statewide coursework requirements.~~

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Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Instruction**Policy 6173.1: Education For Foster Youth**

CSBA NOTE: Education Code 42238.02 and 42238.03 provide supplemental and concentration grants within the local control funding formula based on the number and concentration of unduplicated counts of students who are foster youth, who are English learners, or who are eligible for free or reduced-price meals; see BP/AR 3100 - Budget. Additionally, Education Code 52060-52077 requires districts to develop a local control and accountability plan (LCAP) which is required to be aligned to specific state priorities and any additional local priorities, and to contain annual goals for all students and for each "numerically significant" student subgroup and the specific actions to be taken to achieve each goal; see BP/AR 0460 - Local Control and Accountability Plan.

Education Code 48850-48859 (the AB 490 Educational Rights and Stability Act of 2003) create obligations for districts regarding the education of foster youth, including the right of foster youth to continue attending their school of origin and the requirement to ensure that foster youth have access to the same academic resources, services, and extracurricular and enrichment activities that are available to all students. For more information regarding these obligations, see the accompanying administrative regulation.

The requirements of the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) may apply to foster youth in certain situations, such as when they are living in emergency or transitional shelters. For more information about the education of students who are experiencing homelessness see BP/AR 6173 - Education for Homeless Children. However, Education Code 48850-48859 extends services to youth at any time when in foster care. The following policy may be revised to reflect district practice.

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.-

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth. Additionally, as identified in the district's local control and accountability plan (LCAP).-
~~The~~, the Superintendent or designee shall ~~also~~ develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

CSBA NOTE: Pursuant to Education Code 48850, placement determinations for foster youth are required to be made in accordance with the student's "best interest." Additionally, Education Code 48853.5 requires each district to designate a staff person as a foster care liaison to help ensure proper school placement, enrollment, and transfer. For more information regarding placement decisions for foster youth, see the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and as specified in the accompanying administrative regulation.

~~To that end, the~~The Superintendent or designee shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

CSBA NOTE: Education Code 48853.5 encourages districts to collaborate with other agencies to provide services to foster youth. The following optional paragraph should be modified to reflect district practice.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

CSBA NOTE: Pursuant to Education Code 52060, each district is required to update the LCAP by July 1 each year. The following optional paragraph uses the LCAP review timeline and may be revised to reflect district practice.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

~~Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of foster youth graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district established graduation requirements that are in addition to statewide coursework requirements.~~

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Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Instruction**Policy 6173.4: Education For American Indian Students**

CSBA NOTE: The following policy may be revised to reflect district practice. Districts that receive federal Title VI Indian education funding (20 USC 7401-7492), which supports local educational agencies, Indian tribes and organizations, and other entities in meeting the unique cultural, language, and educational needs of American Indian students, are mandated to adopt policy and procedures to ensure that the program will be operated and evaluated in consultation with, and with the involvement of, parents/guardians and family members of American Indian students and community representatives; for more information regarding this mandate, see "Title VI Indian Education Program," below.

The terms "American Indian," "Native American," and "Indian" are used in various state and federal laws but do not always refer to the same groupings of people or are not defined. For purposes of Title VI, 20 USC 7491 defines "Indians" to include Alaska natives. The following policy may be revised to reflect terminology preferred by the district and local tribes.

The Governing Board recognizes that American Indian students may have unique cultural, language, and educational needs that may be addressed by increasing student knowledge about American Indian history, including the history and culture of local tribes, and by providing American Indian students with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

The Superintendent or designee shall provide all students with culturally relevant curriculum related to local American Indian tribes and implement strategies necessary for the improvement of the academic achievement of American Indian students.

CSBA NOTE: The following paragraphs address the involvement of a California Indian Education Task Force. Pursuant to Education Code 33391, districts are encouraged to form a California Indian Education Task Force with Indian tribes local to their region or historically located in the region, to assist in the development of curriculum related to local tribes and in the identification of any achievement gaps between American Indian students and other students in the district, and strategies to close them.

The Native American Studies Model Curriculum, available on the University of California at Davis' Native American Studies website, is a state funded comprehensive, standards-aligned curriculum dedicated to Native American Studies that offers lessons that integrate Native perspectives across academic disciplines.

In order to discuss, gain a shared understanding of, and develop curriculum for use within the district, and to identify the extent and nature of any achievement gaps between American Indian students and other district students, and strategies to address any such gaps, the district may form a California Indian Education Task Force with tribes local to the region. Participants in the task force meetings may consider issues of mutual concern, which include: (Education Code 33391)-

1. Developing a thorough, shared understanding of accurate, high-quality curricular materials about the history, culture, and government of local tribes, and developing such materials for use within the district that include tribal experiences and perspectives
2. Developing a shared understanding of proper or improper instructional materials when these materials use depictions of Native Americans

3. Encouraging the adoption of the curriculum developed by the California Indian Education Task Force
4. Identifying the extent and nature of any achievement gap between American Indian students and other students, and strategies necessary to close it

If formed, the California Indian Education Task Force shall, within one year and thereafter annually, submit a report to the California Department of Education on the findings, including progress of work on Items #1-4, above. (Education Code 33391)

The Superintendent or designee shall identify American Indian students most at-risk of not meeting state academic standards and provide to such students the needed support(s), including making referrals, as appropriate, for special education services or services under Section 504 of the federal Rehabilitation Act of 1973, or other school-based services such as counseling and health services, supplemental instruction, before- or after-school services, and summer learning programs.

CSBA NOTE: Education Code 48432.5 provides protections for American Indian students prior to an involuntary transfer to a continuation school. Additionally, Education Code 48853.5, 48911, 48911.1, 48915.5, and 48918.1, provide protections for American Indian students regarding suspension and expulsion proceedings and assignments to supervised suspension classrooms. In such instances, written notice must be provided to an American Indian student's tribal social worker and, if applicable, the county social worker. See AR 5144.1 - Suspension and Expulsion/Due Process, AR 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities), AR 6173.1 - Education for Foster Youth, and AR 6184 - Continuation Education.

Suspension, expulsion, assignment to a supervised suspension classroom, or involuntary transfer to a continuation school of an American Indian student shall be in accordance with law and as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities), and Board Policy/ Administrative Regulation 6184 - Continuation Education.

CSBA NOTE: Pursuant to Labor Code 3074.2, any district planning to hold a college or career fair is required to identify approved apprenticeship programs in the county and notify such programs that they are hosting a college or career fair. See BP 6164.2 - Guidance/Counseling Services and BP 6178 - Career Technical Education.

The Superintendent or designee shall provide programs to facilitate the successful transition of American Indian students to post-secondary education and employment, which may include college and career fairs as specified in ~~accordance with Labor Code 3074~~ Board Policy 6164.2, - Guidance/Counseling Services and Board Policy 6178 - Career Technical Education, apprenticeship and preapprenticeship programs, mentorship programs, and counseling services.

As needed, the Superintendent or designee shall provide professional development to teachers and other school staff to assist them in understanding and responding to the unique needs of American Indian students.

At least annually, the Superintendent or designee shall report to the Board on the outcomes of American Indian students including, but not limited to, school attendance, student achievement test results, promotion and retention by grade level, graduation rates, and suspension/expulsion rates.

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Instruction**Policy 6175: Migrant Education Program**

CSBA NOTE: The following optional policy is for use by districts that have established migrant education programs pursuant to federal Title I, Part C (20 USC 6391-6399) and Education Code 54440-54445. In California, most districts that provide migrant education services operate pursuant to service agreements with regional service centers pursuant to Education Code 54444.1. The district submits a service application to the regional center, which then submits a regional application to the California Department of Education (COE). The following policy and accompanying administrative regulation should be revised as necessary to reflect the district's agreement with its regional service center.

During the Federal Program Monitoring (FPM) process, COE will review whether the district is fulfilling the major legal requirements for implementation of the program. Education Code 51225.2 describes this group of highly mobile students as "a pupil who is a migratory child" and CDE's Uniform Complaint Procedures 2025-26 FPM instrument describes this group as "pupils who are migratory," which is reflected in the use of this description throughout the policy. The following policy may be revised to reflect terminology preferred by the district and local community.

Pursuant to Education Code 41601.6, up to two local educational agencies may request authorization from COE to provide an extended school year program to specified students who are migratory, which includes average daily attendance funding for such students. For more information regarding summer school and extended school year programs, see the accompanying administrative regulation.

The Governing Board desires to provide a comprehensive program for students who are migratory that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit their ability to succeed in school. The district shall make use of available funds to provide supplementary services for students who are migratory.

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible students who are migratory and in the provision of migrant education services. ~~The~~ Additionally, the Superintendent or designee shall ~~also~~ coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

CSBA NOTE: 20 USC 6394 establishes priority for services for students who are migratory who are failing or at risk of failing to meet state standards or have dropped out of school. According to CDE's 2023, "State Service Delivery Plan," for purposes of establishing priority for services, students are considered to be failing or most at risk of failing to achieve state standards if they (1) score at Level 1-2 (standard not met or standard nearly met) on the English language and/or mathematics summative assessments of the California Assessment of Student Performance and Progress, or (2) score at Levels 1-3 (beginning to moderately developed English skills) on the California English Language Development Test or the English Language Proficiency Assessments for California.

The term "qualifying move" means a move due to economic necessity (1) from one residence to another residence, and (2) from one school district to another school district, with limited exceptions.

The district shall give first priority for services to students who are migratory ~~who~~ and have made a qualifying move within the previous one year period, and are failing, ~~or are most at risk of failing,~~ to meet state academic standards or have dropped out of school. (20 USC 6394), 6399)

CSBA NOTE: 20 USC 7881 requires that eligible private school students residing within the district be provided an opportunity to receive services on an equitable basis with public school students, as provided below. See AR 6171 - Title I Programs for further information about requirements pertaining to such participation.

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

CSBA NOTE: Education Code 54443.1 requires that local migrant education programs conduct an individual assessment of the educational and health needs of each student who is migratory within 30 days of enrollment and prepare a brief individual learning plan in writing listing the services to be provided to each student. For more information regarding program components, see the accompanying administrative regulation. These duties may be performed by either the district or the regional service center depending on their agreement.

The Superintendent or designee shall ensure that each student who is migratory is placed at the appropriate grade level upon enrollment and is provided services in accordance with an individual needs assessment and learning plan.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice, including specific indicators that the Governing Board and Superintendent or designee agree to use in evaluating program effectiveness.

The Superintendent or designee shall annually report to the Board regarding student performance on statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education program. ~~In addition~~ Additionally, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

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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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Sierra-Plumas Joint Unified School District & Sierra County Office of Education

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)

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