

AGENDA

STONY CREEK JOINT UNIFIED SCHOOL DISTRICT REGULAR BOARD MEETING

Location: Elk Creek High School Library

Date: Tuesday, June 24, 2025

Time: 6:00 PM

The District Board Packet is available for public viewing at the Stony Creek Joint Unified School District office at 3430 County Road 309, Elk Creek, California on the date and time the agenda is posted. (SB 343-Chapter 298/2007 effective July 1, 2008)

1. CALL TO ORDER

PUBLIC COMMENT ON CLOSED SESSION ITEM(S)

ADJOURN TO CLOSED SESSION

Time: 5:00 pm

- | | |
|---------------------------------|--|
| A. Gov. Code 54957.6 | Closed session regarding matters of negotiation with the SCFT, CSEA and unrepresented groups with designated representative Superintendent Emily Pendell. |
| B. Gov. Code 54957(b)(1) | Public Employment: Girls Volleyball Coach |
| C. Gov. Code 54957.6 | Closed session regarding matters of negotiation for Superintendent Contract. |

RECONVENE TO OPEN SESSION

2. ROLL CALL

_____	Ritta Martin
_____	Delana Martin
_____	Krystal Craven
_____	Cathie Bodeker
_____	Diana Corkill

3. PLEDGE OF ALLEGIANCE

4. CLOSED SESSION REPORT

5. APPROVAL OF AGENDA

6. PUBLIC COMMENT ON NON-AGENDA ITEMS

Members of the public are invited to address the Governing Board on any matter within its jurisdiction that is not listed on the meeting agenda. Comments will be limited to three (3) minutes per person, with a maximum of twenty (20) minutes per topic. The time cannot be transferred from one speaker to another.

Please be advised that a school board meeting is a business meeting held in public, not a public meeting. Consequently, the board is legally prohibited from discussing items that are not posted on the agenda and cannot respond to public comments made during this session.

7. COMMENTS ON AGENDA ITEMS

Members of the public are welcome to comment on any business item listed on the board's agenda. Comments will be limited to three (3) minutes per person, with a maximum of twenty (20) minutes per topic. The time cannot be transferred from one speaker to another.

Public comments on an agenda item will only be permitted during the board's consideration of that specific item. While the board appreciates and welcomes your comments and questions, they are not at liberty to respond during the meeting. All comments will be taken into consideration during the discussion of the item.

8. CONSENT CALENDAR

All matters listed under the Consent Calendar are to be considered routine and without opposition. The Consent Calendar will be enacted by one motion. There will be no separate discussion of these items unless a Board member or the Superintendent/designee requests that a specific item(s) be removed from the Consent Calendar for separate action. Any items so removed will be considered after the motion to approve the Consent Calendar.

A. Minutes

The minutes for the regular meeting held on May 27, 2025 and the special meetings held on May 1, 2025 and May 12, 2025.

B. Bills, Warrants and Transfers

Payment of monthly operating bills for the school district which are approved expenditures in the current budget.

C. New Hires

Diana Felipe - Head Girls Volleyball Coach (Stipend)

9. REPORTS

Student Report

GPAC

Board Members

CBO

Superintendent/Principal

10. OLD BUSINESS

A. Board Policy Updates - Graduation Requirements

The Board will review proposed revisions to Elk Creek High School's graduation requirements (Board Policy 6146.1).

- Removal of the Computer Applications requirement (10 credits)
- Addition of One semester (5 credits) of Ethnic Studies
- Addition of One semester (5 credits) of Financial Literacy

These changes aim to align with updated state mandates and district priorities, and will be funded or supported as appropriate through the instructional program.

2nd Read/Action

B. Board Policy Updates - Mental Health

The Board will consider the updated Mental Health Policy promoting student mental health as essential to academic and personal success. The policy outlines strategies to reduce stigma, improve access to services, and build student resilience. It includes staff training, collaboration with mental health professionals, culturally responsive practices, and clear referral protocols. The policy also requires student and parent notifications, on-campus resources, and use of telehealth where appropriate, aligning with state education code (Board Policy 5141.5).

2nd Read/Action

C. Board Policy Updates - Student Board Members

The Board will consider the Policy Student Board Members to enhance student voice in district governance by establishing student Board member positions. The policy outlines eligibility, selection, term limits, and the rights of student members to participate in Board meetings, subcommittees, and discussions. It includes provisions for course credit,

optional compensation, training opportunities, and rotation among high schools. Student members may cast preferential votes and make motions, and may be invited to contribute to restorative justice matters with consent. The policy supports student civic engagement while aligning with the Education Code (Board Policy 9150).

2nd Read/Action

11. NEW BUSINESS

A. Presentation: Impacter Pathway

Danny Byun, Co-founder and Co-CEO of Impacter Pathway, will present information regarding their software which is a soft-skills & wellness assessment and curriculum platform that quantifies hard-to-measure future ready skills by elevating student voice and equipping students with future-ready competencies and data-driven growth.

Information

B. California Department of Education - Consolidated Application for Funding

The Board is requested to take action to authorize Chief Business Official (CBO) Dusty to submit the Consolidated Application (ConApp) on behalf of Stony Creek Joint Unified School District (SCJUSD). The ConApp is a required submission to the California Department of Education for federal program funding. Board approval is necessary to ensure timely and compliant submission.

Action

C. FFA Superior Region Ag COLC

The Board is requested to approve Ms. Farrell's request for attendance at the California Officer Leadership Conference (COLC) at Diamond Arrow Camp in Nevada City from August 15th to August 17th for the FFA Officer Team. The estimated total cost of attendance, including expenses for the advisor and one chaperone, is approximately \$1,400. Funding for this trip will be covered through the Career Technical Education Incentive Grant (CTEIG) funds.

Action

D. FFA Officer Retreat

Request for board approval of an overnight trip for five Elk Creek High School FFA officers and two chaperones to attend a leadership retreat at The Creek House in Stonyford during the week of July 21, 2025. The retreat will last three days and two

nights and is designed to support team-building, leadership development, and planning for the 2025–26 school year. The house rental costs \$300, there will be an additional expense for food and will be paid from CTEIG funds.

Action

E. Public Hearing - 2025-2026 LCAP

The Board will conduct a public hearing to review and gather feedback on the Stony Creek Joint Unified School District's 2025–2026 Local Control and Accountability Plan (LCAP). The LCAP outlines the district's goals, actions, and expenditures to support student outcomes and fulfill state priorities. This includes strategies to improve student achievement, increase parent engagement, enhance school climate, and provide targeted support to English learners, foster youth, and low-income students. The hearing provides an opportunity for public input before the LCAP is brought forward for final adoption.

Open Hearing

Close Hearing

F. Public Hearing - 2025-2026 Budget

CBO Thompson will present the proposed 2025–2026 district budget for review and public comment. The budget outlines projected revenues and expenditures for the upcoming fiscal year and includes updates related to state funding adjustments, grant allocations, and district priorities. Key components such as enrollment trends, staffing costs, program funding, and operational needs will be highlighted. This public hearing provides an opportunity for the Board and community members to ask questions and provide feedback prior to formal adoption of the budget at a future meeting.

Open Hearing

Close Hearing

G. Resolution Approving Withdrawal from GSRMA

The Board is requested to review and approve a resolution authorizing Stony Creek Joint Unified School District's withdrawal from the Golden State Risk Management Authority (GSRMA), effective for the 2026–2027 fiscal year. This action will initiate the formal process required to exit the GSRMA insurance pool and will enable the district to explore alternative risk management and insurance options that best support its long-term operational and financial objectives. Approval of the resolution is necessary to satisfy notice requirements and begin strategic planning for the next fiscal year.

Action

H. Student ASB Representative Stipend

Board to consider memorializing the past practice of awarding a \$150 end-of-year stipend to the ASB student representative who regularly presents at Board meetings. This stipend, last issued in 2022–2023, would recognize the student's time and contributions, and be

paid annually upon completion of the school year.

Action

I. Board Policy for Students Clubs

In response to Trustee Bodeker's request, this item presents a summary of current student organizations operating within SCJUSD, including Club Live, Friday Night Live, MedEd Club, and a developing Native American Leadership club in partnership with Kno'Quoti Native Wellness, Inc. In accordance with Administrative Regulation 6145.5, the District maintains a limited open forum, ensuring equal access to student-initiated groups without discrimination based on religious, political, or philosophical content.

Information

J. July Board Meeting Dates

Board to discuss and consider rescheduling the regular July meeting due to potential quorum conflicts, as some members may be out of town on the currently scheduled date.

Action

12. Board Requests for Future Agenda Items

13. ADJOURNMENT

Stony Creek Joint Unified School District
Special Board Meeting Minutes
May 1, 2025
ECHS Library
3430 Co Rd 309, Elk Creek, CA 95939

1. Call To Order

- a. The Stony Creek Joint Unified School District Board of Education met in session on May 1, 2025 at Elk Creek High School, Elk Creek, California.
- b. President Ritta Martin called the meeting to order at 8:01 am.

2. Pledge of Allegiance

- a. The Pledge of Allegiance was led by Ritta Martin.

3. Roll Call

- a. Members of the board in attendance were: Ritta Martin, Delana Martin, Cathie Bodeker, Diana Corkill. Members not in attendance were Krystal Craven
 - i. Others present: Superintendent Emily Pendell, Executive Assistant Dominique Buring and Andrzej Kubak.

4. Approval of Agenda

- a. Agenda for the meeting was approved as presented.
 - i. Motion: Diana Corkill, Seconded by: Delana Martin.
 - ii. Voting Result: 4-0

5. Public Comments on agenda Items

- a. Board Letter - See public comments under agenda item.

6. Old Business

- a. **Board Letter:** A special board meeting was called to address concerns regarding a previously issued public statement related to the district's 4-day week initiative. The concern was raised by Trustee Corkill, who noted that the statement—read aloud during the last regular board meeting and posted online—had been presented as a formal opinion of

the board, despite not having been approved through board discussion or action.

President Martin acknowledged that while the intent was to reflect the collective disappointment about not being able to implement the 4-day week initiative for the 2025–2026 school year, any public expression on behalf of the board should go through proper approval. The issue at hand centered on maintaining transparency, accuracy, and respect for proper governance procedures.

During the discussion, it was emphasized that significant time and effort had been invested in exploring the 4-day week model. The community, including staff, families, and tribal partners, had shown strong engagement and support. The board acknowledged the importance of recognizing those efforts and the collective disappointment in not moving forward with the initiative at this time.

- i. Motion to formally approve the statement as originally presented.
- ii. Motion: Ritta Martin, Seconded by: Cathie Bodeker
- iii. Voting Results: President Martin called to poll the board. Passed 3-1 with 1 absent.
 1. In Favor: Cathie Bodeker, Delana Martin, Ritta Martin
 2. Not In Favor: Diana Corkill
 3. Abstain: None
 4. Absent: Krystal Craven

Public Comment

Board Letter - Andrzej Kubak expressed concerns about the proposed 4-day school week.

7. Adjournment

- a. Meeting adjourned at 8:17 am

Respectfully submitted by Superintendent Emily Pendell, Secretary to the Governing Board.

Ritta Martin, President

Stony Creek Joint Unified School District
Special Board Meeting Minutes
May 12, 2025
ECHS Library
3430 Co Rd 309, Elk Creek, CA 95939

1. Call To Order

- a. The Stony Creek Joint Unified School District Board of Education met in session on May 12, 2025 at Elk Creek High School, Elk Creek, California.
- b. President Ritta Martin called the meeting to order at 12:39 pm.

Public Comment on Closed Session Items

- a. There were no public comments on closed session items.

2. Closed Session

The Board recessed into Closed Session at 12:39 pm to discuss the following:

- a. Gov. Code 54957.6: Closed session regarding matters of negotiation with the SCFT, CSEA and unrepresented groups with designated representative Superintendent Emily Pendell

Open Session

- a. The meeting reconvened to Open Session at 2:32 pm.

3. Roll Call

- a. Members of the board in attendance were: Ritta Martin, Krystal Craven, Cathie Bodeker. Members not in attendance were Delana Martin and Diana Corkill
 - i. Others present: Superintendent Emily Pendell, Executive Assistant Dominique Buring and CBO Dusty Thompson.

4. Pledge of Allegiance

- a. The Pledge of Allegiance was led by Ritta Martin.

5. Closed Session Report

- a. Gov. Code 54957.6: Board gave guidance for upcoming negotiations to Superintendent Pendell

6. Approval of Agenda

- a. Agenda for the meeting was approved as presented.
 - i. Motion: Cathie Bodeker, Seconded by: Krystal Craven.
 - ii. Voting Result: Approved 3-0, 2 absent

7. Public Comments on agenda Items

- a. There were no public comments on agenda items.

8. New Business

a. Sunshine Proposal: SCFT to District

Stone Creek Federation of Teachers (SCFT) Proposal. Teachers have "sunshined" (formally opened for negotiation) the following topics:

- Article 9 and 12
- Salary and health benefits (noted as likely part of Article 9)

Trustee Kraven raised a question about whether a letter back on Article 8 is part of the Sunshine process. Superintendent Pendell noted that would be a District reopener.

b. Sunshine Proposal: District to SCFT:

District proposes to discuss:

- A backup driver stipend
- Language regarding SB88 (drug and alcohol testing pool) and DMV pull notice for van drivers
- For Article 8.1 (leaves of absence): distinctions between half-day vs. full-day leave
- Potential stipends for welding and a community liaison

Clarification that these items do not need to be in the Sunshine letter if already covered by opened articles.

- i. Motion to approve sunshine letter.
- ii. Motion: Krystal Craven, Seconded by: Cathie Bodeker
- iii. Voting Results: Approved 3-0, 2 absent.

c. **Sunshine Proposal: CSEA to District**

CSEA Proposal for Negotiations (2024-25 and 2025-26 school years)

CSEA has sunshined:

- Article 3: CSEA privileges
- Article 13: Salaries
- Article 15: Safety
- Article 14: Employee Benefits

d. **Sunshine Proposal: District to CSEA:**

District's Response to CSEA

- Agrees to open all requested articles.
- For transparency in the meeting minutes, also proposes discussions on:
 - Job classifications under the Salaries article.
 - SB88-related language for van drivers (drug and alcohol testing). Noted that SB88 may fall under safety and do not need to be explicitly listed in the Sunshine letter.
- i. Motion to approve sunshine letter.
- ii. Motion: Krystal Craven, Seconded by: Cathie Bodeker
- iii. Voting Results: Approved 3-0, 2 absent.

9. **Adjournment**

- a. Meeting adjourned at 2:39 pm

Respectfully submitted by Superintendent Emily Pendell, Secretary to the Governing Board.

Ritta Martin, President

Stony Creek Joint Unified School District
Board Meeting Minutes
May 27, 2025
Indian Valley Elementary
5180 Lodoga Stonyford Rd, Stonyford, CA 95979

1. Call To Order

- a. The Stony Creek Joint Unified School District Board of Education met in regular session on May 27, 2025 at Indian Valley Elementary, Stonyford, California.
- b. President Martin called the meeting to order at 5:01 pm.

Public Comment on Closed Session Items

- a. There were no public comments on closed session items.

Closed Session

The Board recessed into Closed Session at 5:01 pm to discuss the following:

- a. Gov. Code 54957.6 Closed session regarding matters of negotiation with the SCFT, CSEA and unrepresented groups with designated representative Superintendent Emily Pendell.
- b. Gov. Code 54957(b)(1) Public Employment: Football Coach
- c. Gov. Code 54957.6 Closed session regarding matters of negotiation for Superintendent Contract.

Open Session

The meeting reconvened to Open Session at 6:02 pm.

2. Roll Call

- a. Members of the board in attendance were: Ritta Martin, Delana Martin, Cathie Bodeker, Krystal Craven, Diana Corkill.
- i. Others present: Superintendent Emily Pendell, CBO Dusty Thompson, Diana Felipe, Zoe Brandenburger, Erin Callahan, Lee Davis, Melissa Davis, Edwin Pendell, Daniel Reagan, Cynthia Reagan, Aston Burrows, Kaleb Reagan, Sheri Pendell, Andrzej Kubak.

3. Pledge of Allegiance

- a. The Pledge of Allegiance was led by President Martin.

4. Closed Session Report

- a. Gov. Code 54957.6: No report at this time.
- b. Gov. Code 54957(b)(1) Public Employment: Jared Burrows selected for football coach for the coming year.
- c. Gov. Code 54957.6 No report at this time.

5. Approval on Agenda

Agenda for the meeting was approved.

- a. Motion: Delana Martin, Seconded by: Cathie Bodeker.
- b. Voting Result: Unanimously approved.

6. Public Comments on Non-Agenda Items

- a. No comments at this time.

7. Comments on Agenda Items

- a. Old Business - See public comments under agenda item.
- b. New Business - See public comments under agenda item.

8. Consent Calendar

Moved to the end of the meeting - pending CBO Dusty Thompson's arrival.

- Motion to table until Dusty arrives
 - Motion: Ritta Martin, Seconded by: Krystal Craven
 - Voting Results: Unanimously approved.
- a. Minutes - Three sets of minutes: Regular meeting April 22nd, Special meetings April 1st and April 25th.
 - April 22nd Minutes
 - Pulled for errors - multiple corrections/clarifications (names, typographical errors, motion tracking, consistent use of "Trustee [last name]", etc.)
 - Motion to approved with the corrected updates on April 22nd Minutes
 - Motion: Cathie Bodeker, Seconded by: Krystal Craven
 - Voting Results: Unanimously approved.
 - b. Bills Warrants and Transfers
 - Discussion on financial report types

- Advanced Document paid at \$1,970: mostly lease and copy overages; upcoming contract renewal; service satisfaction positive.
- Legal fees: Over Budget by \$52,000, due to increased legal needs.
- Indoor Environmental expense (\$11,000+): Grant-funded HVAC air monitoring.
- i. Motion to approve the consent calendar with April 1st and April 25th minutes only and Item b (Bills, Warrants and Transfers).
- ii. Motion: Krystal Craven, Seconded by: Cathie Bodeker
- iii. Voting Results: Unanimously approved.

9. Reports

Student Report

- a. Kaleb Regean, ASB Student Representative shared:
 - i. Senior Trip: Fort Bragg, chaperoned by Ms. Michael and Mr. Manny; positive, relaxing experience.
 - ii. Elementary Track Meet: Included all elementary students, obstacle courses, baseball, tug of war; event ended with snow cones.
 - iii. 8th Grade Trip: Venue with water slides, arcade games, go-karts; highly enjoyed.
 - iv. FFA Banquet: Featured awards, food, introduction of new officers, high attendance, and positive feedback.
 - v. ASB End of Year Trip: Same venue as 8th graders (Sunsplash); activities included water slides, go-karts, and mini-golf.
 - vi. Conclusion: Kaleb thanked the Board for the opportunity to be Student Representative this year, expressing hope to continue next year.

GPAC Report

- a. Aston Burrows shared:
 - i. Cultural Classes: Scheduled at Grindstone Community Center — June 4, 13, 20, 23 (3–5pm) with snacks.
 - ii. Monthly GPAC Meeting: June 12 at 10am via Zoom; open invitation and support for transition to in-person next year as needed space becomes available.
 - iii. Finishing up Graduation Sashes for Kindergarten and 8th Grade Ceremonies.

Board Members

- a. President Martin - Talked about attending the GCOE Hall of Fame, Fair, and the FFA Banquet. She remarked on the politeness of all the kids.
- b. Trustee Bodeker - Shared her experience from the fair and remarked about the good behavior and helpfulness she had witnessed.

CBO

- a. CBO Dusty Thompson, relayed:
 - i. COLA for LCFF — Confirmed 2.3% increase; Special Ed and other programs will also receive COLA.
 - ii. Awaiting trailer bill language in June for discretionary block grant details (ADA-based, possible minimum not yet determined).
 - iii. ELOP Funding: Base now increased from \$50,000 to \$100,000; covers before/after school and summer/intersession.
 - iv. Secure Rural Schools Funding: Confirmed for next year, representing approx. \$70,000 for the district.
 - v. Community School Grant: District was not awarded; superintendent pursuing partnership alternatives for student services.
 - vi. County office contract for 2024–25 (Increase: 3% to \$67,547 from 65,580 last year).

Superintendent/Principal

- a. Academic & Testing
 - i. CAASPP Testing for 24–25 completed efficiently; staff recognized for readiness.
 - ii. Test results: Initial data starting to post; official results expected in August.
- b. Community Engagement & Celebrations
 - i. Open House & Sports Award Night: Well-attended; highlighted academic and athletic achievement.
 - ii. Butte College Field Trip: High school students gained cultural learning experiences.
 - iii. Glenn County Track Meet: Middle schoolers competed; the day was hot but successful.
 - iv. Mary Millsaps Inducted into Educator Hall of Fame.
- c. Staff & Facilities
 - i. Staff Appreciation Week: Week of activities/small gifts coordinated by Executive Assistant Dominique.
 - ii. CHP Terminal Inspection: Passed; verified compliance for transportation safety.
 - iii. Fire Safety Presentations: Elk Creek Volunteer Fire and Cal Fire (rattlesnake awareness) provided engaging hands-on sessions for elementary students.
- d. PBIS Site Visit
 - i. Tier 1 Implementation: Strong positive findings, with opportunity for improvement around parent involvement; site to add parents to PBIS team and begin Tier 2 implementation (targeted supports) in Fall 2025.

e. Student Activities

- i. Field Trips: Turtle Bay (grades 1-2), Sacramento River Wildlife Refuge (grades 1-2), Sunsplash (grades 7–8 and high school, academic/rewards), Fort Bragg (seniors), bowling planned for grades 3-4.
- ii. All-School Track Meet: Minimum day, open to families and neighboring districts, ended with snow cones.
- iii. FFA Banquet: Highly praised for students' conduct, community support, and organizer efforts.

10. Old Business

a. Board Policy Updates - March 2025

- i. Motion to approve the Board Policy Updates a-h, j-l, n-z, cc-gg, nn-oo
- ii. Motion: Ritta Martin, Seconded by: Diana Corkill
- iii. Voting Results: Unanimously approved.

● Pulled Policies

- Policy 3312 - Contracts (vending machines):
 - Selected annual hearing option (Option 1); currently no vending machines; policy to be revisited if/when contracts arise.
- Policy 4151 - Employee Compensation:
 - Clarified that, absent a CBA, all district employees will be paid monthly; removed ambiguous "equal payments" clause.
- Policy 5131.8 - Mobile Communication Devices:
 - Reaffirmed current practice — use only during non-instructional time; reaffirmed confiscation and disciplinary procedure; Option 1 (limited use) adopted.
 - Required to update policy every five years.
- Policy 5141.5 - Mental Health:
 - Board expressed strong concerns over ED Code language allowing 12-year-olds to consent to treatment and permitting exclusion of parents per professional's judgment.
 - Discussed impact, board's ethical concerns, and desire for parental involvement.
 - Table policy for legal review; research if the board must mirror code or can reference code by policy.
- Policy 6142.94 - History/Social Science Instruction:
 - Confirmed ethnic studies component and Holocaust/antisemitism education integrated; aligns with ethnic studies state mandate for 2025–26; plan to enhance with Native American perspectives.

- Policy 6159 & 6159.2 - Special Education/IEP:
 - Modernized language ("exceptional needs" replacing "disabilities") per county SELPA changes; rationale explained for broader scope (incl. GATE and highly gifted students).
- Policy 9150 - Student Board Members:
 - Detailed discussion about differences between current ASB rep system and proposed formal student board member role (voting, compensation, course credit, eligibility).
 - Action: Table for further review; explore stipend restoration for student representatives.
- i. Motion to approve the Board Policy Updates after further discussion i, m, aa, hh, ii-II and Table bb, mm for future discussion.
- ii. Motion: Ritta Martin, Seconded by: Diana Corkill
- iii. Voting Results: Unanimously approved.

Public Comment

Board Policy Updates - Kaleb Reagan, Daniel Reagan, Tessa Ferrell and Edwin Pendell made comments.

- b. District Legal Counsel - McDougall Law Firm
 - Result of prior board request for secondary/supplemental legal counsel.
 - Trustee Craven, at Board direction, researched and contacted districts using the firm; received unanimous positive reviews, especially on response time and cost-effectiveness.
 - Contract Details: approx. \$90/year for unlimited 15-minute calls; additional services @ \$200/hr if in-depth research or action required.
 - Trustee Bodeker has met him and feels he has a lot to offer.
- i. Motion to proceed with a 1 year trial while maintaining existing legal services in parallel
- ii. Motion: Krystal Craven, Seconded by: Cathie Bodeker
- iii. Voting Results: Unanimously approved.

Public Comment

District Legal Counsel - Edwin Pendell and Melissa Davis made comments.

11. New Business

a. FFA/Fair Update

- Year in Review: Presented by Ms. Farrell (FFA instructor)
- 80% student participation at FFA events (well above California average)
- Major leadership/contest attendance: Leadership Conferences, Ag Expo, Glenn County Fair, etc.
- Positive student outcomes: Market, showmanship, and bench making at fairs.

- Classroom Success: Growth in agri-science, horticulture, food science pathways; outstanding student progress.
- Pathway Expansion: Adding animal science to ag pathway options for 2024–25.

b. Welding Program Stipend Approval

- Goal: Formalize existing volunteer program as incentive-based enrichment embedded in school day.
- Two Semester-long stipends (\$2,000), min. 60 hours instruction/semester (~4hrs/week) for a total of \$4000 per academic year.
- Focus: Basics in fall, advanced projects (fairs, SAEs) in spring.
- Funding: Golden State Pathways Grant (approved use).
 - i. Motion to approve the stipend for the welding instructor
 - ii. Motion: Krystal Craven, Seconded by: Delana Martin
 - iii. Voting Results: Unanimously approved.

Public Comment

Welding Program Stipend Approval - Tessa Ferrell, Zoe Brandenburger and Lee Davis made comments.

c. Jones Hall Solar Project IRA Tax Credit Contract

- Service to secure up to \$289,000 in federal tax credit for recent solar project; fee (\$35,000) payable only if district actually receives funds.
 - i. Motion to move forward with the services from Jones Hall
 - ii. Motion: Diana Corkill, Seconded by: Delana Martin
 - iii. Voting Results: Unanimously approved.

d. Generator Bid — Kitchen/Walk-in Freezer/Fridge

- Need identified during power outages; walk-ins are on separate circuits from the rest of school and not covered by PG&E-provided generators.
- Bid (only one received): Chico Electric, \$58,060, kitchen infrastructure grant (KIT) funds expiring 6/30/25 to cover \$56k+.
 - i. Motion to approve Chico Electric's Bid and start work.
 - ii. Motion: Krystal Craven, Seconded by: Cathie Bodeker
 - iii. Voting Results: Unanimously approved.

Public Comment

Generator Bid - Lee Davis made a comment.

e. June Meeting Dates

- Two required for budget and LCAP process:
- June 24th (Regular): 5pm Closed, 6pm Open, Elk Creek
- June 26th (Special): 4pm Closed, 5pm Open, Elk Creek (earlier to accommodate travel)

- Confirmed board, CBO, and staff availability.
 - Agenda to include Impactor presentation and i-Ready data
 - i. Motion to approve June dates
 - ii. Motion: Diana Corkill, Seconded by: Ritta Martin
 - iii. Voting Results: Unanimously approved.
- f. Board Policy: Graduation Requirements-First Read
- State now requires 5 credits each in ethnic studies and financial literacy for high school graduations.
 - Superintendent/teachers propose removing existing 10-credit computer applications requirements (no longer relevant) to accommodate new state requirements.
 - Drivers Ed will remain as a local board requirement due to rural context.
 - Discussion to continue; first read for feedback.
- g. Reading Difficulties Screener Adoption (SB 114)
- State-mandated universal screener for grades TK-2.
 - Four state-approved options: Superintendent recommends *Multitudes* as the district already uses i-Ready (which is not on state list). *Multitudes* is no cost to the District.
 - i. Motion to approve *Multitudes* as District reading difficulties screener.
 - ii. Motion: Krystal Craven, Seconded by: Cathie Bodeker
 - iii. Voting Results: Unanimously approved
- h. Memorandum of Understanding (MOU) with GCOE for Business Services
- Total \$67,547 for 2025–26: automatic 3% increase from last year.
 - i. Motion to approve the MOU with GCOE
 - ii. Motion: Krystal Craven, Seconded by: Diana Corkill
 - iii. Voting Results: Unanimously approved.

12. Board consideration for future agenda items

- July Meeting Dates
- 2 policies - mental health and student board members
- Student ASB rep stipend policy
- Native American Policies
- Board policy for Student Clubs

Closed Session - Continued

The Board recessed back into Closed Session at 8:27 pm to discuss the following:

d. Gov. Code 54957.6

Closed session regarding matters of

negotiation with the SCFT, CSEA and unrepresented groups with designated representative Superintendent Emily Pendell.

e. Gov. Code 54957(b)(1)

Public Employment: Football Coach

f. Gov. Code 54957.6

Closed session regarding matters of negotiation for Superintendent Contract.

Adjournment

Meeting adjourned at 8:57 pm

Respectfully submitted by Superintendent Emily Pendell, Secretary to the Governing Board.

Ritta Martin, President

DRAFT

GRADUATION REQUIREMENTS FOR ELK CREEK HIGH SCHOOL

BOARD POLICY 6146.1

The Board establishes the following graduation requirements:

NUMBER AND DEFINITION OF UNITS

1. Graduates must earn 225 credits. (175 credits of required coursework and 50 credits of elective course work)
2. A class that meets five periods per week for one semester shall earn five credits. Transferring students will have their credits prorated on this scale. Exceptions which must be made for transferring students will be done by administration.
3. The completion of the following requirements will result in the award of a High School diploma.
4. Students are required to complete Senior Project requirements.
5. Students must have a completed career portfolio.

	California State Requirement Ed. Code 51225.3	Additional Elk Creek High School Requirements	Total Credits
English	30	10	40
Mathematics	20 (including 10 of Algebra I)	10	30
Social Studies	30 (US History, World History, 5 units Civic, 5 units Economics)		30
Science	20 (10 biological science, 10 Physical science)		20
Visual/Performing Art or Foreign Language	10		10
Physical Education	20		20
Computer Applications		10	10
Career Education		10	10
Drivers Education		2.5	2.5
Health		2.5	2.5
Electives		50	50
Total	130	95	225

Required credits.....175 credits Elective credits.....50 credits
Credits needed for graduation: 225 credits

Regulation 6145.5: Student Organizations And Equal Access

Status: ADOPTED

Original Adopted Date: 03/26/2024 | **Last Reviewed Date:** 03/26/2024

Because the district has established a limited open forum, the principal or designee shall not deny any student-initiated school group access to school facilities during noninstructional time on the basis of religious, political, philosophical, or any other content of speech to be addressed at such meetings. (20 USC 4071)

Such meetings shall not interfere with regular school activities. The Superintendent or designee shall identify the noninstructional time period(s) set aside for meetings of student groups either before or after actual classroom instruction times.

Meetings may also be held during the lunch period.

Meetings held within the limited open forum shall entail no expenditure of public funds beyond the incidental cost of providing the meeting space. (20 USC 4071)

Students shall leave the meeting place in a clean, orderly, and secure condition after their meetings. The Superintendent or designee may deny the use of facilities to any group that he/she believes will materially disrupt the school program or threaten the health and safety of students and staff. (20 USC 4071)

Authorization for Student Groups

Any student wishing to create either a curriculum- or noncurriculum-related student group shall first request authorization from the principal or designee. The group shall provide the principal or designee with the following information:

1. Name of the organization and names of student contacts
2. A statement of the organization's purposes, objectives, and activities
3. A copy of the proposed bylaws of the student group, including a description of how officers will be selected, as well as the bylaws of any off-campus organization with which the group may be affiliated
4. The name of the proposed faculty advisor, if any
5. The proposed dates, times, and location of meetings
6. Any special equipment to be used
7. A description of the qualifications for membership, if any
8. If a curriculum-related group, a statement of the relation of the club to the curriculum and/or instructional program

The principal or designee may establish school rules governing the meetings of curriculum-related groups, such as attendance or grade requirements. Such rules may vary depending on the group, such as whether or not academic credit is given for participation in the group.

Role of Staff Adviser

For any curriculum-related student group, the staff adviser shall provide guidance and teaching to students to ensure that the group's activities are aligned to the district's goals and objectives and shall provide supervision and leadership of the group. The principal shall have final authority in determining the assignment and role of the staff adviser.

For noncurriculum-related student groups, a staff adviser may be assigned voluntarily to observe meetings for purposes of maintaining order and protecting student safety. Staff advisers and other school employees shall not promote, lead, or participate in the meetings. (20 USC 4071, 4072)

A school employee may refuse to attend a meeting of a student group if the content of the speech at the meeting is

contrary to the employee's beliefs. (20 USC 4071)

Hazing

Any student who engages in hazing may be subject to discipline including, but not limited to, suspension or expulsion. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by the district, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. (Education Code 48900)

Policy 5141.5: Mental Health

Status: ADOPTED

Original Adopted Date: 05/01/2020 | **Last Revised Date:** 03/01/2025 | **Last Reviewed Date:** 03/01/2025

The Governing Board recognizes that students' emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build resiliency skills, including digital resilience, increase social connections, and cope with life challenges.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

Instruction provided to students shall promote student health and mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework, as specified in Administrative Regulation 6143 - Courses of Study, and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors including substance abuse, developing coping skills, and identifying resources that may provide assistance.

Information and Training

The Superintendent or designee shall provide school staff and students with information and training to recognize the early signs and symptoms of an emerging mental health condition or behavioral health disorder, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, safely deescalate crisis situations involving students with a behavioral health disorder, and link students with effective services, referrals, and supports. Additionally, such training shall provide instruction on how to maintain student privacy and confidentiality, and may be provided to parents/guardians and families. (Education Code 49428.15)

The Superintendent or designee shall ensure that all certificated employees and 40 percent of classified employees who have direct contact with students in grades 7-12 receive youth behavioral training at least one time, in accordance with Education Code 49428.2.

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

Annually, the Superintendent or designee shall provide, and require all certificated employees serving students in grades 7 to 12 to participate in, at least one hour of cultural competency training to support lesbian, gay, bisexual, transgender, queer, and questioning individuals. The district shall maintain records documenting the date that each employee completed the training and the name of the entity that provided the training. (Education Code 218.3)

At least twice per school year, the Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health services on campus and/or in the community. The notification to parents/guardians and to students shall be in at least two of the following methods: (Education Code 49428)

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school

publication or other document to students

2. Including the information, at the beginning of the school year, in the parent/guardian handbook and in student orientation materials or a student handbook
3. Posting the information on the school's website or social media

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)

1. Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar episodes, and schizophrenic episodes
2. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors
3. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers
4. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy
5. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating

The poster shall be displayed in English and any primary language spoken by 15 percent or more of the students at the school site and be no smaller than 8.5 by 11 inches and at least 12-point font. The poster shall be prominently and conspicuously displayed in public areas that are accessible to, and commonly frequented by, students at each school site such as bathrooms, locker rooms, classrooms, classroom hallways, gymnasiums, auditoriums, cafeterias, wellness centers, and offices. Additionally, at the beginning of each school year the poster shall be distributed online to students through social media, websites, portals, and learning platforms. (Education Code 49428.5)

Mental Health Counseling and Referrals

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

The district's referral protocols shall: (Education Code 49428.1)

1. Address the appropriate and timely referral by school staff of students with behavioral health concerns
2. Reflect a multitiered system of support process and positive behavioral interventions and supports, to be used as an alternative to disciplinary action as appropriate

The protocols shall be accessible to students who may be the subject of disciplinary action.

3. Be adaptable to varied local service arrangements for behavioral health services
4. Reflect evidence-based and culturally appropriate approaches to student behavioral health referral without disciplinary actions

"Evidence-based" means peer-reviewed, scientific research evidence, including studies based on research methodologies that control threats to both the internal and the external validity of the research findings.

5. Address the inclusion of parents/guardians in the referral process
 6. Be written to ensure clarity and ease of use by certificated and classified school employees
 7. Reflect differentiated referral processes for students with exceptional needs and other populations for whom the referral process may be distinct
 8. Be written to ensure that school employees act only within the authorization or scope of their credential or license
- School employees are not authorized or encouraged to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.
9. Be consistent with state activities conducted by the California Department of Education in the administration of federally funded behavioral health programs

A student 12 years of age or older may consent to mental health treatment or counseling if the student, in the opinion of the attending mental health professional, is mature enough to participate intelligently in the services. Additionally, the student's parent/guardian shall consent to student's treatment, unless the mental health professional determines, after consulting with the student, that the involvement of the parent/guardian would be inappropriate. (Family Code 6924)

In delivering mental health and behavioral health services to students, the district may use telehealth or other information and communication technologies that facilitate the diagnosis, consultation, treatment, education, care management, and self-management of a student's health while the student is on campus and the health care provider is at a distant location. (Education Code 49429)

Prior to utilizing telehealth technology to manage a student's mental health or behavior, the mental health professional shall consult with the student, parent/guardian, and/or the student's individualized education program team, as required by law, unless the mental health professional determines that the involvement would be inappropriate pursuant to Family Code 6924.

In using telehealth technology to provide mental health services to students, the Superintendent or designee shall ensure that mental health professionals comply with applicable professional codes of ethics and legal authority. Additionally, space that affords privacy and confidentiality of telehealth sessions shall be provided for students and an emergency response plan shall be put in place that lays out all legally-mandated steps to take when a student suddenly begins to exhibit suicidal ideation or other potentially dangerous behavior during a telehealth session.

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

Funding Resources

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

Bylaw 9150: Student Board Members

Status: ADOPTED

Original Adopted Date: 12/01/2019 | Last Revised Date: 03/01/2025 | Last Reviewed Date: 03/01/2025

In order to enhance communication and collaboration between the Governing Board and the student body and to teach students the importance of civic involvement, the Board supports the participation of high school students in district governance.

Credit, Compensation, and Liability

The student Board member(s) shall receive elective course credit for service as a student Board member based on the number of equivalent daily instructional minutes for the student Board member's services provided. (Education Code 35120)

Additionally, the student Board member(s) shall receive monthly compensation of \$ _____. A student Board member who receives monthly compensation shall receive compensation when absent from a Board meeting if the Board, by resolution duly adopted and included in its minutes, finds that at the time of the Board meeting the student Board member was performing services outside the Board meeting for the district, was ill, was on jury duty, or was absent due to a hardship considered acceptable by the Board. (Education Code 35120)

The student Board member(s) shall be entitled to be reimbursed for mileage to the same extent as other members of the Board. (Education Code 35012)

A student Board member is not liable for any acts of the Board. (Education Code 35012)

Student Board Member Positions Based on Petition

High school students may submit a petition to the Board requesting the creation of at least one student Board member position.

To qualify for Board consideration, the petition shall contain the signatures of at least 500 students or 10 percent of the number of students regularly enrolled in district high schools, whichever is less. (Education Code 35012)

Within 60 days of receiving a student petition, or at the next regularly scheduled Board meeting if no meeting is held within those 60 days, the Board shall adopt a Board bylaw or amend this Board bylaw to create at least one student Board member position on the Board. (Education Code 35012)

Student Board Member Positions Based on Board Authority

There shall be _____ student Board member position(s) on the Board. (Education Code 35160)

Student Board Member Eligibility, Selection, and Term

Each student Board member shall be enrolled in a district high school and shall be selected by a vote of the applicable student body. (Education Code 35012)

If the district has more high schools than student Board member positions, the student Board member position(s) shall rotate annually between the high schools of the district.

The term of the student Board member(s) shall be one year, commencing each July 1. The Board may adjust the term of a student Board member only if a vacancy occurs or to provide more students with an opportunity to serve on the Board. (Education Code 35012)

Role and Responsibilities of Student Board Members

The student Board member(s) shall have the right to attend all Board meetings except closed sessions. (Education

Code 35012)

The student Board member(s) shall also be invited to attend staff briefings, or be provided with a separate staff briefing, within the same timeframe as the briefing of other Board members. Additionally, the student Board member(s) shall receive all materials given to Board members between meetings, except for materials that pertain to closed session items, at the same time they are presented to other Board members. (Education Code 35012)

The student Board member(s) shall be recognized at Board meetings as full member(s), shall be seated with other members of the Board, and shall be allowed to participate in questioning witnesses and discussing issues. (Education Code 35012)

The student Board member(s) shall be allowed to cast preferential votes on all matters except those subject to closed session discussion. *Preferential voting* means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the Board. Preferential votes shall not affect the final numerical outcome of a vote. (Education Code 35012)

The student Board member(s) may make motions that may be acted upon by the Board, except on matters dealing with employer-employee relations pursuant to Government Code 3540-3549.3. (Education Code 35012)

The student Board member(s) shall be appointed to subcommittees of the Board in the same manner as other Board members, although a student Board member may decline an appointment. The availability of all subcommittee members, including the availability of the student Board member(s), may be considered when scheduling subcommittee meetings. (Education Code 35012)

The student Board member(s) shall not be considered members of the Board for purposes of the Brown Act. (Education Code 35012)

The student Board member(s) shall not be counted in determining the vote required to carry any measure before the Board or whether a quorum is in attendance at a Board meeting.

The student Board member(s) shall be invited to attend functions of the Board, such as forums, meetings with students and parents/guardians, and other general assemblies. (Education Code 35012)

On a case-by-case basis, the student Board member(s) may make restorative justice recommendations to the Board regarding specific expulsion matters. In order for such a recommendation to be made, the student who is subject to the expulsion and that student's parent/guardian shall first provide written consent. If such consent is given, the Superintendent or designee shall provide the student Board member(s) with information regarding the expulsion but only to the extent necessary for the student Board member(s) to provide a recommendation related to restorative justice to the Board. (Education Code 35012)

Student Board Member Training

The Superintendent or designee may, at district expense, provide learning opportunities to the student Board member(s) through trainings, workshops, and conferences, such as those offered by the California School Boards Association and other organizations, to enhance their knowledge, understanding, and performance of leadership skills and their Board responsibilities.

The Superintendent or designee may periodically provide information to student Board member candidates to give them an understanding of the position. Once selected, the incoming student Board member(s) shall be provided an orientation designed to build knowledge of the district and an understanding of the responsibilities and expectations of the position.

Alternate Student Board Member

If the Board determines that a student Board member is not fulfilling the duties of the position, the Board may appoint another student to serve out the term of the student Board member. If an alternate student Board member is appointed, the Board shall suspend the prior student Board member's rights and privileges related to service on the Board. (Education Code 35012)

Elimination of Student Board Member Position

Once established, the student Board member position shall continue to exist until the Board, by majority vote of all voting Board members, approves a motion to eliminate the position. Such a motion shall be listed as a public agenda item for a Board meeting prior to the motion being voted upon. (Education Code 35012)

Before the Governing Board
of the Stony Creek Joint Unified School District

RESOLUTION APPROVING
WITHDRAWAL FROM
Golden State Risk Management Authority
JOINT POWERS AUTHORITY (JPA)

RECITALS

1. The Stony Creek Joint Unified School District ("District") is a party to the Golden State Risk Management Authority JPA ("GSRMA") Joint Powers Agreement ("GSRMA JPA").
2. The Bylaws of GSRMA provide that a party may terminate participation in a program under the GSRMA JPA by notifying the Board of Directors of GSRMA in writing prior to June 30 of its intention to do so effective upon the conclusion of the current fiscal year on June 30.
3. The District desires to terminate its participation in the GSRMA JPA.

NOW, THEREFORE, BE IT RESOLVED:

1. The District intends to withdraw from the GSRMA JPA effective July 1, 2026.
2. The Superintendent or designee is authorized and directed to deliver a copy of this Resolution to GSRMA no later than close of business on June 27, 2025.

THIS RESOLUTION was duly passed and adopted at a meeting of the Board of Education of the Stony Creek Joint Unified School District on this 24th day of June 2025, by the following roll call vote:

AYES: _____
NOES: _____
ABSENT: _____
ABSTAIN: _____

President

ATTEST:

Clerk

**CALIFORNIA ASSOCIATION FUTURE FARMERS OF AMERICA
SUPERIOR REGION
AGRICULTURAL EDUCATION**

311 Nicholas C. Schouten Lane Chico, CA 95928

<https://www.calaged.org/>



May 21, 2025

Dear Superior Region Ag Teachers,

I am pleased to announce that the Superior Region COLC registration will open on May 22nd at 9 am. The event will be held at Diamond Arrow Camp in Nevada City. There will be two sessions to accommodate as many chapters as possible. The sessions are August 15th to August 17th (Session 1) and August 17th to August 19th (Session 2). Both sessions will tentatively begin at 2 pm and end around 10 am. A schedule will be sent out after the regional officers finalize their activities for COLC. There are only enough spots for 185 participants for each session. If a session fills up, there will be a waitlist.

To register, please go to www.JudgingCard.com, go to Calendar, select August, go to the 15th or 17th, and click on Superior Region Chapter Officer Leadership Conference. The registration cost is \$200 per person, this covers all meals, lodging, and supplies. After you have registered, I will send you an additional form asking for participant names, gender (for rooming purposes), dietary needs, and t-shirt sizes.

Cost Per Participant:

Lodging: \$70

Meals: \$90

Supplies: \$40

Total: \$200

*\$1400 total w/ Advisor + chaperone
↳ CTEIG funding*

Gentle reminder that this event is designed for Chapter officers. Due to the facility size, we ask that you don't bring other students from your chapter beyond your officers. Thank you for understanding.

Please contact me if you have any questions about registration. The regional officers are a great group of students who are excited to work with your students at this event! It should be a wonderful opportunity for your students to further develop their leadership skills.

Sincerely,

Anthony Drumonde, Superior Region FFA Advisor

(209) 564-8008

adrumonde@cde.ca.gov

2025–26 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Section 5211 of ESEA	
Title V, Part B Subpart 1 Small, Rural School Achievement Grant ESSA Sec. 5211 SACS 5810	Yes
Title V, Part B Subpart 2 Rural and Low-Income School Grant ESSA Sec. 5221 SACS 4126	No

*****Warning*****

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stony Creek Joint Unified School District

CDS Code: 11 62653 1132109

School Year: 2025-26

LEA contact information:

Emily Pendell

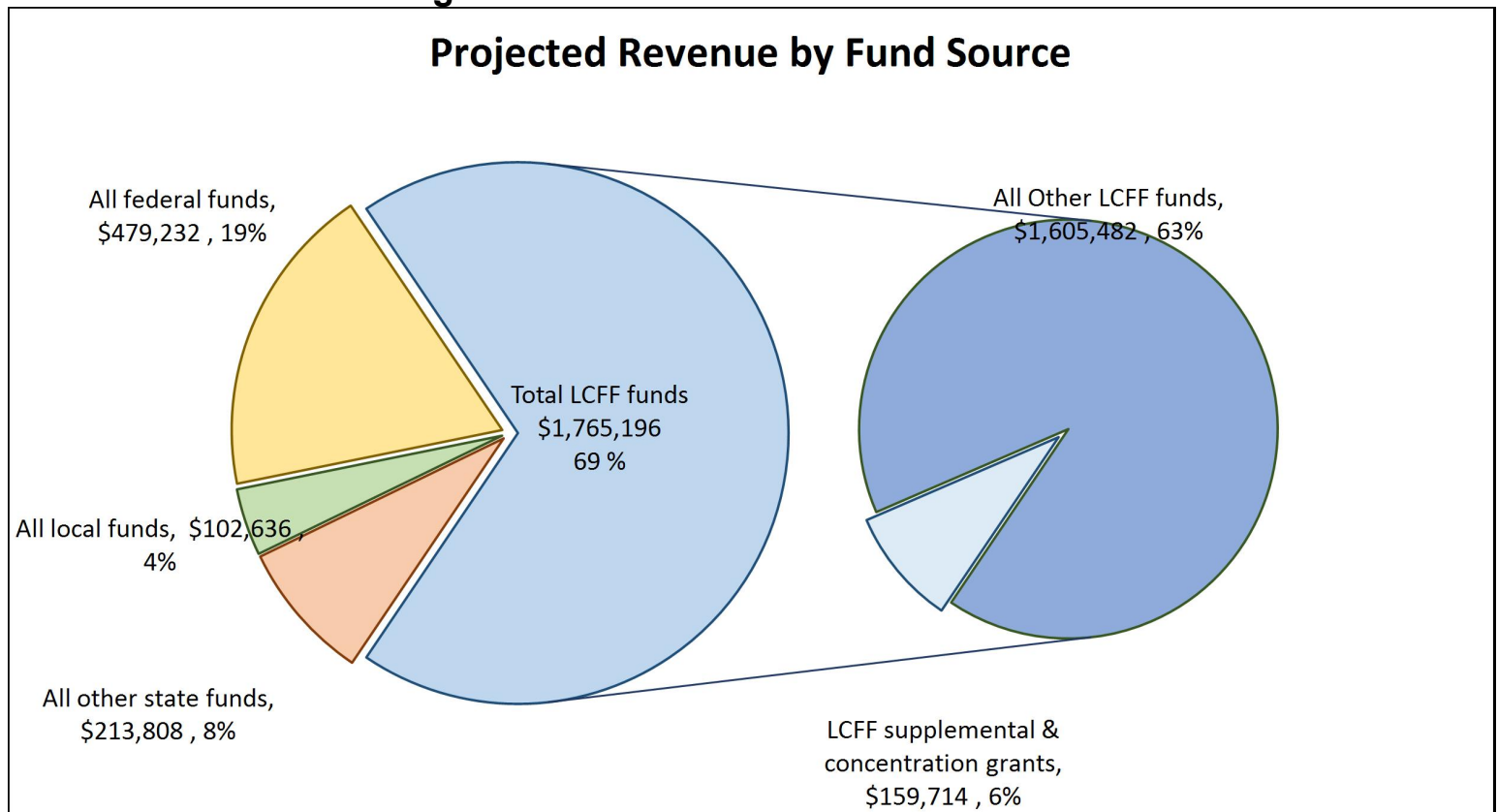
Superintendent/Principal

ependell@scjUSD.org

5309685361

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

Budget Overview for the 2025-26 School Year

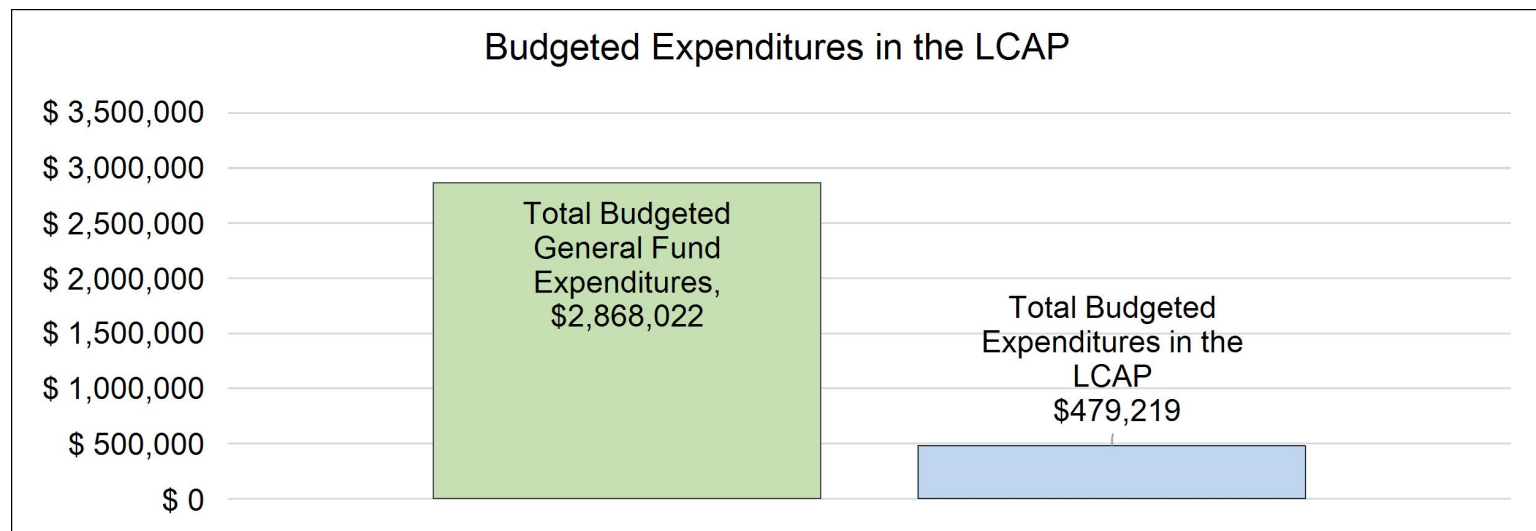


This chart shows the total general purpose revenue Stony Creek Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stony Creek Joint Unified School District is \$2,560,872, of which \$1,765,196 is Local Control Funding Formula (LCFF), \$213,808 is other state funds, \$102,636 is local funds, and \$479,232 is federal funds. Of the \$1,765,196 in LCFF Funds, \$159,714 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 Stony Creek Joint Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stony Creek Joint Unified School District plans to spend \$2,868,022 for the 2025-26 school year. Of that amount, \$479,219 is tied to actions/services in the LCAP and \$2,388,803 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District costs do not include the following:

- Regular Teaching Staff
- Transportation
- Facilities
- Administrative, core services and other essential and non-instructional services

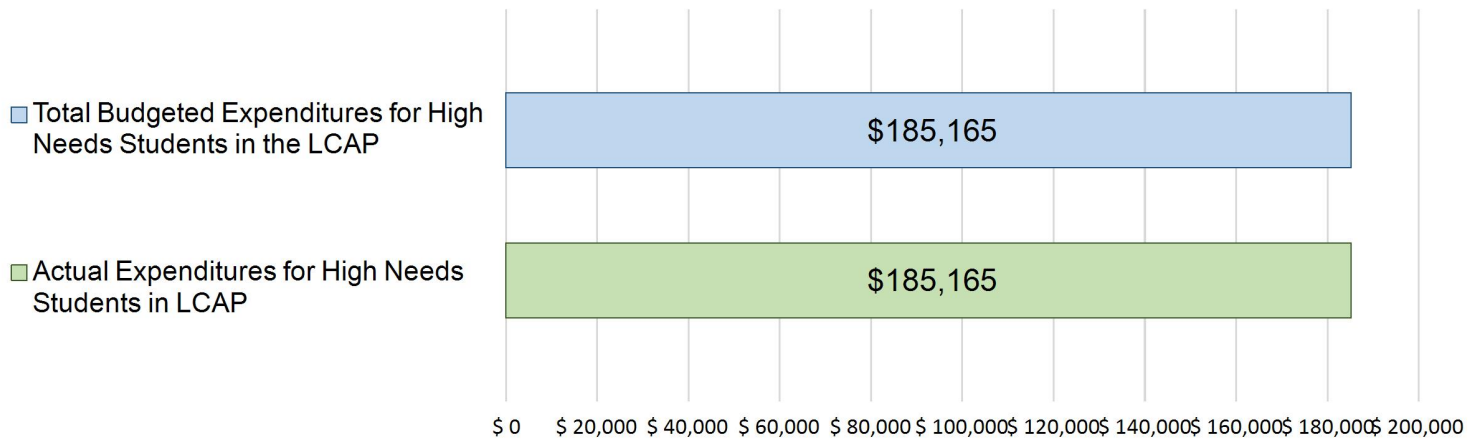
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Stony Creek Joint Unified School District is projecting it will receive \$159,714 based on the enrollment of foster youth, English learner, and low-income students. Stony Creek Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stony Creek Joint Unified School District plans to spend \$185,165 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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



This chart compares what Stony Creek Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stony Creek Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Stony Creek Joint Unified School District's LCAP budgeted \$185,165 for planned actions to increase or improve services for high needs students. Stony Creek Joint Unified School District actually spent \$185,165 for actions to increase or improve services for high needs students in 2024-25.



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
Stony Creek Joint Unified School District	Emily Pendell Superintendent/Principal	ependell@scjUSD.org 5309685361

Plan Summary [2025-26]

General Information

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

The Stony Creek Joint Unified School District, situated within the confines of Glenn County, operates as a small, rural institution. Providing primary to high school education, the District serves roughly 65 students. This district comprises four distinct educational establishments, namely Elk Creek High School, Bidwell Point Continuation School, Elk Creek Elementary School, and Indian Valley Intermediate School. An array of combination classes can be found across all the institutions, aimed to cater to the unique needs of the student population. The District serves a diverse range of communities, consisting of Elk Creek, Grindstone Rancheria, and Stonyford. The primary retirement hub of Elk Creek plays host to the district office and three schools in its location. In contrast, Grindstone Rancheria, identified as a federal Native American Rancheria, houses more than half of the District's students. Lastly, Stonyford, primarily populated by ranching families, proudly accommodates the Indian Valley Intermediate School. Challenges stem inherently from the remote geographical location of this District. Limited local opportunities constrain economic operations to School District initiatives, Forest Services, ranching, and a handful of small-scale businesses. However, the unwavering support from the community strengthens the resolve to deliver high-quality education to all students. Notably, the socio-economic challenges faced by these communities are highlighted by the fact that the entirety of the student population qualifies for free/reduced meals as well as receiving equity multiplier funding at Bidwell Point. Proving resilient, the Stony Creek Joint Unified School District thrives despite adversities. This achievement stems from the WASC accreditation earned by Elk Creek High School and the addition of A-G approved courses to their curriculum. The District lays firm emphasis on agricultural science, underscored by a robust FFA program that enrolls all high school students in an agriculture science class during their time. At the elementary and high school levels, class sizes average to a 12:1 and 7:1 ratio respectively. This ensures a nourishing, personal interaction between the receptive learners and the staff. A diverse faculty comprising full-time and part-time teachers, academic and mental health counselors, and para educators ensure a well-balanced academic and emotional support system for the students. The District also significantly supports cultural

and extracurricular activities. For instance, the SPARK program provides supplementary tutoring and cultural activities for K-6 students. To further enhance student experience, plans to expand the athletic programs are underway, introducing sports like football, basketball, volleyball and track. All the endeavors of the Stony Creek Joint Unified School District reinforce their mission to instill growth and development within students. Despite imminent socio-economic challenges, the district upholds its promise to deliver high-quality education, sustain smaller class sizes, and propound additional academic and cultural initiatives. This unwavering dedication towards education and community building has garnered the District deserved community support.

Reflections: Annual Performance

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

In the 2024–25 school year, Stony Creek Joint Unified School District (SCJUSD) made measurable progress in strengthening parent-school connections, particularly among historically underserved communities. A key highlight was the increased sense of connectedness expressed by Native American families, who reported feeling more informed, welcomed, and valued by the district. This improvement is closely tied to strategic use of ParentSquare for accessible communication and a growing number of inclusive community events, such as Native American Heritage Night, which fostered belonging and celebrated cultural identity.

Districtwide, educational partners reported feeling more connected to schools than in previous years. Our focus on consistent, culturally responsive communication—delivered through newsletters, digital platforms, and in-person gatherings—was frequently cited as a strength. These enhancements have built trust and improved transparency between home and school.

At Elk Creek Elementary, however, chronic absenteeism remains a significant concern, especially among socioeconomically disadvantaged students, keeping the school in the Red performance level on the California School Dashboard. In response, the district initiated a collaboration with the Glenn County Office of Education to administer empathy-based attendance surveys, and began Tier 1 implementation of Positive Behavioral Interventions and Supports (PBIS) as part of a broader Multi-Tiered System of Supports (MTSS).

Despite growth in engagement, transportation limitations and inconsistent communication continue to impact family participation and student attendance in some areas. While many families feel more connected overall, others still face barriers to being fully involved in school life, particularly when unable to attend in-person events or access updates due to connectivity or language access issues.

Moving forward, SCJUSD is committed to:

Sustaining and scaling culturally affirming outreach efforts;

Investing in transportation solutions and hybrid engagement opportunities;

Building strategic partnerships with local community organizations to enhance wraparound services and ensure families are supported holistically—academically, socially, and emotionally;

And using disaggregated perception and attendance data to tailor supports that foster deeper school-family partnerships across all student groups.

LREBG funding has been used primarily to fund a reading intervention specialist, with projected expenditures aligned closely with the original budget. Stony Creek has \$116,078 unspent LREBG funds and will continue to use these funds to support actions including hiring and deploying a credentialed Reading Specialist to provide daily, targeted small-group ELA instruction to K–4 students identified as two or more grade levels below based on iReady diagnostics. Sessions will be structured using research-based literacy interventions aligned to the California ELA/ELD Framework (Action 5.1), which directly addresses learning loss and the social-emotional needs of unduplicated pupils. This will use the remainder of the LREBG funds allocated to Stony Creek.

Reflections: Technical Assistance

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

At this time, no technical assistance is being provided.

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.

Elk Creek Elementary (has exited from CSI but still has CSI fund balance to be expended)

Support for Identified Schools

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

A collaboration has been formed with the County Office of Education (COE) to carry out needs assessments and hold empathy interviews, involving diverse stakeholders for their crucial contributions. To effectively address chronic absenteeism, Stony Creek Joint Unified School District will implement evidence-based practices, such as early identification and intervention, personalized support plans, and family engagement strategies, ensuring that interventions are informed by data and proven methodologies to improve student attendance rates. Selected staff members have undergone training to apply Positive Behavior Intervention Support (PBIS) at a Tier 1 level, with full implementation happened in Fall of 2024. Students' progress is consistently assessed using iReady, which provides diagnostic evaluations at three different instances within the academic year. Specialized training has been provided to staff on this tool to ensure they can effectively analyze the data collected to improve their teaching methods. In addition to this, iReady's adaptable instruction is employed in classrooms to identify weak areas and offer personalized learning for students. iReady Core Math Curriculum was piloted in grades K-8, aiming to offer a consistent learning experience across all grades while simultaneously emphasizing the importance of diagnostic assessments and personalized learning. As a result, through this variety of strategies and systems, schools requiring assistance within the district are

accurately identified. Additionally, targeted Reading intervention by a reading intervention specialist significantly enhances students' reading skills, focusing on their specific needs and challenges to improve literacy.

Monitoring and Evaluating Effectiveness

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

Through the consistent use of the iReady diagnostic assessment, comprehensive support within the school district is monitored. This assessment is administered not less than three times every year, ensuring equitable tracking of each student's academic progression. The task of gathering assessment data is undertaken by the fully committed team, devoted to meticulously documenting and evaluating the results of these assessments. The feedback from this process is further applied to formulate custom-designed professional programs targeted at enhancing staff expertise. Staff meet regularly to discuss the implementation of the iReady CORE math curriculum.

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	- Regular meetings were conducted with teachers to discuss the school climate and address existing concerns. This strategy aimed to promote open communication and ensure that the teachers' experiences and perspectives were integral to the decision-making processes. - The California Healthy Kids Survey was administered in the Spring of 2024 to obtain a comprehensive understanding of the school environment from the teachers' perspective. This enabled the school district to better comprehend and address the issues affecting both teachers and students within the district. - A staff meeting was organized to specifically discuss the goals of the school district. This facilitated a comprehensive review of the district's objectives and progress, and encouraged a dialogue about future goals among the members of the school district.
Principals	The principal of each school is also the superintendent.
Administrators	There is only one administrator for the district. Administrator is actively engaged in all meetings.
Other School Personnel	Engaged in meetings with other school personnel to review and assess the data procured from the California Healthy

Educational Partner(s)	Process for Engagement
	Kids Survey. The objective was to pinpoint any representation gaps and devise strategies for comprehensive educational partner engagement. Organized outreach initiatives specifically targeted towards groups identified as underrepresented through data analysis. Communication was established through phone calls and local meetings to gather their input.
Certificated Bargaining Unit	- Regular meetings were held with the Local Education Agency (LEA) Bargaining Unit to discuss routine updates and significant matters concerning the school district's operations. - The LEA Bargaining Unit participated in three scheduled inservice days, fostering a deeper understanding and collaboration towards our shared educational objectives. - We utilized the California Healthy Kids Survey to collect valuable feedback from our educational partner, the LEA Bargaining Unit. - A thorough survey was conducted among the staff to gather input on student needs and evaluate potential modifications to the Local Control and Accountability Plan (LCAP), incorporating feedback from the LEA Bargaining Unit.
Classified Bargaining Unit	- Initiated regular staff meetings with LEA Bargaining Unit (CSEA) to facilitate ongoing communication and collaboration. - Distributed the California Healthy Kids Survey among the staff members of the LEA Bargaining Unit (CSEA) to solicit their perceptions and perspectives. - Scheduled two inservice days with LEA Bargaining Unit (CSEA) for professional development. - Sought feedback from LEA Bargaining Unit (CSEA) through various mediums. These mediums include face-to- face

Educational Partner(s)	Process for Engagement
	meetings, online surveys, and dedicated inservice days. This feedback was used to inform the development of the district's LCAP.
Parents	• The California Healthy Kids Survey was administered to gain insights into parent needs during the Spring of 2024. • Regular monthly meetings were conducted with the Grindstone Parent Advisory Council (GPAC) to gather parental feedback and discuss ongoing issues. • Data received was analyzed to identify under-represented groups, and proactive efforts were made to reach them via phone and local meetings.
Students	• Administered the California Healthy Kids Survey, ensuring participation and understanding among students in the spring of 2024. • Met with students to gather feedback about school culture and course offerings.
Student Advisory Committee	• Met with ASB acting as student advisory committee.
SELPA	• Met with SELPA director to discuss student needs and staffing.
Equity Multiplier Partners	• Met with parents, students, teachers, and counselor of Bidwell Point Continuation School to discuss needs and process for engagement.

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

In response to the feedback received from staff, students, and teachers expressing a desire for enhanced school culture and more consistent behavior expectations, Stony Creek Joint Unified has developed a broad goal to address these concerns with the following actions:

- A uniform set of behavioral expectations has been established across all grade levels, enacted through a reward-centric approach to promote a constructive school environment, and is stemming from the shared desires expressed by staff, students, and teachers for heightened school culture and regularity in behavioral expectations. (Action 1.1)

- Public access to school board policies is facilitated via the district website, promoting family and community engagement within the LEA. (Action 1.4)

In response to the feedback received from staff and families, which underscored the necessity for data-driven instruction and advancement in English Language Arts and Mathematics, Stony Creek Joint Unified has formulated a broad goal to address these concerns through specific actions:

- The iReady diagnostic assessment, administered at least thrice yearly, furnishes instruction-informing data to teachers and families. (Action 2.1)
- The initiation of adaptive lessons via the iReady program, shaped to fit individual needs and address areas of weakness, is facilitated by the school district for the holistic development of students in grades K-8. (Action 2.2)
- The iReady CORE Math curriculum is being implemented in grades K-8, ensuring continuity of learning. (Action 2.3)
- A framework of support systems, inclusive of tiered intervention strategies, is created as part of implementing Multi-Tiered System of Supports (MTSS) for the benefit of students. (Action 2.4)
- A summer program in grades TK-6 is implemented, primarily serving students lagging in math or ELA, in response to staff and family feedback advocating for data-driven instruction. (Action 2.5)
- An after-school program focusing on elevating literacy and math skills has been provided to students in grades TK-6. (Action 2.6)
- Specialized small group and one-on-one reading strategy intensives are provided by a Reading Intervention Specialist for students K-4, responding to feedback regarding data-driven instruction in English Language Arts. (Action 2.8)

In response to the feedback received from educational partners, emphasizing the necessity for expanded Career and Technical Education (CTE) opportunities and college classes, Stony Creek Joint Unified has developed a broad goal to address this feedback through the implementation of specific actions.

- Dual enrollment is offered by the school district, providing high school students with broader class opportunities (Action 3.3)
- Accreditation is achieved by the school to ensure quality, enhance funding eligibility, and foster trust - providing benefits to its institution and students. (Action 3.4)
- Increased interest in school and career pathways is being fostered by the school district, driven by feedback from educational partners. (Action 3.5)
- A-G alignment for high school courses is implemented, offering students standardized college preparatory curriculum and promoting equitable access to higher education. (Action 3.6)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District aims to enhance school climate and culture, alongside boosting student attendance and parent involvement for the upcoming academic year. Strategic initiatives will address each campus's specific challenges, with an emphasis on personalized attendance management and engagement strategies. Evaluation will involve school climate surveys, attendance records, and monitoring parental participation in school activities and digital platforms.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The overarching challenge faced by the school district is rooted in a deficiency of parent involvement and chronic absenteeism. A disconnect felt by parents from the educational institutions, coupled with delayed transmission of school-related data, is a significant contributing factor to the absence of parental participation. Chronic absenteeism is distressingly widespread, as demonstrated by the Dashboard, which reflects that nearly half of the student body remain consistently absent. This, in turn, negatively impacts both student engagement and the school climate, as deduced from the results of the California Healthy Kids Survey. The primary objective of the District is to boost parent involvement and curtail chronic absenteeism. This goal aligns with State Priorities 3, 5 and 6, encapsulating parent involvement, pupil engagement, and school climate, in that order. There is an expectation that an enhancement in the connection parents feel towards the schools their children are enrolled in, will create a conducive atmosphere of shared responsibility involving educators, families, and the larger community. This approach directly corresponds with Priority 3. The tackling of chronic absenteeism is in line with Priority 5, and is expected to better the school attendance rates. This increased parent engagement and improved consistent attendance can then lead to a more positive school climate (correlated with Priority 6). That would cultivate a sense of safety and a feeling of school connectedness. All things considered, these changes are forecast to bring about an improvement in student perspective towards their schools. This, in turn, is expected to stimulate an interest in learning and eventually lead to increased academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Connectedness on CA Healthy Kids Survey	According to the CA Healthy Kids Survey, 55% of ECHS students	Students and families are reporting they feel		Increase the percentage of all students in grades	No quantitative data available; CHKS will be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		say they feel connected to school. 72% at IVES.	more connected to school in a local survey. For CHKS, No data collected for 24-25 due to county administration oversight. Survey will be administered in 25-26 and results reported in the following LCAP.		7- 12 reporting they feel connected to school to at least 65%.	administered in 2025–26 to measure change.
1.2	Source: CA School Dashboard	Dashboard indicates that 48.8% of our students are chronically absent.	Dashboard indicated that 42% of our students are chronically absent. 40% of our SED students are chronically absent, an 8.8% decrease.		Reduce the LEA's chronic absenteeism rate to 30%.	All students: -6.8 percentage points. SED students: -8.8 percentage points.
1.3	Source: Daily Attendance Reports	The daily attendance rate was 90% for ECE, 89% for IVE, and 84% for ECHS.	The daily attendance rate was 90.88% for ECE and 83.8% for ECHS. The total attendance rate for the district was 88.27%.		Increase the daily attendance rate to 90% for all LEA school sites.	ECE: +0.88 percentage points ECHS: -0.2 percentage points IVE: No data reported
1.4	Source: CA Healthy Kids Survey	0% of parents participated in the school climate survey.	This survey will be given next year.		20% of parents will complete the school climate survey.	No quantitative data available; CHKS will be administered in 2025–26 to measure change.

Goal Analysis [2024-25]

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

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

Action #	Title	Implementation Level	Successes/Challenges
1.1	Consistent Behavioral Expectations	Implemented	Implemented Tier 1 PBIS, Staff trained, clear district-wide behavioral expectations and reward-based systems.
1.2	Communication with Families	Implemented	Implemented ParentSquare, 98% parental engagement, looking to future engage parents with attendance information through ParentSquare, more staff training for consistent compliance needed
1.3	Transparency of Student Progress	In progress	More training for office staff in Aeries required, training planned for summer 2025.
1.4	Transparency of School Policies	Implemented	Board policies posted on District Website
1.5	Chronic Absenteeism for SED Students	In progress	Increased communication with families, need more education on the importance of school, continue building trust with families

CHKS was not administered in 2024-2025 due to an internal error in scheduling the survey window. As a result, data for Priority 6 local measures (school climate) is not available for this year. The LEA has implemented updated internal processes to ensure timely administration of CHKS in future years.

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures, nor between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for this goal.

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

The district saw positive movement in school connectedness and chronic absenteeism, particularly among targeted student groups:

Student connectedness improved, with qualitative feedback from Native families highlighting a stronger sense of belonging and inclusion.

Chronic absenteeism decreased among socioeconomically disadvantaged (SED) students from 48.8% to 40%—a significant 8.8% reduction.

The districtwide chronic absenteeism rate now stands at 42%, still high but trending downward.

Daily attendance improved: Elk Creek Elementary reached 90.88%, and the district overall reached 88.27%, reflecting progress toward the goal of 90% at all sites.

These data points suggest that the actions were partially effective, especially for SED students, and that the focus on school climate, communication, and consistent behavioral expectations is contributing to incremental improvements.

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

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Consistent behavioral expectations and incentives	The District is responsible for establishing uniform behavioral expectations across all grade levels. An affirmative approach will be employed to reward student behavior, which in return, is projected to nurture a positive school culture. This initiative is part of the District's strategic efforts to improve the school environment, increase student attendance, and encourage parental participation. Spending Items: Positive Behavior Interventions & Supports (PBIS) Training PBIS incentives and signage	\$3,900.00	No
1.2	Communication with families	The District utilizes ParentSquare, an educational communication platform, to embody its dedication to improving school environment, student attendance, and parental engagement effectively. Essential school information is shared promptly and transparently with parents, maintaining consistent communication. This approach provides parents with the relevant details they need to actively participate in their children's academic journey. Spending Items: Aeries ParentSquare Subscription	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Transparency of student progress	The online gradebook function within the student information system, Aeries, will be available to parents of seventh through twelfth-grade students. This access empowers parents to track their child's academic progress and grades at their convenience. Spending Items: Aeries subscription	\$1,000.00	No
1.4	Transparency of school policies	Public access to the school board's policies through the District's website has been made easier. Efforts have been made to encourage family and community awareness and involvement within the Local Education Agency. Spending Items: GAMUT subscription	\$3,910.00	No
1.5	Chronic Absenteeism for Socioeconomically Disadvantaged Students	In order to address chronic absenteeism for socioeconomically disadvantaged students, we are going to use evidence based practices to increase attendance, targeting students at Elk Creek Elementary.	\$200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The District aims to ensure all students improve in English Language Arts (ELA) and Math, reaching or surpassing educational standards. Intensive teaching strategies and innovative educational activities will be key, with regular, state-aligned assessments in ELA and Math to monitor progress and effectiveness. This data-driven approach is central to adapting future teaching methods, highlighting the District's commitment to academic excellence.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The CA School Dashboard highlighted a pressing need for enhancements in literacy and numeracy among students in the District. This was particularly noted among socioeconomically disadvantaged students who were significantly below the standard in both English Language Arts (ELA) and Mathematics, as per the CAASPP test results. In light of these performance deficits, the District has set a goal to boost students' proficiency in literacy and mathematics, giving special attention to socioeconomically disadvantaged students. This goal is congruent with State Priorities 2 and 4 that advocate for the application of state-academic standards for all students and focus on performance in standardized tests. The execution of this initiative is anticipated to mitigate the existing disparities and favorably contribute towards equitable learning opportunities, in alignment with the State's equity objectives. For the successful realization of this objective, the action plan involves revisiting and reassessing the curriculum instruction and assessment strategies in place to cater to the diverse needs of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students in 3-8 and 11 who meet or exceed standards in ELA. Data source: California Assessment of Student	34.78% of All 22.58% of Socioeconomically Disadvantaged	24.14% of all		40% of All 28% of Socioeconomically Disadvantaged	All Students: - 10.64 percentage points SED: No data reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance and Progress (CAASPP)					
2.2	Percent of students in 3-8 and 11 who meet or exceed standards in math. Data source: California Assessment of Student Performance and Progress (CAASPP)	40.48% of All 25% of Socioeconomically Disadvantaged	22.43% of all		45% of All 30% of Socioeconomically Disadvantaged	All Students: -18.05 percentage points SED: No data reported
2.3	Percent of students performing at or above grade level on ELA local assessment. Data source: iReady Diagnostic Assessment	26% of all 32% of grades 1-4 30% of grades 5-8 8% of grades 9-12	21.83% of all 30.75% of grades 1-4 11.5% of grade 5-8 23.25% of grades 9-12		35% of all	All Students: -4.17 percentage points Grades 1–4: -1.25 percentage points Grades 5–8: -18.5 percentage points Grades 9–12: +15.25 percentage points
2.4	Percent of students performing at or above grade level on math local assessment. Data source: iReady Diagnostic Assessment	27% of all 32% of grades 1-4 29% of grades 5-8 17% of grades 9-12	30.27% of all 51.3% of grades 1-4 9.5% of grades 5-8 30% of grades 9-12		35% of all	All Students: +3.27 percentage points Grades 1–4: +19.3 percentage points Grades 5–8: -19.5 percentage points Grades 9–12: +13 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Implementation of state board adopted academic content and performance standards for all students.	ELA: Rating of 5 Math: Rating of 4 Science: Rating of 4 History: Rating of 2	ELA: Rating of 5 Math: Rating of 4 Science: Rating of 4 History: Rating of 2		ELA: 5 Math: 5 Science: 5 History: 4	No change across all subject areas.
2.6	Percent of students performing at or above grade level on the statewide assessment CAST	0% of 11th graders for 2023-2024 25% of 8th graders for 2023-2024 28% of 5th graders for 2023-2024	33% of 11th graders 17% of 8th graders 0% of 5th graders 16.67% of all		25% of 11th graders 50% of 8th graders 50% of 5th graders	11th Grade: +33 percentage points 8th Grade: -8 percentage points 5th Grade: -28 percentage points

Goal Analysis [2024-25]

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

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

Action #	Title	Implementation Level	Successes/Challenges
2.1	Diagnostic Assessment	Partially Implemented	Implemented iReady diagnostic 3 times per year in 1st-12th grade. Trained teachers in use of data to guide instruction. Need implementation support for kindergarten.
2.2	Personalized Instruction	Implemented	Implemented iReady Personalized Instruction in Mathematics for grades 1-8.
2.3	Common Core Aligned Math Program	Implemented	Implemented new iReady Core Math curriculum in grades K-8.
2.4	Multi-Tiered Systems of Support	Implemented	Board policies posted on District Website
2.5	Summer Program	Implemented	Summer program available for students TK-12.
2.6	After-School Program (SPARK)	Implemented	After-school program available for students TK-6.
2.7	Professional Development	Implemented	Training offered for MTSS. One teacher and one administrator attended an MTSS conference. Trainer was brought in to train all staff at beginning of year inservice.
2.8	Reading Intervention Specialist	Implemented	Reading Intervention Specialist on staff at elementary school.

2.9.	Maintain Small Class Sizes small class sizes.	Implemented	Extra teacher on staff at elementary school to maintain
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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures, nor between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for this goal.

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

The effectiveness of the actions varied by subgroup and assessment type:

CAASPP ELA scores declined for all students (from 34.78% to 24.14%) and for socioeconomically disadvantaged (SED) students (22.58% to not reported), indicating that academic recovery remains a critical challenge despite intervention supports.

CAASPP Math scores dropped more dramatically (from 40.48% to 22.43% for all students).

iReady results showed mixed outcomes:

ELA performance improved significantly in grades 9–12 (from 8% to 23.25%), suggesting targeted interventions at the high school level were effective.

ELA scores in grades 5–8 fell sharply (30% to 11.5%), indicating a need for strengthened support in upper elementary/middle grades.

Math performance rose in grades 1–4 (32% to 51.3%) and grades 9–12 (17% to 30%), but declined sharply in grades 5–8 (29% to 9.5%).

CAST science results were inconsistent:

Some growth was seen in 11th grade (from 0% to 33%), but 5th grade performance dropped to 0%.

Overall, while professional development, targeted reading support, and small class sizes contributed to localized gains, the data shows persistent gaps in middle-grade math and ELA achievement. These trends suggest that intervention strategies need to be refined—especially in grades 5–8—to support foundational skills and 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.

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Diagnostic assessment	The District is committed to administering the iReady diagnostic assessment at least three times annually. This is aimed at supplying educators and families with crucial data which is essential for informed instruction. Ultimately, this contributes to the attainment of the goal for Progression and Achievement in English Language Arts and Mathematics for all students. Spending Items: iReady subscription	\$4,000.00	No
2.2	Personalized instruction	The iReady program in the District provides adaptive lessons to all students from kindergarten to 8th grade. This program is tailored to individual student needs and focuses on areas where they might be struggling with standards. As part of this program, Tier 1 interventions are also provided. Spending items: iReady CORE Math Curriculum	\$4,000.00	No
2.3	Common core aligned math program	As mandated by the District, the iReady CORE Math curriculum must be implemented across grades K-8. This program, directly related to the District's diagnostic assessment, promotes consistent learning throughout	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		the grade levels. This action is in alignment with the goal of "Progression and Achievement in English Language Arts and Mathematics for All Students". Spending items: iReady CORE Math Curriculum		
2.4	Multi-Tiered Systems of Supports framework	A structured framework of support systems, including tiered intervention strategies, has been established as part of the Multi-Tiered System of Supports (MTSS) implementation. The purpose of this action is to foster progress and achievement in English Language Arts and Mathematics, as well as teaching the whole child for all students. Spending items: MTSS conference and training	\$1,000.00	No
2.5	Summer program	Students enrolled in kindergarten through sixth grade are invited to join a summer educational program designed to provide personalized learning experiences. This initiative prioritizes students who are currently achieving below their grade level in Mathematics or English Language Arts. To assess the program's impact, we will employ the iReady diagnostic assessment as a measure of its effectiveness.	\$0.00	No
2.6	Afterschool program (SPARK)	The District will offer an after-school program aimed at enhancing literacy and mathematics skills for students in grades K-6.	\$0.00	No
2.7	Professional development	Teachers and administrators will be provided with opportunities for consistent professional development and coaching. This crucial initiative aims to enhance the implementation of Multi- Tiered Systems of Support (MTSS) and the introduction of a new curriculum. Furthermore, we are committed to teaching strategies that facilitate intervention and align with	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		the broader objective: to promote progression and achievement in English Language Arts and Mathematics for all students. Spending items: Training and conferences		
2.8	Reading Intervention Specialist	The provision of specialized, small-group, and individualized intensive interventions focusing on reading strategies for students in kindergarten through the fourth grade. These interventions are overseen by the Reading Intervention Specialist within the District. Spending items: Reading Intervention Specialist	\$55,000.00	No
2.9	Maintain small class sizes at Elk Creek Elementary	Maintaining a small class size allows teachers to tailor each lesson and necessary interventions to the unique needs of students. This is a cornerstone to the District's strategic approach to foster academic growth and success in English Language Arts and Mathematics for all learners. Spending Items: Additional teacher at Elk Creek Elementary	\$185,165.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure every student has access to a wide-ranging study program, certified by California State University and the University of California, and includes Career Technical Education pathways. A key component is the Freshmen Career Planning Course, offered in collaboration with Butte College, aimed at bolstering students' career readiness. The program's success hinges on university admission rates, enrollment in the planning course, and securing WASC high school accreditation.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has established a goal to improve availability to a wide-ranging curriculum and Career and Technical Education (CTE), to meet all students' comprehensive preparation needs for college and prospective careers. According to the State's Priority 7, an extensive course of study is extremely beneficial for students as it combines academic content and 21st-century skills like critical thinking and collaboration. To further this objective, increased CTE access, as outlined in Priority 8, provides students with diverse career experiences and practical understanding. The achievement of this objective aligns with the State's focus on promoting equal access to and inclusion in education resources, thereby reflecting the fundamentals of Priority 1. Essentially, attaining this goal will boost students' preparedness for college and readiness for their careers, ensuring compatibility with state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 4 B. A-G Course Completion/CTE Pathways	0% of high school graduates met A-G requirements	0% of high school graduates met A-G requirements		75% of high school graduates will meet A-G requirements	No change (remains at 0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 4 B. A-G Course Completion/CTE Pathways	0% of high school graduates have completed a CTE pathway; 0% of high school students are enrolled in a CTE pathway	0% of high school graduates have completed a CTE pathway, 100% of high school students are enrolled in a CTE pathway		25% of graduates will complete a CTE pathway. 75% of high school students will be enrolled in a CTE pathway.	CTE Completion: No change (0%) CTE Enrollment: +100 percentage points
3.3	Post-Graduation College/Career Rate	60% of high school graduates are enrolled in a community college in the fall.	100% of high school graduates are enrolled in a community college in the fall		75% of high school seniors will be enrolled in a college, university, or technical school upon graduation.	+40 percentage points
3.4	Priority 5 E. high school graduation rates Data source: CA School Dashboard	87.5% of high school seniors graduated.	100% of high school seniors graduated		100% of high school seniors graduate.	+12.5 percentage points
3.5	Priority 1 A. teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	22% of teachers are misassigned	22% of teachers are misassigned		0% of teachers are misassigned.	No change (remains at 22%)

Goal Analysis [2024-25]

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

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

Action #	Title	Implementation Level
3.1	Increase teacher salary schedule to attract and retain highly qualified teachers. 100% of teaching staff retained.	Implemented

3.2	Increase professional development opportunities to attract and retain high qualified teachers. Staff able to attend all requested professional development.	Implemented
3.3	Add Dual Enrollment Classes for high school students. 1 dual enrollment class added for 24-25. 1 more to be added for 25-26.	Implemented
3.4	WASC Accreditation Fully accredited.	Implemented
3.5	Create CTE Pathways Created 1 pathway in 24-25. Adding 3 additional pathways in 25-26.	In progress
3.6	High School course offerings are A-G aligned Course schedule is A-G aligned.	In progress
3.7	Academic Counselor Academic counselor available to students 9-12.	Implemented

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures, nor between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for this goal.

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

Actions under Goal 3 demonstrated high effectiveness in graduation and post-secondary enrollment outcomes, but A–G and CTE pathway completions remain critical areas of development:

Graduation rate improved from 87.5% to 100%, meeting the goal target and indicating successful credit recovery, counseling, and academic supports.

Post-graduation college enrollment rose from 60% to 100%, reflecting strong alignment with community college partnerships and transition planning.

A–G completion remains at 0%, suggesting a persistent gap in access, advising, or course alignment to UC/CSU standards.

CTE pathway completion is also at 0%, but the increase to 100% enrollment in pathways shows foundational progress. The lack of completions likely reflects students being early in the sequence or misalignment in tracking and credentialing.

Teacher misassignment remained at 22%, indicating a structural staffing challenge that may be affecting course access or quality.

Overall, while the actions significantly advanced student engagement and graduation outcomes, the lack of growth in A–G and CTE completion highlights a need for deeper programmatic planning and credential tracking, particularly to ensure that all enrolled students have a clear, supported path to completion.

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

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase teacher salary schedule to attract and retain highly qualified teachers.	The District will establish a competitive pay scale designed to attract qualified teachers. This initiative is likely to expand access to a wider variety of courses and could potentially boost college acceptance rates.	\$25,000.00	No
3.2	Increase professional development opportunities to attract and retain high qualified teachers.	The District is committed to providing increased opportunities for professional development to our educators. These initiatives, designed to cater to the diverse learning needs of our students, also serve to attract and retain highly qualified teachers. By reinforcing the skills of our teachers and supporting their efforts we effectively contribute to the overall improvement of our educational environment. Spending items: Conferences and trainings	\$10,000.00	No
3.3	Add Dual Enrollment Classes for high school students.	The district prioritizes the expansion of dual enrollment to broaden the range of class opportunities available to high school students. This endeavor seeks to equip students with college credits and familiarize them with the college class environment in a well-managed and supportive context, consequently boosting their confidence.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	WASC Accreditation	The District actively pursues accreditation from the Western Association of Schools and Colleges (WASC) for Elk Creek High School. WASC accreditation is a seal of approval that attests to high-quality standards and encourages ongoing improvement and accountability within these institutions. It guarantees access to funding and resources. Additionally, it benefits students by improving their collegiate admission opportunities and potential scholarships. This accreditation bolsters trust and confidence among stakeholders, thereby strengthening the schools' reputations and fostering community support.	\$0.00	No
3.5	Create CTE Pathways	Developing Career and Technical Education (CTE) pathways will enhance student engagement in academic pursuits, thereby improving attendance rates. Additionally, it will bolster our capacity to prepare our students for both college and career success upon graduation. Spending Items: eDynamic subscriptions	\$5,000.00	No
3.6	High School course offerings are A-G aligned	Ensures students complete a curriculum that meets the University of California (UC) and California State University (CSU) admission requirements, improving their tertiary education prospects. Standardizing course quality and content provides a consistent academic foundation and promotes equity by ensuring every student has access to college-qualifying courses, supporting their academic and career goals.	\$0.00	No
3.7	Academic Counselor Support	Personalized academic planning is provided to meet the requirements for graduation and college admissions. This is achieved through the guidance of a high school academic counselor. They offer critical advice regarding college applications, scholarships, and exploring potential careers. The counselor assists students in navigating their post-secondary options.	\$37,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Advocacy is provided for student welfare and resource linkage is encompassed within the counselor's responsibilities. The primary emphasis of this action is on meeting students' social and emotional needs.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The District aims to boost student learning and assist with credit recovery by appointing additional instructors for study skill and credit recovery classes. This supports the lowest-performing student groups, ensuring they meet credit requirements. The plan will be implemented from September to June and monitored through quarterly assessments and bi-monthly data reviews.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

The goal focuses on addressing critical state priorities by implementing comprehensive measures to support high school students in meeting graduation requirements. Specifically, for Priority 4, Pupil Achievement, the goal targets enhancing students' performance on standardized tests and improving college readiness. This is achieved by analyzing existing data, which reveals that a staggering 50% of high school students are currently credit deficient. In response, the goal proposes the development and implementation of an enhanced curriculum and innovative instructional strategies. These measures are designed to directly support student achievement, ensuring that learning experiences are both engaging and effective. In addressing Priority 5, Pupil Engagement, the goal places a significant emphasis on increasing high school graduation rates. Recognizing the critical issue of credit deficiency among students, the goal outlines a comprehensive approach to provide targeted support and interventions. This multifaceted strategy aims to keep students on track for graduation, focusing on personalized learning plans that address each student's unique needs and obstacles to success. Moreover, when it comes to Priority 8, Other Pupil Outcomes, the goal underscores the importance of a robust curriculum enriched with formative assessments. These assessments are crucial for guiding future instruction and helping to close achievement gaps among students. By incorporating feedback from educational partners and stakeholders, the goal ensures that the curriculum is not only aligned with state standards but also effectively meets the diverse needs of all students. This collaborative approach aims to enhance overall pupil outcomes by fostering an educational environment that is responsive, inclusive, and tailored to promote success for every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	High school graduation rates	85.7% of students graduated	100% of students graduated		100%	+14.3 percentage points
4.2	% of students on tract to graduate based on credits earned (all students and unduplicated)	(new metric)	67% overall		80%	NA

Goal Analysis [2024-25]

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

Action #	Title	Implementation Level	Successes/Challenges
4.1	Additional credentialed teacher to create more support students time to receive extra support in classes, credit recovery.	Implemented	Additional teacher hired and allows

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

There were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures, nor between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for this goal.

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

The goal to increase graduation rates was fully met, with an increase from 85.7% to 100% of high school students graduating in 2024–25. This indicates the actions were highly effective, particularly the individualized supports and monitoring systems put in place to address student credit status and reengagement needs. These strategies also likely supported the post-secondary outcomes noted in Goal 3.

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

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Additional credentialed teacher to create more support.	Hire an additional teacher to maintain small class sizes and establish periods for study skills and credit recovery. Spending Items: Teacher salary	\$78,244.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase the percentage of K-4 students performing at or above grade level in ELA by at least 10 percentage points, with a focus on socioeconomically disadvantaged students and students performing in the "two or more grade levels below" band.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

iReady diagnostic data from 2024–25 showed that only 30.75% of students in grades 1–4 met grade-level expectations in ELA, indicating a significant need for early intervention. This goal targets learning recovery and reading proficiency, aligned to the allowable uses of the Learning Recovery Emergency Block Grant (LREBG), EC Section 32526(c)(2)(B)(ii), which authorizes funds for evidence-based learning recovery programs. The action was selected based on student need and the district’s local needs assessment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of K–4 students performing at or above grade level on iReady ELA		30.75% (Baseline)		40.75%	
5.2	Frequency of small-group reading specialist sessions per week		0 (Baseline)		8	

Goal Analysis [2024-25]

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

NA (New goal for 2025-2026)

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.

NA

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

NA

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.

NA

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
5.1	Reading Specialist Support (LREBG-Funded)	Hire and deploy a credentialed Reading Specialist to provide daily, targeted small-group ELA instruction to K–4 students identified as two or more grade levels below based on iReady diagnostics. Sessions will be structured using research-based literacy interventions aligned to the California ELA/ELD Framework. This action is grounded in the district’s needs assessment, which identified K–4 literacy as a critical recovery area. Small-group interventions with a Reading Specialist are supported by research as an effective Tier 2 strategy to accelerate early literacy growth, especially for students facing socio-economic barriers.	\$55,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$159,714	\$12,698

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
10.670%	0.000%	\$0.00	10.670%

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
1.5	Action: Chronic Absenteeism for Socioeconomically Disadvantaged Students Need: Analysis of district attendance data revealed that unduplicated pupils experience higher rates of chronic absenteeism compared to their peers.	Educational partners, including site administrators and families, reported that delayed communication with families often results in missed opportunities for early intervention. Families also indicated a preference for receiving real-time notifications via platforms they already use, such as ParentSquare.	1.3

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		
2.9	Action: Maintain small class sizes at Elk Creek Elementary Need: The leadership team at Elk Creek Elementary School has identified the necessity to sustain small class sizes throughout all student groups. This requirement emerges from the comprehension that minimal class sizes enable more focused instruction and intervention, accommodating to distinctive student needs. The decision to maintain small class sizes effectively addresses the essential need for personalized attention for every student. This approach allows educators to tailor their teaching methods to meet the unique requirements of each learner, thereby significantly improving the educational experience. This action's scope covers all the various student groups within Elk Creek Elementary. By sustaining small class sizes, the institution is assuring that every scholar receives the benefits of personalized instruction, irrespective of their individual situations. The leadership team is dedicated to observing the impact of this decision on student outcomes, pursued through regular evaluations and feedback sessions.	The decision to maintain small class sizes at Elk Creek Elementary was taken to meet the varied needs of all student groups within the educational institution. This strategy stems from the understanding by the leadership team that smaller classes enable more personalized instruction and targeted interventions, effectively catering to the unique needs of each student. The benefits of this action are especially seen in Elk Creek Elementary wherein it aids in tailoring learning for students from Kindergarten through to 8th grade. By targeting this single school, the action allows for a more concentrated endeavor towards enhancing the academic experiences of the students. The rationale behind this initiative was designed to align with the primary goal of offering personalized attention to every student, thereby enhancing their learning journey. This scope was chosen as it enables tailored learning experiences not just in terms of breadth, but also in depth, across a variety of grade levels and amongst diverse student populations within the school. Moreover, through consistent evaluations and feedback sessions, the efficacy of this initiative can be continuously monitored and adjusted as necessary. Focusing our efforts on Elk Creek Elementary allows for a more significant, impactful influence, thereby substantially enriching the educational journey for every student attending the institution.	2.1, 2.2, 2.3,2.4

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: Schoolwide		

Limited Actions

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

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

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

N/A

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.

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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	1:22

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 certificated staff providing direct services to students	N/A	1:4.3

2025-26 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	1,496,892	159,714	10.670%	0.000%	10.670%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$281,419.00	\$143,000.00	\$0.00	\$55,000.00	\$479,419.00	\$326,409.00	\$153,010.00

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	Consistent behavioral expectations and incentives	All	No			All Schools		\$0.00	\$3,900.00	\$3,900.00				\$3,900.00	
1	1.2	Communication with families	All	No			All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.3	Transparency of student progress	All	No			All Schools		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
1	1.4	Transparency of school policies	All	No			All Schools		\$0.00	\$3,910.00	\$3,910.00				\$3,910.00	
1	1.5	Chronic Absenteeism for Socioeconomically Disadvantaged Students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			\$0.00	\$200.00	\$200.00				\$200.00	
2	2.1	Diagnostic assessment	All	No			K-8K-8		\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
2	2.2	Personalized instruction	All	No			K-8		\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
2	2.3	Common core aligned math program	All	No			K-8		\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
2	2.4	Multi-Tiered Systems of Supports framework	All	No			All Schools		\$1,000.00	\$0.00		\$1,000.00			\$1,000.00	
2	2.5	Summer program	All	No			K-6		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Afterschool program (SPARK)	All	No			K-6		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	Professional development	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Reading Intervention Specialist	All	No			K-4		\$0.00	\$55,000.00				\$55,000.00	\$55,000.00	
2	2.9	Maintain small class sizes at Elk Creek Elementary	Low Income	Yes	School wide	Low Income	Specific Schools: Elk Creek Elementary K-4		\$185,165.00	\$0.00	\$185,165.00				\$185,165.00	
3	3.1	Increase teacher salary schedule to attract and retain highly qualified teachers.	All	No			All Schools		\$25,000.00	\$0.00	\$25,000.00				\$25,000.00	
3	3.2	Increase professional development opportunities to attract and retain high qualified teachers.	All	No			All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.3	Add Dual Enrollment Classes for high school students.	All	No			All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.4	WASC Accreditation	All	No			Specific Schools: Elk Creek High School		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	Create CTE Pathways	All	No			All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.6	High School course offerings are A-G aligned	All	No			Specific Schools: Elk Creek High School		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.7	Academic Counselor Support	All	No			Specific Schools: Elk Creek High School		\$37,000.00	\$0.00		\$37,000.00			\$37,000.00	
4	4.1	Additional credentialed teacher to create more support.	All	No			Specific Schools: Elk Creek High School		\$78,244.00	\$0.00	\$28,244.00	\$50,000.00			\$78,244.00	
5	5.1	Reading Specialist Support (LREBG-Funded)	All	No			Specific Schools: Elk Creek Elementary		\$0.00	\$55,000.00		\$55,000.00			\$55,000.00	

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
							K-4									

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,496,892	159,714	10.670%	0.000%	10.670%	\$185,365.00	0.000%	12.383 %	Total:	\$185,365.00
								LEA-wide Total:	\$200.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$185,165.00

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	1.5	Chronic Absenteeism for Socioeconomically Disadvantaged Students	Yes	LEA-wide	Foster Youth Low Income		\$200.00	
2	2.1	Diagnostic assessment				K-8	\$4,000.00	
2	2.9	Maintain small class sizes at Elk Creek Elementary	Yes	Schoolwide	Low Income	Specific Schools: Elk Creek Elementary	\$185,165.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$424,219.00	\$424,219.00

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	Consistent behavioral expectations and incentives	No	\$3,900.00	\$3,900
1	1.2	Communication with families	No	\$2,000.00	\$2,000
1	1.3	Transparency of student progress	No	\$1,000.00	\$1,000
1	1.4	Transparency of school policies	No	\$3,910.00	\$3,910
1	1.5	Chronic Absenteeism for Socioeconomically Disadvantaged Students	No	\$0.00	\$0
2	2.1	Diagnostic assessment	No	\$4,000.00	\$4,000
2	2.2	Personalized instruction	No	\$4,000.00	\$4,000
2	2.3	Common core aligned math program	No	\$4,000.00	\$4,000
2	2.4	Multi-Tiered Systems of Supports framework	No	\$1,000.00	\$1,000
2	2.5	Summer program	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)
2	2.6	Afterschool program (SPARK)	No	\$0.00	\$0
2	2.7	Professional development	No	\$0.00	\$0
2	2.8	Reading Intervention Specialist	No	\$55,000.00	\$55,000
2	2.9	Maintain small class sizes at Elk Creek Elementary	Yes	\$185,165.00	\$185,165
3	3.1	Increase teacher salary schedule to attract and retain highly qualified teachers.	No	\$25,000.00	\$25,000
3	3.2	Increase professional development opportunities to attract and retain high qualified teachers.	No	\$10,000.00	\$10,000
3	3.3	Add Dual Enrollment Classes for high school students.	No	\$5,000.00	\$5,000
3	3.4	WASC Accreditation	No	\$0.00	\$0
3	3.5	Create CTE Pathways	No	\$5,000.00	\$5,000
3	3.6	High School course offerings are A-G aligned	No	\$0.00	\$0
3	3.7	Academic Counselor Support	No	\$37,000.00	\$37,000
4	4.1	Additional credentialed teacher to create more support.	No	\$78,244.00	\$78,244

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
160,044	\$185,165.00	\$185,165.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Maintain small class sizes at Elk Creek Elementary	Yes	\$185,165.00	\$185,165		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,546,868	160,044	0	10.346%	\$185,165.00	0.000%	11.970%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

- **NOTE:** As a reminder, the superintendent of a school district or 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 32526(d).

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be 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

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: ELK CREEK HIGH SCHOOL

Date: 6/20/2025

Adoption Date: 6/26/2025

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: _____

Title: _____

Public Hearing:

Place: ELK CREEK HIGH SCHOOL

Date: 6/24/2025

Time: 6:00 PM

Contact person for additional information on the budget reports:

Name: DUSTY THOMPSON

Title: ASSISTANT SUPERINTENDENT

Telephone: (530) 934-6575

E-mail: dthompson@glenncoe.org

Criteria and Standards Review Summary

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

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

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

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?		X
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?	X	X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	X n/a n/a n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X X n/a
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X 06/26/2025
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

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

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

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2024-25 Estimated Actuals	2025-26 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund		
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits	G	G
21	Building Fund		
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund		
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CASH	Cashflow Worksheet		S
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	GS	

L	Lottery Report	GS	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations	S	S
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)	S	S
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

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

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	1,802,922.00	0.00	1,802,922.00	1,765,196.00	0.00	1,765,196.00	-2.1%
2) Federal Revenue		8100-8299	280,000.00	731,045.00	1,011,045.00	280,000.00	199,232.00	479,232.00	-52.6%
3) Other State Revenue		8300-8599	13,074.00	311,198.00	324,272.00	12,698.00	201,110.00	213,808.00	-34.1%
4) Other Local Revenue		8600-8799	78,500.00	99,336.00	177,836.00	58,500.00	44,136.00	102,636.00	-42.3%
5) TOTAL, REVENUES			2,174,496.00	1,141,579.00	3,316,075.00	2,116,394.00	444,478.00	2,560,872.00	-22.8%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	731,787.00	143,638.00	875,425.00	698,102.00	135,414.00	833,516.00	-4.8%
2) Classified Salaries		2000-2999	170,318.00	82,661.00	252,979.00	233,981.00	72,836.00	306,817.00	21.3%
3) Employee Benefits		3000-3999	402,010.00	102,258.00	504,268.00	443,993.00	105,268.00	549,261.00	8.9%
4) Books and Supplies		4000-4999	95,453.00	176,637.00	272,090.00	91,907.00	158,853.00	250,760.00	-7.8%
5) Services and Other Operating Expenditures		5000-5999	477,280.00	440,131.00	917,411.00	452,077.00	290,172.00	742,249.00	-19.1%
6) Capital Outlay		6000-6999	15,000.00	408,482.00	423,482.00	0.00	53,727.00	53,727.00	-87.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	203,885.00	3,752.00	207,637.00	127,940.00	3,752.00	131,692.00	-36.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,095,733.00	1,357,559.00	3,453,292.00	2,048,000.00	820,022.00	2,868,022.00	-16.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			78,763.00	(215,980.00)	(137,217.00)	68,394.00	(375,544.00)	(307,150.00)	123.8%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	15,096.00	0.00	15,096.00	14,580.00	0.00	14,580.00	-3.4%
b) Transfers Out		7600-7629	68,255.00	0.00	68,255.00	68,255.00	0.00	68,255.00	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	(200,373.00)	200,373.00	0.00	(202,035.00)	202,035.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(253,532.00)	200,373.00	(53,159.00)	(255,710.00)	202,035.00	(53,675.00)	1.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(174,769.00)	(15,607.00)	(190,376.00)	(187,316.00)	(173,509.00)	(360,825.00)	89.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,601,741.00	763,028.00	2,364,769.00	1,426,972.00	747,421.00	2,174,393.00	-8.1%
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	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			1,601,741.00	763,028.00	2,364,769.00	1,426,972.00	747,421.00	2,174,393.00	-8.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,601,741.00	763,028.00	2,364,769.00	1,426,972.00	747,421.00	2,174,393.00	-8.1%
2) Ending Balance, June 30 (E + F1e)			1,426,972.00	747,421.00	2,174,393.00	1,239,656.00	573,912.00	1,813,568.00	-16.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	747,421.00	747,421.00	0.00	577,479.00	577,479.00	-22.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	0.0%
Unassigned/Unappropriated Amount		9790	1,326,972.00	0.00	1,326,972.00	1,139,656.00	(3,567.00)	1,136,089.00	-14.4%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
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	0.00	0.00	0.00				
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	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
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				

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

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
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	0.00	0.00	0.00				
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			0.00	0.00	0.00				
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)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	1,044,259.00	0.00	1,044,259.00	726,107.00	0.00	726,107.00	-30.5%
Education Protection Account State Aid - Current Year		8012	285,203.00	0.00	285,203.00	618,392.00	0.00	618,392.00	116.8%
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	2,743.00	0.00	2,743.00	2,785.00	0.00	2,785.00	1.5%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	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	466,102.00	0.00	466,102.00	418,346.00	0.00	418,346.00	-10.2%
Unsecured Roll Taxes		8042	22,647.00	0.00	22,647.00	24,747.00	0.00	24,747.00	9.3%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	6,906.00	0.00	6,906.00	0.00	0.00	0.00	-100.0%
Education Revenue Augmentation Fund (ERAF)		8045	(14,938.00)	0.00	(14,938.00)	(25,181.00)	0.00	(25,181.00)	68.6%

Description Resource Codes Object Codes			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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			1,812,922.00	0.00	1,812,922.00	1,765,196.00	0.00	1,765,196.00	-2.6%
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	(10,000.00)	0.00	(10,000.00)	0.00	0.00	0.00	-100.0%
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			1,802,922.00	0.00	1,802,922.00	1,765,196.00	0.00	1,765,196.00	-2.1%
FEDERAL REVENUE									
Maintenance and Operations		8110	220,000.00	0.00	220,000.00	220,000.00	0.00	220,000.00	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	0.00	0.00	0.00	0.00	0.00	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	60,000.00	0.00	60,000.00	60,000.00	0.00	60,000.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		94,414.00	94,414.00		65,376.00	65,376.00	-30.8%
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		9,425.00	9,425.00		9,425.00	9,425.00	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%

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

Description			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		252,059.00	252,059.00		106,262.00	106,262.00	-57.8%
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	375,147.00	375,147.00	0.00	18,169.00	18,169.00	-95.2%
TOTAL, FEDERAL REVENUE			280,000.00	731,045.00	1,011,045.00	280,000.00	199,232.00	479,232.00	-52.6%
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	2,912.00	0.00	2,912.00	2,756.00	0.00	2,756.00	-5.4%
Lottery - Unrestricted and Instructional Materials		8560	9,942.00	4,268.00	14,210.00	9,942.00	4,268.00	14,210.00	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		102,386.00	102,386.00		100,000.00	100,000.00	-2.3%
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		9,701.00	9,701.00		9,701.00	9,701.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		14,116.00	14,116.00		14,116.00	14,116.00	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	220.00	180,727.00	180,947.00	0.00	73,025.00	73,025.00	-59.6%
TOTAL, OTHER STATE REVENUE			13,074.00	311,198.00	324,272.00	12,698.00	201,110.00	213,808.00	-34.1%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER 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	60,000.00	0.00	60,000.00	40,000.00	0.00	40,000.00	-33.3%
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	0.00	99,336.00	99,336.00	0.00	44,136.00	44,136.00	-55.6%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	8,500.00	0.00	8,500.00	8,500.00	0.00	8,500.00	0.0%

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

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			78,500.00	99,336.00	177,836.00	58,500.00	44,136.00	102,636.00	-42.3%
TOTAL, REVENUES			2,174,496.00	1,141,579.00	3,316,075.00	2,116,394.00	444,478.00	2,560,872.00	-22.8%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	595,786.00	143,638.00	739,424.00	558,201.00	135,414.00	693,615.00	-6.2%
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	136,001.00	0.00	136,001.00	139,901.00	0.00	139,901.00	2.9%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			731,787.00	143,638.00	875,425.00	698,102.00	135,414.00	833,516.00	-4.8%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	0.00	70,046.00	70,046.00	0.00	47,352.00	47,352.00	-32.4%
Classified Support Salaries		2200	99,738.00	12,615.00	112,353.00	113,207.00	15,151.00	128,358.00	14.2%
Classified Supervisors' and Administrators' Salaries		2300	66,980.00	0.00	66,980.00	117,174.00	0.00	117,174.00	74.9%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	3,600.00	0.00	3,600.00	3,600.00	10,333.00	13,933.00	287.0%
TOTAL, CLASSIFIED SALARIES			170,318.00	82,661.00	252,979.00	233,981.00	72,836.00	306,817.00	21.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	136,336.00	27,435.00	163,771.00	130,283.00	27,584.00	157,867.00	-3.6%
PERS		3201-3202	48,046.00	17,603.00	65,649.00	61,419.00	15,784.00	77,203.00	17.6%

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

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OASDI/Medicare/Alternative Health and Welfare Benefits		3301-3302	23,742.00	8,080.00	31,822.00	26,253.00	8,171.00	34,424.00	8.2%
Unemployment Insurance		3401-3402	157,471.00	43,837.00	201,308.00	189,138.00	48,726.00	237,864.00	18.2%
Workers' Compensation		3501-3502	448.00	115.00	563.00	452.00	109.00	561.00	-0.4%
OPEB, Allocated		3601-3602	20,871.00	5,188.00	26,059.00	21,352.00	4,894.00	26,246.00	0.7%
OPEB, Active Employees		3701-3702	15,096.00	0.00	15,096.00	15,096.00	0.00	15,096.00	0.0%
Other Employee Benefits		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			402,010.00	102,258.00	504,268.00	443,993.00	105,268.00	549,261.00	8.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	1,000.00	1,000.00	0.00	1,000.00	1,000.00	0.0%
Books and Other Reference Materials		4200	0.00	7,000.00	7,000.00	0.00	7,000.00	7,000.00	0.0%
Materials and Supplies		4300	83,900.00	115,548.00	199,448.00	83,900.00	120,705.00	204,605.00	2.6%
Noncapitalized Equipment		4400	11,553.00	53,089.00	64,642.00	8,007.00	30,148.00	38,155.00	-41.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			95,453.00	176,637.00	272,090.00	91,907.00	158,853.00	250,760.00	-7.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	10,500.00	30,194.00	40,694.00	10,500.00	47,028.00	57,528.00	41.4%
Dues and Memberships		5300	4,300.00	0.00	4,300.00	4,300.00	0.00	4,300.00	0.0%
Insurance		5400 - 5450	66,848.00	0.00	66,848.00	63,771.00	0.00	63,771.00	-4.6%
Operations and Housekeeping Services		5500	71,780.00	0.00	71,780.00	105,492.00	0.00	105,492.00	47.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	61,000.00	0.00	61,000.00	55,862.00	0.00	55,862.00	-8.4%
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	249,852.00	409,937.00	659,789.00	199,152.00	243,144.00	442,296.00	-33.0%
Communications		5900	13,000.00	0.00	13,000.00	13,000.00	0.00	13,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			477,280.00	440,131.00	917,411.00	452,077.00	290,172.00	742,249.00	-19.1%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	5,000.00	0.00	5,000.00	0.00	0.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	10,000.00	333,986.00	343,986.00	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%

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

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Equipment		6400	0.00	74,496.00	74,496.00	0.00	53,727.00	53,727.00	-27.9%
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%
TOTAL, CAPITAL OUTLAY			15,000.00	408,482.00	423,482.00	0.00	53,727.00	53,727.00	-87.3%
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	97,384.00	3,752.00	101,136.00	30,000.00	3,752.00	33,752.00	-66.6%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	67,622.00	0.00	67,622.00	65,849.00	0.00	65,849.00	-2.6%
Other Debt Service - Principal		7439	38,879.00	0.00	38,879.00	32,091.00	0.00	32,091.00	-17.5%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			203,885.00	3,752.00	207,637.00	127,940.00	3,752.00	131,692.00	-36.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									

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

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,095,733.00	1,357,559.00	3,453,292.00	2,048,000.00	820,022.00	2,868,022.00	-16.9%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	15,096.00	0.00	15,096.00	14,580.00	0.00	14,580.00	-3.4%
(a) TOTAL, INTERFUND TRANSFERS IN			15,096.00	0.00	15,096.00	14,580.00	0.00	14,580.00	-3.4%
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	58,255.00	0.00	58,255.00	58,255.00	0.00	58,255.00	0.0%
Other Authorized Interfund Transfers Out		7619	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			68,255.00	0.00	68,255.00	68,255.00	0.00	68,255.00	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									
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									

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

Description Resource Codes Object Codes			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(200,373.00)	200,373.00	0.00	(202,035.00)	202,035.00	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			(200,373.00)	200,373.00	0.00	(202,035.00)	202,035.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(253,532.00)	200,373.00	(53,159.00)	(255,710.00)	202,035.00	(53,675.00)	1.0%

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

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	1,802,922.00	0.00	1,802,922.00	1,765,196.00	0.00	1,765,196.00	-2.1%
2) Federal Revenue		8100-8299	280,000.00	731,045.00	1,011,045.00	280,000.00	199,232.00	479,232.00	-52.6%
3) Other State Revenue		8300-8599	13,074.00	311,198.00	324,272.00	12,698.00	201,110.00	213,808.00	-34.1%
4) Other Local Revenue		8600-8799	78,500.00	99,336.00	177,836.00	58,500.00	44,136.00	102,636.00	-42.3%
5) TOTAL, REVENUES			2,174,496.00	1,141,579.00	3,316,075.00	2,116,394.00	444,478.00	2,560,872.00	-22.8%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600- 7699	898,986.00	936,158.00	1,835,144.00	854,640.00	785,051.00	1,639,691.00	-10.7%
2) Instruction - Related Services	2000-2999		190,372.00	500.00	190,872.00	244,904.00	288.00	245,192.00	28.5%
3) Pupil Services	3000-3999		76,053.00	27,022.00	103,075.00	69,734.00	27,731.00	97,465.00	-5.4%
4) Ancillary Services	4000-4999		11,836.00	0.00	11,836.00	16,667.00	0.00	16,667.00	40.8%
5) Community Services	5000-5999		1,000.00	0.00	1,000.00	500.00	0.00	500.00	-50.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		435,720.00	0.00	435,720.00	426,927.00	0.00	426,927.00	-2.0%
8) Plant Services	8000-8999		277,881.00	390,127.00	668,008.00	306,688.00	3,200.00	309,888.00	-53.6%
9) Other Outgo	9000-9999		203,885.00	3,752.00	207,637.00	127,940.00	3,752.00	131,692.00	-36.6%
10) TOTAL, EXPENDITURES			2,095,733.00	1,357,559.00	3,453,292.00	2,048,000.00	820,022.00	2,868,022.00	-16.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			78,763.00	(215,980.00)	(137,217.00)	68,394.00	(375,544.00)	(307,150.00)	123.8%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	15,096.00	0.00	15,096.00	14,580.00	0.00	14,580.00	-3.4%
b) Transfers Out		7600-7629	68,255.00	0.00	68,255.00	68,255.00	0.00	68,255.00	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	(200,373.00)	200,373.00	0.00	(202,035.00)	202,035.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(253,532.00)	200,373.00	(53,159.00)	(255,710.00)	202,035.00	(53,675.00)	1.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(174,769.00)	(15,607.00)	(190,376.00)	(187,316.00)	(173,509.00)	(360,825.00)	89.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,601,741.00	763,028.00	2,364,769.00	1,426,972.00	747,421.00	2,174,393.00	-8.1%

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

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,601,741.00	763,028.00	2,364,769.00	1,426,972.00	747,421.00	2,174,393.00	-8.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,601,741.00	763,028.00	2,364,769.00	1,426,972.00	747,421.00	2,174,393.00	-8.1%
2) Ending Balance, June 30 (E + F1e)			1,426,972.00	747,421.00	2,174,393.00	1,239,656.00	573,912.00	1,813,568.00	-16.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	747,421.00	747,421.00	0.00	577,479.00	577,479.00	-22.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	0.0%
Unassigned/Unappropriated Amount		9790	1,326,972.00	0.00	1,326,972.00	1,139,656.00	(3,567.00)	1,136,089.00	-14.4%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	46,869.00	42,196.00
3010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	26,784.00	26,784.00
6266	Educator Effectiveness, FY 2021-22	17,539.00	7,439.00
6300	Lottery: Instructional Materials	10,393.00	2,661.00
6331	CA Community Schools Partnership Act - Planning Grant	135,000.00	135,000.00
6383	Golden State Pathways Program	98,277.00	40,181.00
6546	Mental Health-Related Services	4,737.00	4,737.00
6547	Special Education Early Intervention Preschool Grant	278.00	278.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	14,609.00	8,129.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	4,633.00	0.00
7311	Classified School Employee Professional Development Block Grant	288.00	0.00
7413	A-G Learning Loss Mitigation Grant	55,000.00	9,062.00
7435	Learning Recovery Emergency Block Grant	116,078.00	61,538.00
7810	Other Restricted State	275.00	275.00
9010	Other Restricted Local	216,661.00	239,199.00
Total, Restricted Balance		747,421.00	577,479.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	33,448.00	35,000.00	4.6%
3) Other State Revenue		8300-8599	22,173.00	23,000.00	3.7%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			55,621.00	58,000.00	4.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	33,246.00	35,542.00	6.9%
3) Employee Benefits		3000-3999	25,805.00	26,864.00	4.1%
4) Books and Supplies		4000-4999	51,000.00	46,000.00	-9.8%
5) Services and Other Operating Expenditures		5000-5999	3,000.00	3,000.00	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			113,051.00	111,406.00	-1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(57,430.00)	(53,406.00)	-7.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	58,255.00	58,255.00	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			58,255.00	58,255.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			825.00	4,849.00	487.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,442.00	13,267.00	6.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,442.00	13,267.00	6.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,442.00	13,267.00	6.6%
2) Ending Balance, June 30 (E + F1e)			13,267.00	18,116.00	36.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	6,219.00	6,219.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	7,048.00	11,897.00	68.8%
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	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	33,448.00	35,000.00	4.6%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			33,448.00	35,000.00	4.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	22,173.00	23,000.00	3.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			22,173.00	23,000.00	3.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	200.00	200.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	(200.00)	(200.00)	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			0.00	0.00	0.0%
TOTAL, REVENUES			55,621.00	58,000.00	4.3%
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	33,246.00	35,542.00	6.9%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			33,246.00	35,542.00	6.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	8,940.00	9,529.00	6.6%
OASDI/Medicare/Alternative		3301-3302	2,036.00	2,203.00	8.2%
Health and Welfare Benefits		3401-3402	14,053.00	14,303.00	1.8%
Unemployment Insurance		3501-3502	14.00	15.00	7.1%
Workers' Compensation		3601-3602	762.00	814.00	6.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			25,805.00	26,864.00	4.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	3,000.00	3,000.00	0.0%
Noncapitalized Equipment		4400	3,000.00	3,000.00	0.0%
Food		4700	45,000.00	40,000.00	-11.1%
TOTAL, BOOKS AND SUPPLIES			51,000.00	46,000.00	-9.8%
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%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	1,800.00	1,800.00	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	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,000.00	3,000.00	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			113,051.00	111,406.00	-1.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	58,255.00	58,255.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			58,255.00	58,255.00	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					
Other Sources					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			58,255.00	58,255.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	33,448.00	35,000.00	4.6%
3) Other State Revenue		8300-8599	22,173.00	23,000.00	3.7%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			55,621.00	58,000.00	4.3%
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		111,251.00	109,606.00	-1.5%
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		1,800.00	1,800.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			113,051.00	111,406.00	-1.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(57,430.00)	(53,406.00)	-7.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	58,255.00	58,255.00	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			58,255.00	58,255.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			825.00	4,849.00	487.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,442.00	13,267.00	6.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,442.00	13,267.00	6.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,442.00	13,267.00	6.6%
2) Ending Balance, June 30 (E + F1e)			13,267.00	18,116.00	36.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	6,219.00	6,219.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	7,048.00	11,897.00	68.8%
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	2024-25 Estimated Actuals	2025-26 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	7,048.00	11,897.00
Total, Restricted Balance		7,048.00	11,897.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	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	51.00	51.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			51.00	51.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			51.00	51.00	0.0%
2) Ending Balance, June 30 (E + F1e)			51.00	51.00	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	51.00	51.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	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%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
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					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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 Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	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 - 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 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	51.00	51.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			51.00	51.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			51.00	51.00	0.0%
2) Ending Balance, June 30 (E + F1e)			51.00	51.00	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	51.00	51.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	500.00	1,000.00	100.0%
5) TOTAL, REVENUES			500.00	1,000.00	100.0%
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)			500.00	1,000.00	100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	15,096.00	14,580.00	-3.4%
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			(15,096.00)	(14,580.00)	-3.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(14,596.00)	(13,580.00)	-7.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	69,413.00	54,817.00	-21.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			69,413.00	54,817.00	-21.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			69,413.00	54,817.00	-21.0%
2) Ending Balance, June 30 (E + F1e)			54,817.00	41,237.00	-24.8%
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	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	54,817.00	41,237.00	-24.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	500.00	1,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			500.00	1,000.00	100.0%
TOTAL, REVENUES			500.00	1,000.00	100.0%
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	15,096.00	14,580.00	-3.4%
(b) TOTAL, INTERFUND TRANSFERS OUT			15,096.00	14,580.00	-3.4%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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 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)			(15,096.00)	(14,580.00)	-3.4%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	500.00	1,000.00	100.0%
5) TOTAL, REVENUES			500.00	1,000.00	100.0%
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 - B10)			500.00	1,000.00	100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	15,096.00	14,580.00	-3.4%
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			(15,096.00)	(14,580.00)	-3.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(14,596.00)	(13,580.00)	-7.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	69,413.00	54,817.00	-21.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			69,413.00	54,817.00	-21.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			69,413.00	54,817.00	-21.0%
2) Ending Balance, June 30 (E + F1e)			54,817.00	41,237.00	-24.8%
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	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	54,817.00	41,237.00	-24.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	800.00	2,500.00	212.5%
5) TOTAL, REVENUES			800.00	2,500.00	212.5%
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	975.00	975.00	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			975.00	975.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(175.00)	1,525.00	-971.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	10,000.00	10,000.00	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			10,000.00	10,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,825.00	11,525.00	17.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	103,475.00	113,300.00	9.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			103,475.00	113,300.00	9.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			103,475.00	113,300.00	9.5%
2) Ending Balance, June 30 (E + F1e)			113,300.00	124,825.00	10.2%
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	72,282.00	72,282.00	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	41,018.00	52,543.00	28.1%
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		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			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	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)			0.00		
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	800.00	2,500.00	212.5%
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			800.00	2,500.00	212.5%
TOTAL, REVENUES			800.00	2,500.00	212.5%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	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%
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	975.00	975.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			975.00	975.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
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			0.00	0.00	0.0%
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			975.00	975.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	10,000.00	10,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			10,000.00	10,000.00	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%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			10,000.00	10,000.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	800.00	2,500.00	212.5%
5) TOTAL, REVENUES			800.00	2,500.00	212.5%
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		975.00	975.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			975.00	975.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(175.00)	1,525.00	-971.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	10,000.00	10,000.00	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			10,000.00	10,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,825.00	11,525.00	17.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	103,475.00	113,300.00	9.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			103,475.00	113,300.00	9.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			103,475.00	113,300.00	9.5%
2) Ending Balance, June 30 (E + F1e)			113,300.00	124,825.00	10.2%
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	72,282.00	72,282.00	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	41,018.00	52,543.00	28.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	72,282.00	72,282.00
Total, Restricted Balance		72,282.00	72,282.00

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	53.08	53.08	63.15	53.65	53.65	55.29
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	53.08	53.08	63.15	53.65	53.65	55.29
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	53.08	53.08	63.15	53.65	53.65	55.29
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

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

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements	9,070.11		9,070.11			9,070.11
Buildings	64,305.81		64,305.81			64,305.81
Equipment	193,372.12		193,372.12			193,372.12
Total capital assets being depreciated	266,748.04	0.00	266,748.04	0.00	0.00	266,748.04
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	266,748.04	0.00	266,748.04	0.00	0.00	266,748.04
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	266,748.04	0.00	266,748.04	0.00	0.00	266,748.04
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:		JUNE								
A. BEGINNING CASH			2,364,109.99	2,433,342.99	2,369,575.99	2,397,319.99	2,473,751.99	2,281,438.99	2,393,650.99	2,539,650.99
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		167,600.00	167,600.00	240,634.00	167,600.00		73,033.00	67,000.00	70,000.00
Property Taxes	8020-8079					15,424.00	1,360.00	415.00	202,000.00	71,000.00
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299					36,454.00	29,267.00	200,000.00	80,000.00	
Other State Revenue	8300-8599		15,133.00	15,133.00	15,133.00	18,807.00	2,875.00	220.00		100,000.00
Other Local Revenue	8600-8799			500.00	5,977.00	29,147.00	185.00	22,544.00		
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			182,733.00	183,233.00	261,744.00	267,432.00	33,687.00	296,212.00	349,000.00	241,000.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		8,500.00	84,000.00	73,000.00	85,000.00	77,000.00	75,000.00	75,000.00	75,000.00
Classified Salaries	2000-2999		15,000.00	21,000.00	18,000.00	21,000.00	17,000.00	19,000.00	28,000.00	17,000.00
Employee Benefits	3000-3999		11,000.00	35,000.00	41,000.00	43,000.00	41,000.00	43,000.00	50,000.00	50,000.00
Books and Supplies	4000-4999		3,000.00	61,000.00	12,000.00	11,000.00	34,000.00	13,000.00	15,000.00	15,000.00
Services	5000-5999		76,000.00	46,000.00	31,000.00	31,000.00	32,000.00	34,000.00	35,000.00	35,000.00
Capital Outlay	6000-6999						25,000.00			
Other Outgo	7000-7499				59,000.00					
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			113,500.00	247,000.00	234,000.00	191,000.00	226,000.00	184,000.00	203,000.00	192,000.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			69,233.00	(63,767.00)	27,744.00	76,432.00	(192,313.00)	112,212.00	146,000.00	49,000.00
F. ENDING CASH (A + E)			2,433,342.99	2,369,575.99	2,397,319.99	2,473,751.99	2,281,438.99	2,393,650.99	2,539,650.99	2,588,650.99
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		2,588,650.99	2,544,650.99	2,684,659.99	2,560,659.99				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	148,000.00	68,000.00	68,000.00	107,032.00	0.00		1,344,499.00	1,344,499.00
Property Taxes	8020-8079		130,498.00					420,697.00	420,697.00
Miscellaneous Funds	8080-8099							0.00	0.00
Federal Revenue	8100-8299		133,511.00					479,232.00	479,232.00
Other State Revenue	8300-8599				46,507.00			213,808.00	213,808.00
Other Local Revenue	8600-8799				44,283.00			102,636.00	102,636.00
Interfund Transfers In	8900-8929				14,580.00			14,580.00	14,580.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		148,000.00	332,009.00	68,000.00	212,402.00	0.00	0.00	2,575,452.00	2,575,452.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	75,000.00	75,000.00	75,000.00	56,016.00	0.00		833,516.00	833,516.00
Classified Salaries	2000-2999	17,000.00	17,000.00	17,000.00	99,817.00			306,817.00	306,817.00
Employee Benefits	3000-3999	50,000.00	50,000.00	50,000.00	85,261.00			549,261.00	549,261.00
Books and Supplies	4000-4999	15,000.00	15,000.00	15,000.00	41,760.00			250,760.00	250,760.00
Services	5000-5999	35,000.00	35,000.00	35,000.00	317,249.00			742,249.00	742,249.00
Capital Outlay	6000-6999				28,727.00			53,727.00	53,727.00
Other Outgo	7000-7499				72,692.00			131,692.00	131,692.00
Interfund Transfers Out	7600-7629				68,255.00			68,255.00	68,255.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		192,000.00	192,000.00	192,000.00	769,777.00	0.00	0.00	2,936,277.00	2,936,277.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		(44,000.00)	140,009.00	(124,000.00)	(557,375.00)	0.00	0.00	(360,825.00)	(360,825.00)
F. ENDING CASH (A + E)		2,544,650.99	2,684,659.99	2,560,659.99	2,003,284.99				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								2,003,284.99	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

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

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

Golden State Risk Management Authority www.gsrma.com

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

Signed

Date of Meeting: 6/26/25

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name:

Title:

For additional information on this certification, please contact:

Name: Dusty Thompson

Title: Assistant Superintendent

Telephone: (530) 934-6575 x3058

E-mail: dthompson@glenncoe.org

Budget, July 1
2024-25 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	875,425.00	301	0.00	303	875,425.00	305	0.00		307	875,425.00	309
2000 - Classified Salaries	252,979.00	311	1,100.00	313	251,879.00	315	30,070.00		317	221,809.00	319
3000 - Employee Benefits	504,268.00	321	15,207.00	323	489,061.00	325	21,259.00		327	467,802.00	329
4000 - Books, Supplies Equip Replace. (6500)	272,090.00	331	0.00	333	272,090.00	335	45,680.00		337	226,410.00	339
5000 - Services . . . & 7300 - Indirect Costs	917,411.00	341	1,000.00	343	916,411.00	345	32,838.00		347	883,573.00	349
TOTAL					2,804,866.00	365			TOTAL	2,675,019.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	735,874.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	70,046.00	380
3. STRS.	3101 & 3102	137,497.00	382
4. PERS.	3201 & 3202	15,135.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	15,460.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	133,443.00	385
7. Unemployment Insurance.	3501 & 3502	396.00	390
8. Workers' Compensation Insurance.	3601 & 3602	18,462.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		1,126,313.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			396
14. TOTAL SALARIES AND BENEFITS.		1,126,313.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		42.10%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		X	

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high)		exempt
2. Percentage spent by this district (Part II, Line 15)		42.10%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)		exempt
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)		2,675,019.00
5. Deficiency Amount (Part III, Line 3 times Line 4)		exempt
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)		

Budget, July 1
2025-26 Budget
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation

11 62653 0000000
Form CEB
G8BMAUH2NR(2025-26)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	833,516.00	301	0.00	303	833,516.00	305	0.00		307	833,516.00	309
2000 - Classified Salaries	306,817.00	311	0.00	313	306,817.00	315	37,549.00		317	269,268.00	319
3000 - Employee Benefits	549,261.00	321	15,096.00	323	534,165.00	325	21,051.00		327	513,114.00	329
4000 - Books, Supplies Equip Replace. (6500)	250,760.00	331	0.00	333	250,760.00	335	42,680.00		337	208,080.00	339
5000 - Services. . & 7300 - Indirect Costs	742,249.00	341	500.00	343	741,749.00	345	33,074.00		347	708,675.00	349
TOTAL					2,667,007.00	365	TOTAL			2,532,653.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00
10. Other Benefits (EC 22310).	3901 & 3902	0.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).	1,060,094.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	1,060,094.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	41.86%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')	X	

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	exempt	
2. Percentage spent by this district (Part II, Line 15)	41.86%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	exempt	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	2,532,653.00	
5. Deficiency Amount (Part III, Line 3 times Line 4)	exempt	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Budget, July 1
2024-25 Estimated Actuals
Schedule of Long-Term Liabilities

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable	1,315,000.00		1,315,000.00			1,315,000.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable	6,509.17		6,509.17			6,509.17	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	1,321,509.17	0.00	1,321,509.17	0.00	0.00	1,321,509.17	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2024-25 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	3,521,547.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	704,261.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	1,000.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	66,585.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	106,501.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	68,255.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				242,341.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	57,430.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				2,632,375.00
Section II - Expenditures Per ADA				2024-25 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				53.08
B. Expenditures per ADA (Line I.E divided by Line II.A)				49,592.60
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		Total	Per ADA	
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)		2,401,140.55	40,600.96	
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)		0.00	0.00	
2. Total adjusted base expenditure amounts (Line A plus Line A.1)		2,401,140.55	40,600.96	
B. Required effort (Line A.2 times 90%)		2,161,026.50	36,540.86	
C. Current year expenditures (Line I.E and Line II.B)		2,632,375.00	49,592.60	
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)		0.00	0.00	
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)		MOE Met		

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2026-27 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 31,901.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 1,585,675.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 2.01%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool.
Retain supporting documentation. _____

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 137,887.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 0.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	13,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	6,211.34
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	157,098.34
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	157,098.34
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	1,770,648.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	190,872.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	103,075.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	11,836.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	1,000.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	284,833.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	302,810.66
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	68,051.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	2,733,125.66
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	5.75%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2026-27 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	5.75%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	157,098.34
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	10,921.57
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (6.27%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (6.27%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	0.00
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	0.00

Approved indirect cost rate: 6.27%
 Highest rate used in any program: 0.00%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
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Budget, July 1
2024-25 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	16,087.00		18,125.00	34,212.00
2. State Lottery Revenue	8560	9,942.00		4,268.00	14,210.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		26,029.00	0.00	22,393.00	48,422.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	555.00		0.00	555.00
3. Employee Benefits	3000-3999	3,540.00		0.00	3,540.00
4. Books and Supplies	4000-4999	3,000.00		8,000.00	11,000.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	2,000.00			2,000.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			4,000.00	4,000.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		9,095.00	0.00	12,000.00	21,095.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	16,934.00	0.00	10,393.00	27,327.00
D. COMMENTS:					
Digital Education Materials					

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

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

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	1,765,196.00	-1.30%	1,742,317.00	-2.83%	1,692,954.00
2. Federal Revenues	8100-8299	280,000.00	0.00%	280,000.00	0.00%	280,000.00
3. Other State Revenues	8300-8599	12,698.00	0.00%	12,698.00	0.00%	12,698.00
4. Other Local Revenues	8600-8799	58,500.00	-5.00%	55,575.00	-5.00%	52,796.00
5. Other Financing Sources						
a. Transfers In	8900-8929	14,580.00	-25.00%	10,935.00	-100.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(202,035.00)	1.47%	(205,000.00)	1.46%	(208,000.00)
6. Total (Sum lines A1 thru A5c)		1,928,939.00	-1.68%	1,896,525.00	-3.48%	1,830,448.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				698,102.00		712,064.00
b. Step & Column Adjustment				13,962.00		14,241.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	698,102.00	2.00%	712,064.00	2.00%	726,305.00
2. Classified Salaries						
a. Base Salaries				233,981.00		241,000.00
b. Step & Column Adjustment				7,019.00		7,230.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	233,981.00	3.00%	241,000.00	3.00%	248,230.00
3. Employee Benefits	3000-3999	443,993.00	2.00%	452,873.00	2.00%	461,930.00
4. Books and Supplies	4000-4999	91,907.00	-18.40%	75,000.00	0.00%	75,000.00
5. Services and Other Operating Expenditures	5000-5999	452,077.00	-1.57%	445,000.00	10.56%	492,000.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	127,940.00	9.43%	140,000.00	7.14%	150,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	68,255.00	2.56%	70,000.00	2.86%	72,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		2,116,255.00	0.93%	2,135,937.00	4.19%	2,225,465.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(187,316.00)		(239,412.00)		(395,017.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,426,972.00		1,239,656.00		1,000,244.00
2. Ending Fund Balance (Sum lines C and D1)		1,239,656.00		1,000,244.00		605,227.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	100,000.00		100,000.00		100,000.00
2. Unassigned/Unappropriated	9790	1,139,656.00		900,244.00		505,227.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,239,656.00		1,000,244.00		605,227.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	100,000.00		100,000.00		100,000.00
c. Unassigned/Unappropriated	9790	1,139,656.00		900,244.00		505,227.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		1,239,656.00		1,000,244.00		605,227.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
IN 27/28 COUNSELING SERVICES MOVE TO UNRESTRICTED BUDGET AS GRANTS END, READING SPECIALIST SERVICES END IN 26/27						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	199,232.00	-48.32%	102,970.00	0.00%	102,970.00
3. Other State Revenues	8300-8599	201,110.00	0.00%	201,110.00	0.00%	201,110.00
4. Other Local Revenues	8600-8799	44,136.00	0.00%	44,136.00	0.00%	44,136.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	202,035.00	1.47%	205,000.00	1.46%	208,000.00
6. Total (Sum lines A1 thru A5c)		646,513.00	-14.43%	553,216.00	0.54%	556,216.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				135,414.00		138,122.00
b. Step & Column Adjustment				2,708.00		2,762.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	135,414.00	2.00%	138,122.00	2.00%	140,884.00
2. Classified Salaries						
a. Base Salaries				72,836.00		75,021.00
b. Step & Column Adjustment				2,185.00		2,251.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	72,836.00	3.00%	75,021.00	3.00%	77,272.00
3. Employee Benefits	3000-3999	105,268.00	3.00%	108,426.00	3.00%	111,679.00
4. Books and Supplies	4000-4999	158,853.00	-28.37%	113,786.00	0.00%	113,786.00
5. Services and Other Operating Expenditures	5000-5999	290,172.00	-23.77%	221,197.00	-24.41%	167,197.00
6. Capital Outlay	6000-6999	53,727.00	-32.57%	36,227.00	0.00%	36,227.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,752.00	0.00%	3,752.00	0.00%	3,752.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		820,022.00	-15.06%	696,531.00	-6.57%	650,797.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(173,509.00)		(143,315.00)		(94,581.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		747,421.00		573,912.00		430,597.00
2. Ending Fund Balance (Sum lines C and D1)		573,912.00		430,597.00		336,016.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	577,479.00		430,597.00		336,016.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(3,567.00)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		573,912.00		430,597.00		336,016.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	1,765,196.00	-1.30%	1,742,317.00	-2.83%	1,692,954.00
2. Federal Revenues	8100-8299	479,232.00	-20.09%	382,970.00	0.00%	382,970.00
3. Other State Revenues	8300-8599	213,808.00	0.00%	213,808.00	0.00%	213,808.00
4. Other Local Revenues	8600-8799	102,636.00	-2.85%	99,711.00	-2.79%	96,932.00
5. Other Financing Sources						
a. Transfers In	8900-8929	14,580.00	-25.00%	10,935.00	-100.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		2,575,452.00	-4.88%	2,449,741.00	-2.57%	2,386,664.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				833,516.00		850,186.00
b. Step & Column Adjustment				16,670.00		17,003.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	833,516.00	2.00%	850,186.00	2.00%	867,189.00
2. Classified Salaries						
a. Base Salaries				306,817.00		316,021.00
b. Step & Column Adjustment				9,204.00		9,481.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	306,817.00	3.00%	316,021.00	3.00%	325,502.00
3. Employee Benefits	3000-3999	549,261.00	2.19%	561,299.00	2.19%	573,609.00
4. Books and Supplies	4000-4999	250,760.00	-24.71%	188,786.00	0.00%	188,786.00
5. Services and Other Operating Expenditures	5000-5999	742,249.00	-10.25%	666,197.00	-1.05%	659,197.00
6. Capital Outlay	6000-6999	53,727.00	-32.57%	36,227.00	0.00%	36,227.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	131,692.00	9.16%	143,752.00	6.96%	153,752.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	68,255.00	2.56%	70,000.00	2.86%	72,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		2,936,277.00	-3.54%	2,832,468.00	1.55%	2,876,262.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(360,825.00)		(382,727.00)		(489,598.00)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,174,393.00		1,813,568.00		1,430,841.00
2. Ending Fund Balance (Sum lines C and D1)		1,813,568.00		1,430,841.00		941,243.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	577,479.00		430,597.00		336,016.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	100,000.00		100,000.00		100,000.00
2. Unassigned/Unappropriated	9790	1,136,089.00		900,244.00		505,227.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,813,568.00		1,430,841.00		941,243.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	100,000.00		100,000.00		100,000.00
c. Unassigned/Unappropriated	9790	1,139,656.00		900,244.00		505,227.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(3,567.00)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,236,089.00		1,000,244.00		605,227.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		42.10%		35.31%		21.04%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		53.65		52.85		48.35
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)						
		2,936,277.00		2,832,468.00		2,876,262.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)						
		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)						
		2,936,277.00		2,832,468.00		2,876,262.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)						
		5.00%		5.00%		5.00%
e. Reserve Standard - By Percent (Line F3c times F3d)						
		146,813.85		141,623.40		143,813.10
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)						
		88,000.00		88,000.00		88,000.00
g. Reserve Standard (Greater of Line F3e or F3f)						
		146,813.85		141,623.40		143,813.10
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)						
		YES		YES		YES

Description	2024-25 Actual	2025-26 Budget	% Diff.
SELPA Name: Glenn County (CI)			
Date allocation plan approved by SELPA governance:			
I. TOTAL SELPA REVENUES			
A. Base Plus Taxes and Excess ERAF			
1. Base Apportionment			0.00%
2. Local Special Education Property Taxes			0.00%
3. Applicable Excess ERAF			0.00%
4. Total Base Apportionment, Taxes, and Excess ERAF	0.00	0.00	0.00%
B. Program Specialist/Regionalized Services Apportionment			0.00%
C. Program Specialist/Regionalized Services for NSS Apportionment			0.00%
D. Low Incidence Apportionment			0.00%
E. Out of Home Care Apportionment			0.00%
F. Extraordinary Cost Pool for NPS/LCI and NSS Mental Health Services Apportionment			0.00%
G. Adjustment for NSS with Declining Enrollment			0.00%
H. Grand Total Apportionment, Taxes and Excess ERAF (Sum lines A4 through G)	0.00	0.00	0.00%
I. Federal IDEA Local Assistance Grants - Preschool			0.00%
J. Federal IDEA - Section 619 Preschool			0.00%
K. Other Federal Discretionary Grants			0.00%
L. Other Adjustments			0.00%
M. Total SELPA Revenues (Sum lines H through L)	0.00	0.00	0.00%
II. ALLOCATION TO SELPA MEMBERS			
Glenn County Office of Education (CI00)			0.0%
Willows Unified (CI03)			0.0%
Orland Joint Unified (CI04)			0.0%
Capay Joint Union Elementary (CI05)			0.0%
Lake Elementary (CI08)			0.0%
Plaza Elementary (CI09)			0.0%
Princeton Joint Unified (CI10)			0.0%
Stony Creek Joint Unified (CI11)			0.0%
Hamilton Unified (CI12)			0.0%
Walden Academy (CIA01)			0.0%
Total Allocations (Sum all lines in Section II) (Amount must equal Line I.M)	0.00	0.00	0.00%
Preparer Name: _____ Title: _____ Phone: _____			

Stony Creek Joint Unified
Glenn County

Budget, July 1
2025-26
General Fund
Special Education Revenue
Allocations
Setup

11 62653 0000000
Form SEAS
G8BMAUH2NR(2025-26)

Current LEA:	11-62653-0000000 Stony Creek Joint Unified	
Selected SELPA:	CI	(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA	DATE APPROVED	
ID	SELPA-TITLE	(from Form SEA)
CI	Glenn County	

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

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					15,096.00	68,255.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					58,255.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

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

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	15,096.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					10,000.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		

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

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

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

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	83,351.00	83,351.00	0.00	0.00

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

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					14,580.00	68,255.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					58,255.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

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

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	14,580.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					10,000.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								

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

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900- 8929	Interfund Transfers Out 7600- 7629	Due From Other Funds 9310	Due To Other Funds 9610
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	82,835.00	82,835.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	54	
District's ADA Standard Percentage Level:	3.0%	

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	77	77		
Charter School				
Total ADA	77	77	N/A	Met
Second Prior Year (2023-24)				
District Regular	77	77		
Charter School				
Total ADA	77	77	N/A	Met
First Prior Year (2024-25)				
District Regular	62	63		
Charter School		0		
Total ADA	62	63	N/A	Met
Budget Year (2025-26)				
District Regular	55			
Charter School	0			
Total ADA	55			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

- 1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	88	88		
Charter School				
Total Enrollment	88	88	0.0%	Met
Second Prior Year (2023-24)				
District Regular	71	71		
Charter School				
Total Enrollment	71	71	0.0%	Met
First Prior Year (2024-25)				
District Regular	62	56		
Charter School				
Total Enrollment	62	56	9.7%	Not Met
Budget Year (2025-26)				
District Regular	62			
Charter School				
Total Enrollment	62			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

SIGNIFICANT DROP IN ENROLLMENT IN THE 24/25 YEAR IN OCTOBER. ENROLLMENT PROJECTED TO BE CLOSER TO ENDING OF 24/25, NEAR 62.

- 1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2022-23)			
District Regular	77	88	
Charter School		0	
Total ADA/Enrollment	77	88	87.8%
Second Prior Year (2023-24)			
District Regular	59	71	
Charter School	0		
Total ADA/Enrollment	59	71	83.3%
First Prior Year (2024-25)			
District Regular	53	56	
Charter School			
Total ADA/Enrollment	53	56	94.8%
Historical Average Ratio:			88.6%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			89.1%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2025-26)				
District Regular	54	62		
Charter School	0			
Total ADA/Enrollment	54	62	86.5%	Met
1st Subsequent Year (2026-27)				
District Regular	53	61		
Charter School				
Total ADA/Enrollment	53	61	86.6%	Met
2nd Subsequent Year (2027-28)				
District Regular	48	56		
Charter School				
Total ADA/Enrollment	48	56	86.3%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Necessary Small School

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	63.15	55.29	52.70	52.72
b. Prior Year ADA (Funded)		63.15	55.29	52.70
c. Difference (Step 1a minus Step 1b)		(7.86)	(2.59)	.02
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(12.45%)	(4.68%)	.04%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)		(12.45%)	(4.68%)	.04%
LCFF Revenue Standard (Step 3, plus/minus 1%):		N/A	N/A	N/A

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	483,460.00	420,697.00	420,697.00	420,697.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	-1.00% to 1.00%	-1.00% to 1.00%	-1.00% to 1.00%

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	1,812,922.00	1,765,196.00	1,742,317.00	1,692,954.00
District's Projected Change in LCFF Revenue:		(2.63%)	(1.30%)	(2.83%)
Necessary Small School Standard		-1.00% to 1.00%	-1.00% to 1.00%	-1.00% to 1.00%
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

ENROLLMENT HAS DECLINED SIGNIFICANTLY OVER THE LAST FEW YEARS.

5. **CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)			Ratio
Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2022-23)	1,401,658.12	2,252,273.76	62.2%
Second Prior Year (2023-24)	1,248,306.36	1,922,761.06	64.9%
First Prior Year (2024-25)	1,304,115.00	2,095,733.00	62.2%
Historical Average Ratio:			63.1%
	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	5.0%	5.0%	5.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	58.1% to 68.1%	58.1% to 68.1%	58.1% to 68.1%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	(Form MYP, Lines B1-B3)	(Form MYP, Lines B1-B8, B10)		
Budget Year (2025-26)	1,376,076.00	2,048,000.00	67.2%	Met
1st Subsequent Year (2026-27)	1,405,937.00	2,065,937.00	68.1%	Met
2nd Subsequent Year (2027-28)	1,436,465.00	2,153,465.00	66.7%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(12.45%)	(4.68%)	.04%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-22.45% to -2.45%	-14.68% to 5.32%	-9.96% to 10.04%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-17.45% to -7.45%	-9.68% to 0.32%	-4.96% to 5.04%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2024-25)	1,011,045.00		
Budget Year (2025-26)	479,232.00	(52.60%)	Yes
1st Subsequent Year (2026-27)	382,970.00	(20.09%)	Yes
2nd Subsequent Year (2027-28)	382,970.00	0.00%	No

Explanation:
(required if Yes)

END OF ESSER III AND CSI FUNDING

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2024-25)	324,272.00		
Budget Year (2025-26)	213,808.00	(34.07%)	Yes
1st Subsequent Year (2026-27)	213,808.00	0.00%	No
2nd Subsequent Year (2027-28)	213,808.00	0.00%	No

Explanation:
(required if Yes)

ONE TIME OTHER STATE FUNDS EXPIRING

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2024-25)	177,836.00		
Budget Year (2025-26)	102,636.00	(42.29%)	Yes
1st Subsequent Year (2026-27)	99,711.00	(2.85%)	No
2nd Subsequent Year (2027-28)	96,932.00	(2.79%)	No

Explanation:
(required if Yes)

LOCAL RESTRICTED GRANTS ENDING

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2024-25)	272,090.00		
Budget Year (2025-26)	250,760.00	(7.84%)	No
1st Subsequent Year (2026-27)	188,786.00	(24.71%)	Yes
2nd Subsequent Year (2027-28)	188,786.00	0.00%	No

Explanation:
(required if Yes)

CSI FUNDING ENDING

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2024-25)	917,411.00		
Budget Year (2025-26)	742,249.00	(19.09%)	Yes
1st Subsequent Year (2026-27)	666,197.00	(10.25%)	Yes
2nd Subsequent Year (2027-28)	659,197.00	(1.05%)	No

Explanation:
(required if Yes)

CSI FUNDING ENDING

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change	Status
		Over Previous Year	

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2024-25)	1,513,153.00		
Budget Year (2025-26)	795,676.00	(47.42%)	Not Met
1st Subsequent Year (2026-27)	696,489.00	(12.47%)	Met
2nd Subsequent Year (2027-28)	693,710.00	(.40%)	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2024-25)	1,189,501.00		
Budget Year (2025-26)	993,009.00	(16.52%)	Met
1st Subsequent Year (2026-27)	854,983.00	(13.90%)	Met
2nd Subsequent Year (2027-28)	847,983.00	(.82%)	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

END OF ESSER III AND CSI FUNDING

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

ONE TIME OTHER STATE FUNDS EXPIRING

Explanation:
Other Local Revenue

LOCAL RESTRICTED GRANTS ENDING

(linked from 6B
if NOT met)

1b. STANDARD MET - Projected total operating expenditures have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

7. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

Yes

- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

2,936,277.00

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

3% Required

Budgeted Contribution¹

Minimum Contribution
(Line 2c times 3%)

to the Ongoing and Major
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

2,936,277.00

88,088.31

0.00

Not Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- ☐ Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- ☒ Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- ☐ Other (explanation must be provided)

Explanation:

(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	100,000.00	100,000.00	100,000.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,073,605.25	1,497,591.32	1,326,972.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	1,173,605.25	1,597,591.32	1,426,972.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	2,997,082.27	3,068,285.13	3,521,547.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	2,997,082.27	3,068,285.13	3,521,547.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	39.2%	52.1%	40.5%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	13.1%	17.4%	13.5%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2022-23)	(51,700.87)	2,262,273.76	2.3%	Met
Second Prior Year (2023-24)	420,251.77	1,938,761.06	N/A	Met
First Prior Year (2024-25)	(174,769.00)	2,163,988.00	8.1%	Met
Budget Year (2025-26) (Information only)	(187,316.00)	2,116,255.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2022-23)	1,181,489.00	1,230,990.38	N/A	Met
Second Prior Year (2023-24)	1,020,497.00	1,181,487.13	N/A	Met
First Prior Year (2024-25)	1,158,248.00	1,601,741.00	N/A	Met
Budget Year (2025-26) (Information only)	1,426,972.00			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2025-26)	2,003,284.99	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:

(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$88,000 (greater of)	0 to 300
4% or \$88,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	54	53	48
District's Reserve Standard Percentage Level:	5%	5%	5%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button

for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

Yes

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

b. Special Education Pass-through Funds

(Fund 10, resources 3300-3499, 6500-6540 and 6546,
objects 7211-7213 and 7221-7223)

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	2,936,277.00	2,832,468.00	2,876,262.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	2,936,277.00	2,832,468.00	2,876,262.00

4.	Reserve Standard Percentage Level	5%	5%	5%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	146,813.85	141,623.40	143,813.10
6.	Reserve Standard - by Amount (\$88,000 for districts with 0 to 1,000 ADA, else 0)	88,000.00	88,000.00	88,000.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	146,813.85	141,623.40	143,813.10

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	100,000.00	100,000.00	100,000.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	1,139,656.00	900,244.00	505,227.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(3,567.00)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	1,236,089.00	1,000,244.00	605,227.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	42.10%	35.31%	21.04%
District's Reserve Standard (Section 10B, Line 7):	146,813.85	141,623.40	143,813.10
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

Yes

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

IMPACT AID AND FOREST RESERVES CANNOT BE REPLACED AND WOULD DIRECTLY IMPACT THE BUDGET AND WOULD CAUSE A REDUCTION IN EXPENDITURES

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2024-25)	(200,373.00)			
Budget Year (2025-26)	(202,035.00)	1,662.00	.8%	Met
1st Subsequent Year (2026-27)	(205,000.00)	2,965.00	1.5%	Met
2nd Subsequent Year (2027-28)	(208,000.00)	3,000.00	1.5%	Met
1b. Transfers In, General Fund *				
First Prior Year (2024-25)	15,096.00			
Budget Year (2025-26)	14,580.00	(516.00)	(3.4%)	Met
1st Subsequent Year (2026-27)	10,935.00	(3,645.00)	(25.0%)	Met
2nd Subsequent Year (2027-28)	0.00	(10,935.00)	(100.0%)	Met
1c. Transfers Out, General Fund *				
First Prior Year (2024-25)	68,255.00			
Budget Year (2025-26)	68,255.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	70,000.00	1,745.00	2.6%	Met
2nd Subsequent Year (2027-28)	72,000.00	2,000.00	2.9%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

- 1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

- 1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

- 1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years		SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2025
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)		
Leases	18	8011	7438,7439		1,276,121
Certificates of Participation					
General Obligation Bonds					
Supp Early Retirement Program					
State School Building Loans					
Compensated Absences					

Other Long-term Commitments (do not include OPEB):

TOTAL:				1,276,121

Type of Commitment (continued)	Prior Year (2024-25) Annual Payment (P & I)	Budget Year (2025-26) Annual Payment (P & I)	1st Subsequent Year (2026-27) Annual Payment (P & I)	2nd Subsequent Year (2027-28) Annual Payment (P & I)
Leases	106,500	97,940	101,771	105,748
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	106,500	97,940	101,771	105,748
Has total annual payment increased over prior year (2024-25)?	No	No	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes
to increase in total
annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

- 1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

No

- 2 For the district's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Employee receives Health Cap if at least 55 yrs old with 15 years of service and has a bank of sick leave available

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Actuarial

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund Governmental Fund

0

0

4. OPEB Liabilities

a. Total OPEB liability

346,775.00

b. OPEB plan(s) fiduciary net position (if applicable)

0.00

c. Total/Net OPEB liability (Line 4a minus Line 4b)

346,775.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

6/30/2023

5. OPEB Contributions

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement

Method

0.00

0.00

0.00

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

15,096.00

10,935.00

0.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

d. Number of retirees receiving OPEB benefits

1.00

1.00

0.00

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1

Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2

Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3.

Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

4.

Self-Insurance Contributions

a. Required contribution (funding) for self-insurance programs

b. Amount contributed (funded) for self-insurance programs

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	10	10	10	10

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

SALARY AND BENEFITS

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified
by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted
to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2025-26)

(2026-27)

(2027-28)

Is the cost of salary settlement included in the budget and multiyear
projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from
prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from
prior year (may enter text, such as
"Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

9,520

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

23,800	0	0
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Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	Yes	Yes
127,574	127,574	127,574
100.0%	100.0%	100.0%
1.7%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		

--

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Yes	Yes	Yes
24,000	24,000	24,000
3.0%	3.0%	3.0%

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

No	No	No
No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified(non - management) FTE positions	6	6	6	6

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

SALARY AND BENEFITS

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2025-26)

(2026-27)

(2027-28)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

3,000

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

5,000	0	0
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Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Classified (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	Yes	Yes
71,510	71,510	71,510
100.0%	100.0%	100.0%
1.8%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Yes		
5,000		

SETTLEMENT FROM 24/25 WILL OCCUR IN 25/26

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Classified (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Yes	Yes	Yes
22,500	22,500	22,500
3.0%	3.0%	3.0%

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Classified (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

No	No	No
No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of management, supervisor, and confidential FTE positions	3	3	3	3

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

4. Amount included for any tentative salary schedule increases

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Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Management/Supervisor/Confidential

Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
--------------------------	----------------------------------	----------------------------------

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 26, 2025

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

STONY CREEK JOINT UNIFIED SCHOOL DISTRICT

Preliminary Budget 2025/2026

Background

- State Revenues were projected using latest version of LCFF Calculator
- Reviewed by the Governing Board, County Superintendent, Superintendent of Public Instruction and State Controller
- Purpose is to ensure awareness regarding current and future financial obligations

Comparison

Working Budget 2024/2025

Summary	Unrest./Restrict.
Beginning Fd. Bal.	2,364,769
LCFF	1,802,922
Federal	1,011,045
State	324,272
Local	177,836
Total Revenues	3,316,075
Expenditures	(3,453,292)
Tf's Out	(68,255)
Tf's In	14,580
+/- Rev./Exp.	(190,376)
Ending Fd. Balance	2,174,393

Budget 2025/2026

Summary	Unrest./Restrict.
Beginning Fd. Bal.	2,174,393
LCFF	1,765,196
Federal	479,232
State	213,808
Local	102,636
Total Revenues	2,560,872
Expenditures	(2,868,022)
Tf's Out	(68,255)
Tf's In	14,580
+/- Rev./Exp.	(360,825)
Ending Fd. Balance	1,813,568

Multiyear Projections

	Budget 2025/2026	Projections 2026/2027	Projections 2027/2028
Beginning Fd. Bal.	2,174,393	1,813,568	1,430,841
LCFF	1,765,196	1,742,317	1,692,954
Federal	479,232	382,970	382,970
State	213,808	213,808	213,808
Local	102,636	99,711	96,932
Total Revenues	2,560,872	2,438,806	2,386,664
Expenditures	(2,868,022)	(2,762,468)	(2,804,262)
Tf's Out	(68,255)	(70,000)	(72,000)
Tf's In	14,580	10,935	0
+/- Rev./Exp.	(360,825)	(382,727)	(489,598)
Ending Fd. Balance	1,813,568	1,430,841	941,243

Other District Funds

- Fund 20, Post Employment Benefits \$41,243
-Committed to Other Post Employment Benefits
- Fund 40, Special Reserve \$124,825
-Committed to Capital Projects RS 0000