tustin
Unified School District
A Legacy of Excellence in Education
300 South C Street, Tustin, CA 92780-3695 • (714) 730-7301 • FAX (714) 731-5399 • www.tustin.k12.ca.us

June 26, 2025

Orange County Department of Education
Aisling Barrera – Assistant Director, Business Services
200 Kalmus Drive
Costa Mesa, CA 92628

Dear Aisling:

Tustin Unified School District's Board of Education adopted the ***2025-26 July Adopted Budget along with the LCAP Report*** at the Monday, June 23, 2025 board meeting in accordance with Education Code 42127.

Enclosed are the following items included with the July 1 Adopted Budget report:

- District Certification (Budget and Workers Compensation)
- Board Resolution for Committed Fund Balance
- Budget Presentation
- Multi-Year Projections (with Budget Assumptions)
- LCFF Calculations
- Cash Flow
- Complete SACS report

The LCFF calculator, multi-year projections, cash flow worksheet and presentation were emailed to ab1200@ocde.us.

If you have any questions, please contact me at (714) 730-7301, extension 51354 or dyang@tustin.k12.ca.us.

Sincerely,

David Yang
Senior Director, Business Services

Enc.

BOARD OF EDUCATION
Jonathan Abelove • Allyson Damikolas • Lynn Davis • Kathy Copeland • Jonathan Stone

RESOLUTION NO. 06-17-25

RESOLUTION OF THE BOARD OF EDUCATION OF THE TUSTIN UNIFIED SCHOOL DISTRICT 2025-26 BUDGET ADOPTION-COMMITTED FUND BALANCES JUNE 23, 2025

WHEREAS, school district governing boards are responsible for maintaining the fiscal solvency of the schools they govern;

WHEREAS GASB 54 established the category of committed fund balance in February 2009 to improve financial reporting by providing fund balance categories that are easy to understand;

WHEREAS the California Department of Education, on its website, urges school districts to commit to maintaining a prudent level of financial resources to protect against the need to reduce services due to temporary revenue shortfalls or unpredictable expenditures;

WHEREAS healthy reserves will provide the District with a higher rating from the credit rating agencies and lower interest rates in the event the District needs to obtain a loan;

WHEREAS California's tax system relies heavily on income taxes paid by individuals and businesses, which are volatile revenue sources, and maintaining positive cash flow will diminish the need for loan(s) and the incurring associated costs;

WHEREAS the Governing Board of the Tustin Unified School District has established committed fund balances in the General Fund in conformance with GASB 54 and the standards and criteria established by the State Board of Education pursuant to Education Code section 33127;

WHEREAS the District is required to maintain a reserve for vacation liability as prescribed by GASB pronouncement #16 issued November 1992;

WHEREAS the District understands the ongoing fluctuations of funds received from the State as a result of the change in enrollment and the economy that can impact instructional curricula;

WHEREAS the District recognizes the potential financial impact of increasing employer pension contribution rates established by CalSTRS and CalPERS each year;

WHEREAS the District can perform emergency repairs for facilities as needed that may affect school attendance and associated funding;

WHEREAS the District has established technology needs as a priority and has implemented a replacement strategy for student technology devices and peripherals;

WHEREAS the District is committed to providing adequate, safe, and clean schools for staff and students as prescribed in the District Operations Written Report;

WHEREAS the District recognizes the actuarial accrued liability attributable to retiree health benefits per GASB 43/45 as an obligation of the District;

NOW, THEREFORE, IT IS HEREBY RESOLVED AS FOLLOWS:

1. It is hereby determined that the amount of $123,167,273 is hereby committed from the General Fund (01) and Special Reserve for Other Than Capital Projects Fund (17) for the following purposes:

Vacation Liability	$ 2,259,430
ADA & Enrollment Mitigation	$ 9,955,827
Safety & Security Updates	$ 2,000,000
Local Protection	$ 33,585,626
Facilities Maintenance	$ 9,516,387
Technology Refresh	$ 6,000,000
Classroom Furniture	$ 100,000
One-time Discretionary	$ 37,955,417
MAA/Medi-Cal Program – C/O	$ 1,196,264
Anthem Health Reimbursement Account (HRA)	$ 20,000
Health & Welfare ACA IRS Prior Year Fees	$ 100,000
Wellness – C/O	$ 162,679
Pension Liability	$ 4,600,000
Staffing Continuity	$ 3,684,957
Risk Pool Assessment	$ 2,000,000
T Tech Insurance Rebate	$ 649,465
Other Postemployment Benefits (OPEB)	$ 9,381,221

2. The school district's governing Board reserves the authority to amend this committed reserve in the future by Resolution as the need arises.

APPROVED AND ADOPTED by the Board of Education of the Tustin Unified School District on June 23, 2025, as evidenced by the following signatures.

Board President

Board Vice President

Board Clerk

Member

Member

STATE OF CALIFORNIA)
) ss.
COUNTY OF ORANGE)

I, Jonathan Abelove, Clerk of the Board of Education of the Tustin Unified School District, do hereby certify that: (i) the Board of Education duly approved and adopted the foregoing Resolution No. 06-17-25 during the Board's regular meeting held on June 23, 2025, at which a quorum of the Board of Education was present and acting throughout, and for which notice and an agenda were prepared and posted as required by law; and (ii) Resolution No. 06-17-25 was so approved and adopted by the following vote:

AYES:	Jonathan Abelove, Kathy Copeland (via Teleconference), Lynn Davis, Jonathan Stone
NOES:	None
ABSTENTIONS:	None
ABSENTEES:	Allyson Muñiz Damikolas

Jonathan Abelove, Clerk, Board of Education
Tustin Unified School District

RESOLUTION NO. 06-18-25

RESOLUTION OF THE BOARD OF EDUCATION OF THE TUSTIN UNIFIED SCHOOL DISTRICT 2025-26 EDUCATION PROTECTION ACCOUNT (EPA) BUDGET

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account (EPA) to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into EPA during fiscal year 2025-26;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into EPA within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the EPA are hereby continuously appropriated for the support of school districts, county offices of education, charter schools, and community college districts;

WHEREAS, monies deposited in the EPA shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of the state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the EPA are spent in the schools or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the EPA in an open session of a public meeting of the governing boards;

WHEREAS, the monies received from the EPA shall not be used for salaries or benefits for administrators or any other administrative costs;

WHEREAS, each community college district, county office of education, school district, and charter school shall annually publish on its Internet website an accounting of how much money was received from the EPA and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts, and charter schools shall ascertain and verify whether the funds provided by the EPA have been properly disbursed and expended by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts, and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from EPA and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36, and the spending determinations on how the money will be spent shall be made in an open session of a public meeting of the Board of Education of the Tustin Unified School District;

2. The Board of Education of the Tustin Unified School District, in compliance with Article XIII, Section 36(e), has determined to spend the monies received from the Education Protection Account as outlined in the attached Program by Resource Report, Expenditures by Function-Detail.

3. The Program by Resource Report, Expenditures by Function-Detail for the estimated 2025-26 Education Protection Account (EPA) monies shall be published on the Tustin Unified School District website and will be updated to the actual amounts after the closing of the fiscal year 2024-25.

APPROVED AND ADOPTED by the Board of Education of the Tustin Unified School District on June 23, 2025, as evidenced by the following signatures.

Jonathan Stone, President, Board of Education
Tustin Unified School District

ATTEST:

Jonathan Abelove, Clerk, Board of Education
TustinUnified School District

STATE OF CALIFORNIA)
) ss.
COUNTY OF ORANGE)

I, Jonathan Abelove, Clerk of the Board of Education of the Tustin Unified School District, do hereby certify that: (i) the Board of Education duly approved and adopted the foregoing Resolution No. 06-18-25 during the Board's regular meeting held on June 23, 2025, at which a quorum of the Board of Education was present and acting throughout, and for which notice and an agenda were prepared and posted as required by law; and (ii) Resolution No. 06-18-25 was so approved and adopted by the following vote:

AYES: Jonathan Abelove, Kathy Copeland, Lynn Davis, Jonathan Stone

NOES: None

ABSTENTIONS: None

ABSENTEES: Allyson Muñiz Damikolas

Jonathan Abelove, Clerk, Board of Education
Tustin Unified School District

2025-2026 Education Protection Account
Program by Resource Report
Expenditure by Function -Detail

TUSTIN UNIFIED SCHOOL DISTRICT
Expenditures through: June 30, 2026
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
LCFF Sources	8010-8099	4,143,573.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		4,143,573.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	4,143,573.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation Services	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		4,143,573.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

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	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund	G	G
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund	G	G
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		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	G
40	Special Reserve Fund for Capital Outlay Projects	G	G
49	Capital Project Fund for Blended Component Units	G	G
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units	G	G
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	G	G
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		
CASH	Cashflow Worksheet		
CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	G	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		G
DEBT	Schedule of Long-Term Liabilities	S	
ESMOE	Every Student Succeeds Act Maintenance of Effort	G	
ICR	Indirect Cost Rate Worksheet	G	

L	Lottery Report	G	
MYP	Multiyear Projections - General Fund		G
SEA	Special Education Revenue Allocations		
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

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	262,730,719.00	0.00	262,730,719.00	264,876,138.00	0.00	264,876,138.00	0.8%
2) Federal Revenue		8100-8299	0.00	9,635,117.00	9,635,117.00	0.00	9,598,893.00	9,598,893.00	-0.4%
3) Other State Revenue		8300-8599	8,397,957.00	56,975,967.00	65,373,924.00	9,055,389.00	56,071,349.00	65,126,738.00	-0.4%
4) Other Local Revenue		8600-8799	21,837,382.00	7,213,765.00	29,051,147.00	11,498,364.00	7,170,773.00	18,669,137.00	-35.7%
5) TOTAL, REVENUES			292,966,058.00	73,824,849.00	366,790,907.00	285,429,891.00	72,841,015.00	358,270,906.00	-2.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	112,455,041.00	32,797,046.00	145,252,087.00	114,547,080.00	34,533,696.00	149,080,776.00	2.6%
2) Classified Salaries		2000-2999	33,638,263.00	23,387,004.00	57,025,267.00	35,221,361.00	26,165,385.00	61,386,746.00	7.6%
3) Employee Benefits		3000-3999	55,179,971.00	36,021,047.00	91,201,018.00	62,306,664.00	36,820,948.00	99,127,612.00	8.7%
4) Books and Supplies		4000-4999	7,750,995.00	6,745,472.00	14,496,467.00	8,996,989.00	8,448,022.00	17,445,011.00	20.3%
5) Services and Other Operating Expenditures		5000-5999	24,429,576.00	18,426,516.00	42,856,092.00	26,826,377.00	13,986,915.00	40,813,292.00	-4.8%
6) Capital Outlay		6000-6999	3,162,618.00	3,424,108.00	6,586,726.00	511,209.00	7,860,818.00	8,372,027.00	27.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	3,385,014.00	1,522,959.00	4,907,973.00	3,460,915.00	1,880,000.00	5,340,915.00	8.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,934,725.00)	2,414,732.00	(519,993.00)	(2,913,587.00)	2,351,177.00	(562,410.00)	8.2%
9) TOTAL, EXPENDITURES			237,066,753.00	124,738,884.00	361,805,637.00	248,957,008.00	132,046,961.00	381,003,969.00	5.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			55,899,305.00	(50,914,035.00)	4,985,270.00	36,472,883.00	(59,205,946.00)	(22,733,063.00)	-556.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	3,500,000.00	1,658,994.00	5,158,994.00	3,500,000.00	0.00	3,500,000.00	-32.2%
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	(47,129,617.00)	47,129,617.00	0.00	(49,956,448.00)	49,956,448.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(50,629,617.00)	45,470,623.00	(5,158,994.00)	(53,456,448.00)	49,956,448.00	(3,500,000.00)	-32.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,269,688.00	(5,443,412.00)	(173,724.00)	(16,983,565.00)	(9,249,498.00)	(26,233,063.00)	15,000.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	138,097,835.00	77,205,236.00	215,303,071.00	143,367,523.00	71,761,824.00	215,129,347.00	-0.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			138,097,835.00	77,205,236.00	215,303,071.00	143,367,523.00	71,761,824.00	215,129,347.00	-0.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			138,097,835.00	77,205,236.00	215,303,071.00	143,367,523.00	71,761,824.00	215,129,347.00	-0.1%
2) Ending Balance, June 30 (E + F1e)			143,367,523.00	71,761,824.00	215,129,347.00	126,383,958.00	62,512,326.00	188,896,284.00	-12.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	150,000.00	0.00	150,000.00	150,000.00	0.00	150,000.00	0.0%
Stores		9712	290,668.00	0.00	290,668.00	290,668.00	0.00	290,668.00	0.0%
Prepaid Items		9713	432,118.00	0.00	432,118.00	432,118.00	0.00	432,118.00	0.0%
All Others		9719	190,000.00	0.00	190,000.00	190,000.00	0.00	190,000.00	0.0%
b) Restricted		9740	0.00	71,761,824.00	71,761,824.00	0.00	62,512,326.00	62,512,326.00	-12.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	131,295,798.00	0.00	131,295,798.00	113,786,052.00	0.00	113,786,052.00	-13.3%
Vacation Liability	0000	9760	*2,599,309.00*		*2,599,309.00*			*0.00*	
ADA & Enrollment Mitigation	0000	9760	*9,955,827.00*		*9,955,827.00*			*0.00*	
Safety & Security Updates	0000	9760	*2,000,000.00*		*2,000,000.00*			*0.00*	
Local Protection	0000	9760	*38,563,027.00*		*38,563,027.00*			*0.00*	
Facilities Maintenance	0000	9760	*9,516,387.00*		*9,516,387.00*			*0.00*	
Technology Refresh	0000	9760	*8,000,000.00*		*8,000,000.00*			*0.00*	
Classroom Furniture	0000	9760	*100,000.00*		*100,000.00*			*0.00*	
One-Time Discretionary	0000	9760	*37,955,417.00*		*37,955,417.00*			*0.00*	
Textbook Adoption	0000	9760	*4,900,000.00*		*4,900,000.00*			*0.00*	
MAA/Medi-Cal Program - C/O	0000	9760	*1,196,264.00*		*1,196,264.00*			*0.00*	
Anthem Health Reimbursement (HRA)	0000	9760	*20,000.00*		*20,000.00*			*0.00*	
Health & Welfare Insurance Rebate	0000	9760	*0.00*		*0.00*			*0.00*	
Health & Welfare ACA IRS Prior Year Fees	0000	9760	*100,000.00*		*100,000.00*			*0.00*	
Wellness - C/O	0000	9760	*162,679.00*		*162,679.00*			*0.00*	
Pension Liability	0000	9760	*4,600,000.00*		*4,600,000.00*			*0.00*	
Staffing Continuity	0000	9760	*3,684,957.00*		*3,684,957.00*			*0.00*	
Risk Pool Special Assessments	0000	9760	*4,000,000.00*		*4,000,000.00*			*0.00*	
T Tech Insurance Rebate	0000	9760	*649,465.00*		*649,465.00*			*0.00*	
LCAP Programs - C/O	0000	9760	*3,292,466.00*		*3,292,466.00*			*0.00*	
Vacation Liability	0000	9760			*0.00*	*2,259,430.00*		*2,259,430.00*	
ADA & Enrollment Mitigation	0000	9760			*0.00*	*9,955,827.00*		*9,955,827.00*	

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)	
Safety & Security Updates	0000	9760			*0.00*	*2,000,000.00*		*2,000,000.00*	
Local Protection	0000	9760			*0.00*	*33,585,626.00*		*33,585,626.00*	
Facilities Maintenance	0000	9760			*0.00*	*9,516,387.00*		*9,516,387.00*	
Technology Refresh	0000	9760			*0.00*	*6,000,000.00*		*6,000,000.00*	
Classroom Furniture	0000	9760			*0.00*	*100,000.00*		*100,000.00*	
One-Time Discretionary	0000	9760			*0.00*	*37,955,417.00*		*37,955,417.00*	
Textbook Adoption	0000	9760			*0.00*	*0.00*		*0.00*	
MAA/Medi-Cal Program - C/O	0000	9760			*0.00*	*1,196,264.00*		*1,196,264.00*	
Anthem Health Reimbursement (HRA)	0000	9760			*0.00*	*20,000.00*		*20,000.00*	
Health & Welfare Insurance Rebate	0000	9760			*0.00*	*0.00*		*0.00*	
Health & Welfare ACA IRS Prior Year Fees	0000	9760			*0.00*	*100,000.00*		*100,000.00*	
Wellness - C/O	0000	9760			*0.00*	*162,679.00*		*162,679.00*	
Pension Liability	0000	9760			*0.00*	*4,600,000.00*		*4,600,000.00*	
Staffing Continuity	0000	9760			*0.00*	*3,684,957.00*		*3,684,957.00*	
Risk Pool Special Assessments	0000	9760			*0.00*	*2,000,000.00*		*2,000,000.00*	
T Tech Insurance Rebate	0000	9760			*0.00*	*649,465.00*		*649,465.00*	
LCAP Programs - C/O	0000	9760			*0.00*	*0.00*		*0.00*	
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	11,008,939.00	0.00	11,008,939.00	11,535,120.00	0.00	11,535,120.00	4.8%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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				

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)	
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			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	68,444,890.00	0.00	68,444,890.00	70,652,941.00	0.00	70,652,941.00	3.2%
Education Protection Account State Aid - Current Year		8012	4,205,810.00	0.00	4,205,810.00	4,143,573.00	0.00	4,143,573.00	-1.5%
State Aid - Prior Years		8019	53.00	0.00	53.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	582,375.00	0.00	582,375.00	582,375.00	0.00	582,375.00	0.0%
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	152,965,667.00	0.00	152,965,667.00	152,965,667.00	0.00	152,965,667.00	0.0%
Unsecured Roll Taxes		8042	5,098,572.00	0.00	5,098,572.00	5,098,572.00	0.00	5,098,572.00	0.0%
Prior Years' Taxes		8043	2,335,315.00	0.00	2,335,315.00	2,335,315.00	0.00	2,335,315.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Supplemental Taxes		8044	3,867,815.00	0.00	3,867,815.00	3,867,815.00	0.00	3,867,815.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	10,028,651.00	0.00	10,028,651.00	10,028,651.00	0.00	10,028,651.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	17,724,354.00	0.00	17,724,354.00	17,724,354.00	0.00	17,724,354.00	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			265,253,502.00	0.00	265,253,502.00	267,399,263.00	0.00	267,399,263.00	0.8%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(2,500,000.00)		(2,500,000.00)	(2,500,000.00)		(2,500,000.00)	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	(22,783.00)	0.00	(22,783.00)	(23,125.00)	0.00	(23,125.00)	1.5%
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			262,730,719.00	0.00	262,730,719.00	264,876,138.00	0.00	264,876,138.00	0.8%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	4,364,421.00	4,364,421.00	0.00	4,343,690.00	4,343,690.00	-0.5%
Special Education Discretionary Grants		8182	0.00	414,052.00	414,052.00	0.00	418,593.00	418,593.00	1.1%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		2,964,463.00	2,964,463.00		3,209,180.00	3,209,180.00	8.3%
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		625,512.00	625,512.00		516,880.00	516,880.00	-17.4%
Title III, Immigrant Student Program	4201	8290		77,303.00	77,303.00		77,303.00	77,303.00	0.0%
Title III, English Learner Program	4203	8290		458,219.00	458,219.00		466,583.00	466,583.00	1.8%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		310,241.00	310,241.00		228,477.00	228,477.00	-26.4%
Career and Technical Education	3500-3599	8290		154,536.00	154,536.00		154,536.00	154,536.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	266,370.00	266,370.00	0.00	183,651.00	183,651.00	-31.1%
TOTAL, FEDERAL REVENUE			0.00	9,635,117.00	9,635,117.00	0.00	9,598,893.00	9,598,893.00	-0.4%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		21,078,511.00	21,078,511.00		21,138,835.00	21,138,835.00	0.3%
Prior Years	6500	8319		158,070.00	158,070.00		0.00	0.00	-100.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,041,237.00	0.00	1,041,237.00	1,051,279.00	0.00	1,051,279.00	1.0%
Lottery - Unrestricted and Instructional Materials		8560	3,998,875.00	1,783,573.00	5,782,448.00	4,049,603.00	1,738,573.00	5,788,176.00	0.1%
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		7,819,072.00	7,819,072.00		7,819,072.00	7,819,072.00	0.0%
After School Education and Safety (ASES)	6010	8590		1,209,035.00	1,209,035.00		1,179,406.00	1,179,406.00	-2.5%
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		1,169,633.00	1,169,633.00		1,000,763.00	1,000,763.00	-14.4%
Arts and Music in Schools (Prop 28)	6770	8590		3,217,357.00	3,217,357.00		3,217,357.00	3,217,357.00	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	3,357,845.00	20,540,716.00	23,898,561.00	3,954,507.00	19,977,343.00	23,931,850.00	0.1%

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)	
TOTAL, OTHER STATE REVENUE			8,397,957.00	56,975,967.00	65,373,924.00	9,055,389.00	56,071,349.00	65,126,738.00	-0.4%
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	1,658,994.00	1,658,994.00	0.00	0.00	0.00	-100.0%
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	488.00	0.00	488.00	0.00	0.00	0.00	-100.0%
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	1,100,000.00	0.00	1,100,000.00	1,100,000.00	0.00	1,100,000.00	0.0%
Interest		8660	11,500,000.00	0.00	11,500,000.00	3,500,000.00	0.00	3,500,000.00	-69.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	644,879.00	0.00	644,879.00	0.00	0.00	0.00	-100.0%
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	339,600.00	339,600.00	0.00	861,899.00	861,899.00	153.8%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	3,365,577.00	0.00	3,365,577.00	3,491,001.00	0.00	3,491,001.00	3.7%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 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)	
All Other Local Revenue		8699	5,226,438.00	5,215,171.00	10,441,609.00	3,407,363.00	6,308,874.00	9,716,237.00	-6.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			21,837,382.00	7,213,765.00	29,051,147.00	11,498,364.00	7,170,773.00	18,669,137.00	-35.7%
TOTAL, REVENUES			292,966,058.00	73,824,849.00	366,790,907.00	285,429,891.00	72,841,015.00	358,270,906.00	-2.3%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	94,051,901.00	23,763,764.00	117,815,665.00	94,694,578.00	24,271,604.00	118,966,182.00	1.0%
Certificated Pupil Support Salaries		1200	4,611,212.00	6,995,471.00	11,606,683.00	4,991,208.00	6,920,119.00	11,911,327.00	2.6%
Certificated Supervisors' and Administrators' Salaries		1300	11,620,599.00	1,375,421.00	12,996,020.00	11,967,101.00	1,647,163.00	13,614,264.00	4.8%
Other Certificated Salaries		1900	2,171,329.00	662,390.00	2,833,719.00	2,894,193.00	1,694,810.00	4,589,003.00	61.9%
TOTAL, CERTIFICATED SALARIES			112,455,041.00	32,797,046.00	145,252,087.00	114,547,080.00	34,533,696.00	149,080,776.00	2.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	4,740,807.00	12,627,399.00	17,368,206.00	5,217,220.00	15,639,691.00	20,856,911.00	20.1%
Classified Support Salaries		2200	12,931,861.00	8,132,357.00	21,064,218.00	13,335,294.00	8,192,596.00	21,527,890.00	2.2%
Classified Supervisors' and Administrators' Salaries		2300	3,748,253.00	704,352.00	4,452,605.00	3,999,361.00	601,270.00	4,600,631.00	3.3%
Clerical, Technical and Office Salaries		2400	10,196,119.00	869,272.00	11,065,391.00	10,553,588.00	951,833.00	11,505,421.00	4.0%
Other Classified Salaries		2900	2,021,223.00	1,053,624.00	3,074,847.00	2,115,898.00	779,995.00	2,895,893.00	-5.8%
TOTAL, CLASSIFIED SALARIES			33,638,263.00	23,387,004.00	57,025,267.00	35,221,361.00	26,165,385.00	61,386,746.00	7.6%
EMPLOYEE BENEFITS									
STRS		3101-3102	21,241,608.00	19,264,079.00	40,505,687.00	21,664,764.00	20,386,594.00	42,051,358.00	3.8%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
PERS		3201-3202	7,892,612.00	5,621,839.00	13,514,451.00	8,368,290.00	6,826,285.00	15,194,575.00	12.4%
OASDI/Medicare/Alternative		3301-3302	4,216,753.00	2,131,188.00	6,347,941.00	4,500,888.00	2,527,606.00	7,028,494.00	10.7%
Health and Welfare Benefits		3401-3402	18,293,958.00	8,265,154.00	26,559,112.00	23,570,784.00	6,141,719.00	29,712,503.00	11.9%
Unemployment Insurance		3501-3502	75,676.00	28,123.00	103,799.00	77,007.00	31,722.00	108,729.00	4.7%
Workers' Compensation		3601-3602	1,897,769.00	710,664.00	2,608,433.00	2,222,230.00	907,022.00	3,129,252.00	20.0%
OPEB, Allocated		3701-3702	970,838.00	0.00	970,838.00	1,259,428.00	0.00	1,259,428.00	29.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	590,757.00	0.00	590,757.00	643,273.00	0.00	643,273.00	8.9%
TOTAL, EMPLOYEE BENEFITS			55,179,971.00	36,021,047.00	91,201,018.00	62,306,664.00	36,820,948.00	99,127,612.00	8.7%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	2,586,018.00	393,590.00	2,979,608.00	4,405,000.00	200,000.00	4,605,000.00	54.6%
Books and Other Reference Materials		4200	219,408.00	227,114.00	446,522.00	394,107.00	241,069.00	635,176.00	42.2%
Materials and Supplies		4300	4,183,361.00	4,469,162.00	8,652,523.00	3,268,992.00	7,518,199.00	10,787,191.00	24.7%
Noncapitalized Equipment		4400	742,920.00	1,655,606.00	2,398,526.00	898,890.00	488,754.00	1,387,644.00	-42.1%
Food		4700	19,288.00	0.00	19,288.00	30,000.00	0.00	30,000.00	55.5%
TOTAL, BOOKS AND SUPPLIES			7,750,995.00	6,745,472.00	14,496,467.00	8,996,989.00	8,448,022.00	17,445,011.00	20.3%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	7,372,752.00	5,692,810.00	13,065,562.00	7,962,430.00	8,068,898.00	16,031,328.00	22.7%
Travel and Conferences		5200	389,136.00	296,153.00	685,289.00	378,500.00	180,564.00	559,064.00	-18.4%
Dues and Memberships		5300	141,572.00	17,996.00	159,568.00	162,981.00	10,543.00	173,524.00	8.7%
Insurance		5400 - 5450	2,737,123.00	0.00	2,737,123.00	4,000,000.00	0.00	4,000,000.00	46.1%
Operations and Housekeeping Services		5500	6,749,733.00	55,000.00	6,804,733.00	7,110,426.00	55,000.00	7,165,426.00	5.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	603,667.00	1,625,759.00	2,229,426.00	556,902.00	1,622,675.00	2,179,577.00	-2.2%
Transfers of Direct Costs		5710	(29,918.00)	29,918.00	0.00	(42,595.00)	42,595.00	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	5,620,199.00	10,707,889.00	16,328,088.00	5,801,733.00	4,006,640.00	9,808,373.00	-39.9%
Communications		5900	845,312.00	991.00	846,303.00	896,000.00	0.00	896,000.00	5.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			24,429,576.00	18,426,516.00	42,856,092.00	26,826,377.00	13,986,915.00	40,813,292.00	-4.8%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	20,639.00	0.00	20,639.00	New
Buildings and Improvements of Buildings		6200	1,161,766.00	2,813,282.00	3,975,048.00	303,000.00	7,605,218.00	7,908,218.00	98.9%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	159,526.00	329,105.00	488,631.00	46,570.00	105,600.00	152,170.00	-68.9%
Equipment Replacement		6500	182,876.00	108,859.00	291,735.00	141,000.00	150,000.00	291,000.00	-0.3%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	1,658,450.00	172,862.00	1,831,312.00	0.00	0.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			3,162,618.00	3,424,108.00	6,586,726.00	511,209.00	7,860,818.00	8,372,027.00	27.1%
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	648,787.00	648,787.00	0.00	680,000.00	680,000.00	4.8%
Payments to County Offices		7142	3,192,904.00	874,172.00	4,067,076.00	3,268,805.00	1,200,000.00	4,468,805.00	9.9%
Payments to JPAs		7143	192,110.00	0.00	192,110.00	192,110.00	0.00	192,110.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			3,385,014.00	1,522,959.00	4,907,973.00	3,460,915.00	1,880,000.00	5,340,915.00	8.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(2,414,732.00)	2,414,732.00	0.00	(2,351,177.00)	2,351,177.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(519,993.00)	0.00	(519,993.00)	(562,410.00)	0.00	(562,410.00)	8.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(2,934,725.00)	2,414,732.00	(519,993.00)	(2,913,587.00)	2,351,177.00	(562,410.00)	8.2%
TOTAL, EXPENDITURES			237,066,753.00	124,738,884.00	361,805,637.00	248,957,008.00	132,046,961.00	381,003,969.00	5.3%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	3,500,000.00	1,658,994.00	5,158,994.00	3,500,000.00	0.00	3,500,000.00	-32.2%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			3,500,000.00	1,658,994.00	5,158,994.00	3,500,000.00	0.00	3,500,000.00	-32.2%
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%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(47,129,617.00)	47,129,617.00	0.00	(49,956,448.00)	49,956,448.00	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			(47,129,617.00)	47,129,617.00	0.00	(49,956,448.00)	49,956,448.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(50,629,617.00)	45,470,623.00	(5,158,994.00)	(53,456,448.00)	49,956,448.00	(3,500,000.00)	-32.2%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	262,730,719.00	0.00	262,730,719.00	264,876,138.00	0.00	264,876,138.00	0.8%
2) Federal Revenue		8100-8299	0.00	9,635,117.00	9,635,117.00	0.00	9,598,893.00	9,598,893.00	-0.4%
3) Other State Revenue		8300-8599	8,397,957.00	56,975,967.00	65,373,924.00	9,055,389.00	56,071,349.00	65,126,738.00	-0.4%
4) Other Local Revenue		8600-8799	21,837,382.00	7,213,765.00	29,051,147.00	11,498,364.00	7,170,773.00	18,669,137.00	-35.7%
5) TOTAL, REVENUES			292,966,058.00	73,824,849.00	366,790,907.00	285,429,891.00	72,841,015.00	358,270,906.00	-2.3%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		138,145,198.00	80,678,654.00	218,823,852.00	143,258,460.00	80,250,511.00	223,508,971.00	2.1%
2) Instruction - Related Services	2000-2999		28,476,899.00	5,274,044.00	33,750,943.00	30,234,568.00	6,645,268.00	36,879,836.00	9.3%
3) Pupil Services	3000-3999		21,661,479.00	15,800,791.00	37,462,270.00	23,797,848.00	15,219,273.00	39,017,121.00	4.2%
4) Ancillary Services	4000-4999		282,641.00	4,749,531.00	5,032,172.00	112,713.00	5,744,441.00	5,857,154.00	16.4%
5) Community Services	5000-5999		449,797.00	0.00	449,797.00	468,972.00	0.00	468,972.00	4.3%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		22,027,788.00	2,414,732.00	24,442,520.00	24,887,838.00	2,351,177.00	27,239,015.00	11.4%
8) Plant Services	8000-8999		22,637,937.00	14,298,173.00	36,936,110.00	22,735,694.00	19,956,291.00	42,691,985.00	15.6%
9) Other Outgo	9000-9999	Except 7600-7699	3,385,014.00	1,522,959.00	4,907,973.00	3,460,915.00	1,880,000.00	5,340,915.00	8.8%
10) TOTAL, EXPENDITURES			237,066,753.00	124,738,884.00	361,805,637.00	248,957,008.00	132,046,961.00	381,003,969.00	5.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			55,899,305.00	(50,914,035.00)	4,985,270.00	36,472,883.00	(59,205,946.00)	(22,733,063.00)	-556.0%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	3,500,000.00	1,658,994.00	5,158,994.00	3,500,000.00	0.00	3,500,000.00	-32.2%
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	(47,129,617.00)	47,129,617.00	0.00	(49,956,448.00)	49,956,448.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(50,629,617.00)	45,470,623.00	(5,158,994.00)	(53,456,448.00)	49,956,448.00	(3,500,000.00)	-32.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,269,688.00	(5,443,412.00)	(173,724.00)	(16,983,565.00)	(9,249,498.00)	(26,233,063.00)	15,000.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	138,097,835.00	77,205,236.00	215,303,071.00	143,367,523.00	71,761,824.00	215,129,347.00	-0.1%

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)			138,097,835.00	77,205,236.00	215,303,071.00	143,367,523.00	71,761,824.00	215,129,347.00	-0.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			138,097,835.00	77,205,236.00	215,303,071.00	143,367,523.00	71,761,824.00	215,129,347.00	-0.1%
2) Ending Balance, June 30 (E + F1e)			143,367,523.00	71,761,824.00	215,129,347.00	126,383,958.00	62,512,326.00	188,896,284.00	-12.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	150,000.00	0.00	150,000.00	150,000.00	0.00	150,000.00	0.0%
Stores		9712	290,668.00	0.00	290,668.00	290,668.00	0.00	290,668.00	0.0%
Prepaid Items		9713	432,118.00	0.00	432,118.00	432,118.00	0.00	432,118.00	0.0%
All Others		9719	190,000.00	0.00	190,000.00	190,000.00	0.00	190,000.00	0.0%
b) Restricted		9740	0.00	71,761,824.00	71,761,824.00	0.00	62,512,326.00	62,512,326.00	-12.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	131,295,798.00	0.00	131,295,798.00	113,786,052.00	0.00	113,786,052.00	-13.3%
Vacation Liability	0000	9760	*2,599,309.00*		*2,599,309.00*			*0.00*	
ADA & Enrollment Mitigation	0000	9760	*9,955,827.00*		*9,955,827.00*			*0.00*	
Safety & Security Updates	0000	9760	*2,000,000.00*		*2,000,000.00*			*0.00*	
Local Protection	0000	9760	*38,563,027.00*		*38,563,027.00*			*0.00*	
Facilities Maintenance	0000	9760	*9,516,387.00*		*9,516,387.00*			*0.00*	
Technology Refresh	0000	9760	*8,000,000.00*		*8,000,000.00*			*0.00*	
Classroom Furniture	0000	9760	*100,000.00*		*100,000.00*			*0.00*	
One-Time Discretionary	0000	9760	*37,955,417.00*		*37,955,417.00*			*0.00*	
Textbook Adoption	0000	9760	*4,900,000.00*		*4,900,000.00*			*0.00*	
MAA/Medi-Cal Program - C/O	0000	9760	*1,196,264.00*		*1,196,264.00*			*0.00*	
Anthem Health Reimbursement (HRA)	0000	9760	*20,000.00*		*20,000.00*			*0.00*	
Health & Welfare Insurance Rebate	0000	9760	*0.00*		*0.00*			*0.00*	
Health & Welfare ACA IRS Prior Year Fees	0000	9760	*100,000.00*		*100,000.00*			*0.00*	
Wellness - C/O	0000	9760	*162,679.00*		*162,679.00*			*0.00*	
Pension Liability	0000	9760	*4,600,000.00*		*4,600,000.00*			*0.00*	
Staffing Continuity	0000	9760	*3,684,957.00*		*3,684,957.00*			*0.00*	
Risk Pool Special Assessments	0000	9760	*4,000,000.00*		*4,000,000.00*			*0.00*	
T Tech Insurance Rebate	0000	9760	*649,465.00*		*649,465.00*			*0.00*	
LCAP Programs - C/O	0000	9760	*3,292,466.00*		*3,292,466.00*			*0.00*	
Vacation Liability	0000	9760			*0.00*	*2,259,430.00*		*2,259,430.00*	

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)	
ADA & Enrollment Mitigation	0000	9760			*0.00*	*9,955,827.00*		*9,955,827.00*	
Safety & Security Updates	0000	9760			*0.00*	*2,000,000.00*		*2,000,000.00*	
Local Protection	0000	9760			*0.00*	*33,585,626.00*		*33,585,626.00*	
Facilities Maintenance	0000	9760			*0.00*	*9,516,387.00*		*9,516,387.00*	
Technology Refresh	0000	9760			*0.00*	*6,000,000.00*		*6,000,000.00*	
Classroom Furniture	0000	9760			*0.00*	*100,000.00*		*100,000.00*	
One-Time Discretionary	0000	9760			*0.00*	*37,955,417.00*		*37,955,417.00*	
Textbook Adoption	0000	9760			*0.00*	*0.00*		*0.00*	
MAA/Medi-Cal Program - C/O	0000	9760			*0.00*	*1,196,264.00*		*1,196,264.00*	
Anthem Health Reimbursement (HRA)	0000	9760			*0.00*	*20,000.00*		*20,000.00*	
Health & Welfare Insurance Rebate	0000	9760			*0.00*	*0.00*		*0.00*	
Health & Welfare ACA IRS Prior Year Fees	0000	9760			*0.00*	*100,000.00*		*100,000.00*	
Wellness - C/O	0000	9760			*0.00*	*162,679.00*		*162,679.00*	
Pension Liability	0000	9760			*0.00*	*4,600,000.00*		*4,600,000.00*	
Staffing Continuity	0000	9760			*0.00*	*3,684,957.00*		*3,684,957.00*	
Risk Pool Special Assessments	0000	9760			*0.00*	*2,000,000.00*		*2,000,000.00*	
T Tech Insurance Rebate	0000	9760			*0.00*	*649,465.00*		*649,465.00*	
LCAP Programs - C/O	0000	9760			*0.00*	*0.00*		*0.00*	
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	11,008,939.00	0.00	11,008,939.00	11,535,120.00	0.00	11,535,120.00	4.8%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	6,021,202.00	4,431,452.00
6211	Literacy Coaches and Reading Specialists Grant Program	454,532.00	253,077.00
6266	Educator Effectiveness, FY 2021-22	3,184,574.00	0.00
6300	Lottery: Instructional Materials	12,063,436.00	13,164,256.00
6332	CA Community Schools Partnership Act - Implementation Grant	743,984.00	743,984.00
6500	Special Education	5,857,434.00	5,857,434.00
6512	Special Ed: Mental Health Services	1,500,000.00	1,500,000.00
6547	Special Education Early Intervention Preschool Grant	1,031,856.00	1,144,636.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	7,916,244.00	5,287,349.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	4,648,495.00	4,905,558.00
7311	Classified School Employee Professional Development Block Grant	80,540.00	0.00
7399	LCFF Equity Multiplier	225,372.00	0.00
7412	A-G Access/Success Grant	546,533.00	102,298.00
7435	Learning Recovery Emergency Block Grant	14,168,882.00	11,958,785.00
7510	Low-Performing Students Block Grant	400,010.00	400,010.00
7810	Other Restricted State	275,818.00	0.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	7,001,544.00	6,690,136.00
9010	Other Restricted Local	5,641,368.00	6,073,351.00
Total, Restricted Balance		71,761,824.00	62,512,326.00

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	149,080,776.00	301	135,000.00	303	148,945,776.00	305	75,223.00		307	148,870,553.00	309
2000 - Classified Salaries	61,386,746.00	311	1,618,920.00	313	59,767,826.00	315	74,892.00		317	59,692,934.00	319
3000 - Employee Benefits	99,127,612.00	321	1,852,617.00	323	97,274,995.00	325	3,789,374.00		327	93,485,621.00	329
4000 - Books, Supplies Equip Replace. (6500)	17,736,011.00	331	326,313.00	333	17,409,698.00	335	919,867.00		337	16,489,831.00	339
5000 - Services. . . & 7300 - Indirect Costs	40,250,882.00	341	288,694.00	343	39,962,188.00	345	13,641,370.00		347	26,320,818.00	349
				TOTAL	363,360,483.00	365			TOTAL	344,859,757.00	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	118,952,132.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	20,856,911.00	380
3. STRS.	3101 & 3102	36,409,520.00	382
4. PERS.	3201 & 3202	5,283,733.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	3,491,968.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	13,934,767.00	385
7. Unemployment Insurance.	3501 & 3502	73,132.00	390
8. Workers' Compensation Insurance.	3601 & 3602	2,090,196.00	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)	201,092,359.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	36,901.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	45,777.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	201,009,681.00	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	58.29%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter '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)	55.00%
2. Percentage spent by this district (Part II, Line 15)	58.29%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	344,859,757.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

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

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	1,145,066.00	1,145,066.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,145,066.00	1,145,066.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,145,066.00	1,145,066.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,145,066.00	1,145,066.00	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	1,145,066.00	1,145,066.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	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 Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	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 - 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	1,145,066.00	1,145,066.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,145,066.00	1,145,066.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,145,066.00	1,145,066.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,145,066.00	1,145,066.00	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	1,145,066.00	1,145,066.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
8210	Student Activity Funds	1,145,066.00	1,145,066.00
Total, Restricted Balance		1,145,066.00	1,145,066.00

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	286,102.00	286,102.00	0.0%
3) Other State Revenue		8300-8599	1,172,388.00	1,172,388.00	0.0%
4) Other Local Revenue		8600-8799	5,079.00	0.00	-100.0%
5) TOTAL, REVENUES			1,463,569.00	1,458,490.00	-0.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	778,964.00	786,289.00	0.9%
2) Classified Salaries		2000-2999	161,756.00	175,992.00	8.8%
3) Employee Benefits		3000-3999	237,784.00	244,393.00	2.8%
4) Books and Supplies		4000-4999	152,998.00	175,424.00	14.7%
5) Services and Other Operating Expenditures		5000-5999	96,641.00	97,300.00	0.7%
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	54,048.00	55,209.00	2.1%
9) TOTAL, EXPENDITURES			1,482,191.00	1,534,607.00	3.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(18,622.00)	(76,117.00)	308.7%
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)			(18,622.00)	(76,117.00)	308.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,898,417.00	1,879,795.00	-1.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,898,417.00	1,879,795.00	-1.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,898,417.00	1,879,795.00	-1.0%
2) Ending Balance, June 30 (E + F1e)			1,879,795.00	1,803,678.00	-4.0%
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	309,128.00	233,011.00	-24.6%
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	1,570,667.00	1,570,667.00	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		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	286,102.00	286,102.00	0.0%
TOTAL, FEDERAL REVENUE			286,102.00	286,102.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	1,083,277.00	1,083,277.00	0.0%
All Other State Revenue	All Other	8590	89,111.00	89,111.00	0.0%
TOTAL, OTHER STATE REVENUE			1,172,388.00	1,172,388.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	5,079.00	0.00	-100.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,079.00	0.00	-100.0%
TOTAL, REVENUES			1,463,569.00	1,458,490.00	-0.3%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	580,000.00	580,000.00	0.0%
Certificated Pupil Support Salaries		1200	4,675.00	12,000.00	156.7%
Certificated Supervisors' and Administrators' Salaries		1300	194,289.00	194,289.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			778,964.00	786,289.00	0.9%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	16,648.00	16,905.00	1.5%
Classified Support Salaries		2200	375.00	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	125,521.00	139,357.00	11.0%
Other Classified Salaries		2900	19,212.00	19,730.00	2.7%
TOTAL, CLASSIFIED SALARIES			161,756.00	175,992.00	8.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	147,781.00	150,181.00	1.6%
PERS		3201-3202	21,707.00	21,565.00	-0.7%
OASDI/Medicare/Alternative		3301-3302	24,028.00	25,270.00	5.2%
Health and Welfare Benefits		3401-3402	28,800.00	30,000.00	4.2%
Unemployment Insurance		3501-3502	472.00	480.00	1.7%
Workers' Compensation		3601-3602	14,996.00	16,897.00	12.7%
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			237,784.00	244,393.00	2.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	56,986.00	56,000.00	-1.7%
Materials and Supplies		4300	55,879.00	76,924.00	37.7%
Noncapitalized Equipment		4400	40,133.00	42,500.00	5.9%
TOTAL, BOOKS AND SUPPLIES			152,998.00	175,424.00	14.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	10,441.00	10,000.00	-4.2%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,000.00	10,000.00	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	76,200.00	77,300.00	1.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			96,641.00	97,300.00	0.7%
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%
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)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	54,048.00	55,209.00	2.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			54,048.00	55,209.00	2.1%
TOTAL, EXPENDITURES			1,482,191.00	1,534,607.00	3.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
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%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	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	286,102.00	286,102.00	0.0%
3) Other State Revenue		8300-8599	1,172,388.00	1,172,388.00	0.0%
4) Other Local Revenue		8600-8799	5,079.00	0.00	-100.0%
5) TOTAL, REVENUES			1,463,569.00	1,458,490.00	-0.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		975,824.00	999,632.00	2.4%
2) Instruction - Related Services	2000-2999		446,110.00	465,117.00	4.3%
3) Pupil Services	3000-3999		5,699.00	14,649.00	157.0%
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		54,048.00	55,209.00	2.1%
8) Plant Services	8000-8999		510.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,482,191.00	1,534,607.00	3.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(18,622.00)	(76,117.00)	308.7%
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)			(18,622.00)	(76,117.00)	308.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,898,417.00	1,879,795.00	-1.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,898,417.00	1,879,795.00	-1.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,898,417.00	1,879,795.00	-1.0%
2) Ending Balance, June 30 (E + F1e)			1,879,795.00	1,803,678.00	-4.0%
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	309,128.00	233,011.00	-24.6%
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	1,570,667.00	1,570,667.00	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
6371	CalWORKs for ROCP or Adult Education	65,652.00	65,662.00
6391	Adult Education Program	243,476.00	167,349.00
Total, Restricted Balance		309,128.00	233,011.00

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	426,523.00	638,706.00	49.7%
3) Other State Revenue		8300-8599	3,996,581.00	4,213,770.00	5.4%
4) Other Local Revenue		8600-8799	803,713.00	965,871.00	20.2%
5) TOTAL, REVENUES			5,226,817.00	5,818,347.00	11.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	252,674.00	255,248.00	1.0%
2) Classified Salaries		2000-2999	1,811,466.00	1,814,369.00	0.2%
3) Employee Benefits		3000-3999	1,064,618.00	897,521.00	-15.7%
4) Books and Supplies		4000-4999	537,327.00	786,594.00	46.4%
5) Services and Other Operating Expenditures		5000-5999	1,454,213.00	1,822,908.00	25.4%
6) Capital Outlay		6000-6999	645,875.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	130,477.00	154,661.00	18.5%
9) TOTAL, EXPENDITURES			5,896,650.00	5,731,301.00	-2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(669,833.00)	87,046.00	-113.0%
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)			(669,833.00)	87,046.00	-113.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,094,732.00	2,424,899.00	-21.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,094,732.00	2,424,899.00	-21.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,094,732.00	2,424,899.00	-21.6%
2) Ending Balance, June 30 (E + F1e)			2,424,899.00	2,511,945.00	3.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,468,561.00	1,488,561.00	1.4%
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	956,338.00	1,023,384.00	7.0%
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	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	426,523.00	638,706.00	49.7%
TOTAL, FEDERAL REVENUE			426,523.00	638,706.00	49.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	3,815,013.00	4,198,770.00	10.1%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	181,568.00	15,000.00	-91.7%
TOTAL, OTHER STATE REVENUE			3,996,581.00	4,213,770.00	5.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	95,000.00	95,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	14,095.00	0.00	-100.0%
Fees and Contracts					
Child Development Parent Fees		8673	605,840.00	709,900.00	17.2%
Interagency Services		8677	88,778.00	160,971.00	81.3%
All Other Fees and Contracts		8689	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			803,713.00	965,871.00	20.2%
TOTAL, REVENUES			5,226,817.00	5,818,347.00	11.3%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Certificated Teachers' Salaries		1100	22,155.00	22,155.00	0.0%
Certificated Pupil Support Salaries		1200	74,496.00	77,071.00	3.5%
Certificated Supervisors' and Administrators' Salaries		1300	156,023.00	156,022.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			252,674.00	255,248.00	1.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	1,642,762.00	1,648,596.00	0.4%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	57,083.00	61,663.00	8.0%
Clerical, Technical and Office Salaries		2400	51,501.00	46,347.00	-10.0%
Other Classified Salaries		2900	60,120.00	57,763.00	-3.9%
TOTAL, CLASSIFIED SALARIES			1,811,466.00	1,814,369.00	0.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	45,895.00	48,754.00	6.2%
PERS		3201-3202	510,985.00	486,431.00	-4.8%
OASDI/Medicare/Alternative		3301-3302	165,305.00	142,503.00	-13.8%
Health and Welfare Benefits		3401-3402	312,814.00	188,250.00	-39.8%
Unemployment Insurance		3501-3502	1,200.00	1,035.00	-13.8%
Workers' Compensation		3601-3602	28,419.00	30,548.00	7.5%
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			1,064,618.00	897,521.00	-15.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	31,079.00	18,619.00	-40.1%
Materials and Supplies		4300	427,819.00	754,975.00	76.5%
Noncapitalized Equipment		4400	78,429.00	13,000.00	-83.4%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			537,327.00	786,594.00	46.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	1,179,867.00	1,779,852.00	50.9%
Travel and Conferences		5200	8,050.00	100.00	-98.8%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,500.00	0.00	-100.0%
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	264,796.00	42,956.00	-83.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,454,213.00	1,822,908.00	25.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	640,210.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	5,665.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			645,875.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
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%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
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	130,477.00	154,661.00	18.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			130,477.00	154,661.00	18.5%
TOTAL, EXPENDITURES			5,896,650.00	5,731,301.00	-2.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	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					
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%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	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	426,523.00	638,706.00	49.7%
3) Other State Revenue		8300-8599	3,996,581.00	4,213,770.00	5.4%
4) Other Local Revenue		8600-8799	803,713.00	965,871.00	20.2%
5) TOTAL, REVENUES			5,226,817.00	5,818,347.00	11.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		2,429,226.00	2,505,443.00	3.1%
2) Instruction - Related Services	2000-2999		421,518.00	370,754.00	-12.0%
3) Pupil Services	3000-3999		201,292.00	187,637.00	-6.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		2,064,102.00	2,512,806.00	21.7%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		130,477.00	154,661.00	18.5%
8) Plant Services	8000-8999		650,035.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,896,650.00	5,731,301.00	-2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(669,833.00)	87,046.00	-113.0%
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)			(669,833.00)	87,046.00	-113.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,094,732.00	2,424,899.00	-21.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,094,732.00	2,424,899.00	-21.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,094,732.00	2,424,899.00	-21.6%
2) Ending Balance, June 30 (E + F1e)			2,424,899.00	2,511,945.00	3.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,468,561.00	1,488,561.00	1.4%
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	956,338.00	1,023,384.00	7.0%
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
6129	Early Education: Center-Based Reserve Account for Department of Social Services Programs	247,751.00	257,751.00
6130	Early Education: Center-Based Reserve Account	476,747.00	486,747.00
7810	Other Restricted State	744,063.00	744,063.00
Total, Restricted Balance		1,468,561.00	1,488,561.00

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	6,519,685.00	7,459,748.00	14.4%
3) Other State Revenue		8300-8599	8,564,723.00	8,630,000.00	0.8%
4) Other Local Revenue		8600-8799	672,542.00	226,000.00	-66.4%
5) TOTAL, REVENUES			15,756,950.00	16,315,748.00	3.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	3,872,271.00	3,948,024.00	2.0%
3) Employee Benefits		3000-3999	1,508,108.00	1,741,058.00	15.4%
4) Books and Supplies		4000-4999	6,375,331.00	5,691,456.00	-10.7%
5) Services and Other Operating Expenditures		5000-5999	457,488.00	472,990.00	3.4%
6) Capital Outlay		6000-6999	829,633.00	796,688.00	-4.0%
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	335,468.00	352,540.00	5.1%
9) TOTAL, EXPENDITURES			13,378,299.00	13,002,756.00	-2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,378,651.00	3,312,992.00	39.3%
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)			2,378,651.00	3,312,992.00	39.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	16,670,332.00	19,048,983.00	14.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,670,332.00	19,048,983.00	14.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,670,332.00	19,048,983.00	14.3%
2) Ending Balance, June 30 (E + F1e)			19,048,983.00	22,361,975.00	17.4%
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	19,048,983.00	22,361,975.00	17.4%
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	6,519,685.00	6,572,000.00	0.8%
Donated Food Commodities		8221	0.00	887,748.00	New
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			6,519,685.00	7,459,748.00	14.4%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	8,564,723.00	8,630,000.00	0.8%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			8,564,723.00	8,630,000.00	0.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	8,000.00	15,000.00	87.5%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	615,000.00	200,000.00	-67.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	38,542.00	0.00	-100.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	11,000.00	11,000.00	0.0%
TOTAL, OTHER LOCAL REVENUE			672,542.00	226,000.00	-66.4%
TOTAL, REVENUES			15,756,950.00	16,315,748.00	3.5%
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	3,354,421.00	3,231,060.00	-3.7%
Classified Supervisors' and Administrators' Salaries		2300	398,291.00	586,488.00	47.3%
Clerical, Technical and Office Salaries		2400	119,559.00	130,476.00	9.1%
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			3,872,271.00	3,948,024.00	2.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	762,723.00	862,921.00	13.1%
OASDI/Medicare/Alternative		3301-3302	292,193.00	307,910.00	5.4%
Health and Welfare Benefits		3401-3402	403,200.00	510,000.00	26.5%
Unemployment Insurance		3501-3502	1,860.00	1,963.00	5.5%
Workers' Compensation		3601-3602	48,132.00	58,264.00	21.1%
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			1,508,108.00	1,741,058.00	15.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	470,732.00	472,745.00	0.4%
Noncapitalized Equipment		4400	478,146.00	416,000.00	-13.0%
Food		4700	5,426,453.00	4,802,711.00	-11.5%
TOTAL, BOOKS AND SUPPLIES			6,375,331.00	5,691,456.00	-10.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	29,400.00	54,100.00	84.0%
Dues and Memberships		5300	3,540.00	3,540.00	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	113,525.00	114,525.00	0.9%
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	311,023.00	300,825.00	-3.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			457,488.00	472,990.00	3.4%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	266,853.00	250,380.00	-6.2%
Equipment Replacement		6500	562,780.00	546,308.00	-2.9%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			829,633.00	796,688.00	-4.0%
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	335,468.00	352,540.00	5.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			335,468.00	352,540.00	5.1%
TOTAL, EXPENDITURES			13,378,299.00	13,002,756.00	-2.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	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					
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)			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	6,519,685.00	7,459,748.00	14.4%
3) Other State Revenue		8300-8599	8,564,723.00	8,630,000.00	0.8%
4) Other Local Revenue		8600-8799	672,542.00	226,000.00	-66.4%
5) TOTAL, REVENUES			15,756,950.00	16,315,748.00	3.5%
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		13,042,831.00	12,650,216.00	-3.0%
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		335,468.00	352,540.00	5.1%
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			13,378,299.00	13,002,756.00	-2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,378,651.00	3,312,992.00	39.3%
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)			2,378,651.00	3,312,992.00	39.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	16,670,332.00	19,048,983.00	14.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,670,332.00	19,048,983.00	14.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,670,332.00	19,048,983.00	14.3%
2) Ending Balance, June 30 (E + F1e)			19,048,983.00	22,361,975.00	17.4%
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	19,048,983.00	22,361,975.00	17.4%
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)	19,048,983.00	22,361,975.00
Total, Restricted Balance		19,048,983.00	22,361,975.00

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,500,000.00	2,500,000.00	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	417,968.00	125,000.00	-70.1%
5) TOTAL, REVENUES			2,917,968.00	2,625,000.00	-10.0%
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	74,675.00	51,700.00	-30.8%
6) Capital Outlay		6000-6999	6,487,148.00	7,000,000.00	7.9%
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			6,561,823.00	7,051,700.00	7.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,643,855.00)	(4,426,700.00)	21.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,643,855.00)	(4,426,700.00)	21.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,581,017.00	6,937,162.00	-34.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,581,017.00	6,937,162.00	-34.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,581,017.00	6,937,162.00	-34.4%
2) Ending Balance, June 30 (E + F1e)			6,937,162.00	2,510,462.00	-63.8%
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	6,937,162.00	2,510,462.00	-63.8%
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		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	2,500,000.00	2,500,000.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,500,000.00	2,500,000.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		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%
Interest		8660	395,000.00	125,000.00	-68.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	22,968.00	0.00	-100.0%
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			417,968.00	125,000.00	-70.1%
TOTAL, REVENUES			2,917,968.00	2,625,000.00	-10.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	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%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	42,440.00	20,000.00	-52.9%
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	32,235.00	31,700.00	-1.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			74,675.00	51,700.00	-30.8%
CAPITAL OUTLAY					
Land Improvements		6170	2,487,148.00	2,500,000.00	0.5%
Buildings and Improvements of Buildings		6200	4,000,000.00	4,500,000.00	12.5%
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			6,487,148.00	7,000,000.00	7.9%
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%
TOTAL, EXPENDITURES			6,561,823.00	7,051,700.00	7.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
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)			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	2,500,000.00	2,500,000.00	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	417,968.00	125,000.00	-70.1%
5) TOTAL, REVENUES			2,917,968.00	2,625,000.00	-10.0%
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		6,561,823.00	7,051,700.00	7.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			6,561,823.00	7,051,700.00	7.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(3,643,855.00)	(4,426,700.00)	21.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,643,855.00)	(4,426,700.00)	21.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,581,017.00	6,937,162.00	-34.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,581,017.00	6,937,162.00	-34.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,581,017.00	6,937,162.00	-34.4%
2) Ending Balance, June 30 (E + F1e)			6,937,162.00	2,510,462.00	-63.8%
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	6,937,162.00	2,510,462.00	-63.8%
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	401,479.00	120,000.00	-70.1%
5) TOTAL, REVENUES			401,479.00	120,000.00	-70.1%
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)			401,479.00	120,000.00	-70.1%
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)			401,479.00	120,000.00	-70.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,859,742.00	9,261,221.00	4.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,859,742.00	9,261,221.00	4.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,859,742.00	9,261,221.00	4.5%
2) Ending Balance, June 30 (E + F1e)			9,261,221.00	9,381,221.00	1.3%
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	9,261,221.00	9,381,221.00	1.3%
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		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	376,600.00	120,000.00	-68.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	24,879.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			401,479.00	120,000.00	-70.1%
TOTAL, REVENUES			401,479.00	120,000.00	-70.1%
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	401,479.00	120,000.00	-70.1%
5) TOTAL, REVENUES			401,479.00	120,000.00	-70.1%
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)			401,479.00	120,000.00	-70.1%
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)			401,479.00	120,000.00	-70.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,859,742.00	9,261,221.00	4.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,859,742.00	9,261,221.00	4.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,859,742.00	9,261,221.00	4.5%
2) Ending Balance, June 30 (E + F1e)			9,261,221.00	9,381,221.00	1.3%
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	9,261,221.00	9,381,221.00	1.3%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	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	923,542.00	550,000.00	-40.4%
5) TOTAL, REVENUES			923,542.00	550,000.00	-40.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	214,630.00	225,883.00	5.2%
3) Employee Benefits		3000-3999	93,301.00	95,509.00	2.4%
4) Books and Supplies		4000-4999	2,039,233.00	580,000.00	-71.6%
5) Services and Other Operating Expenditures		5000-5999	24,077.00	42,900.00	78.2%
6) Capital Outlay		6000-6999	2,495,249.00	13,700,000.00	449.0%
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			4,866,490.00	14,644,292.00	200.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,942,948.00)	(14,094,292.00)	257.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	86,379,498.00	0.00	-100.0%
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			86,379,498.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			82,436,550.00	(14,094,292.00)	-117.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,906,683.00	94,343,233.00	692.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,906,683.00	94,343,233.00	692.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,906,683.00	94,343,233.00	692.4%
2) Ending Balance, June 30 (E + F1e)			94,343,233.00	80,248,941.00	-14.9%
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	94,343,233.00	80,248,941.00	-14.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	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					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	19,624.00	0.00	-100.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	870,155.00	550,000.00	-36.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	33,763.00	0.00	-100.0%
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			923,542.00	550,000.00	-40.4%
TOTAL, REVENUES			923,542.00	550,000.00	-40.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	214,630.00	225,883.00	5.2%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			214,630.00	225,883.00	5.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	59,613.00	59,784.00	0.3%
OASDI/Medicare/Alternative		3301-3302	16,408.00	17,279.00	5.3%
Health and Welfare Benefits		3401-3402	14,400.00	15,000.00	4.2%
Unemployment Insurance		3501-3502	107.00	112.00	4.7%
Workers' Compensation		3601-3602	2,773.00	3,334.00	20.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			93,301.00	95,509.00	2.4%
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	2,039,233.00	580,000.00	-71.6%
TOTAL, BOOKS AND SUPPLIES			2,039,233.00	580,000.00	-71.6%
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	24,077.00	42,900.00	78.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			24,077.00	42,900.00	78.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	2,450,000.00	13,700,000.00	459.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	45,249.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,495,249.00	13,700,000.00	449.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
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			4,866,490.00	14,644,292.00	200.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	86,379,498.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
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%
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			86,379,498.00	0.00	-100.0%
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)			86,379,498.00	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	923,542.00	550,000.00	-40.4%
5) TOTAL, REVENUES			923,542.00	550,000.00	-40.4%
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		4,866,490.00	14,644,292.00	200.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,866,490.00	14,644,292.00	200.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(3,942,948.00)	(14,094,292.00)	257.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	86,379,498.00	0.00	-100.0%
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			86,379,498.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			82,436,550.00	(14,094,292.00)	-117.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,906,683.00	94,343,233.00	692.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,906,683.00	94,343,233.00	692.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,906,683.00	94,343,233.00	692.4%
2) Ending Balance, June 30 (E + F1e)			94,343,233.00	80,248,941.00	-14.9%
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	94,343,233.00	80,248,941.00	-14.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	94,343,233.00	80,248,941.00
Total, Restricted Balance		94,343,233.00	80,248,941.00

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	3,307,527.00	300,000.00	-90.9%
5) TOTAL, REVENUES			3,307,527.00	300,000.00	-90.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	348,120.00	New
3) Employee Benefits		3000-3999	0.00	170,272.00	New
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	212,020.00	206,700.00	-2.5%
6) Capital Outlay		6000-6999	169.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			212,189.00	725,092.00	241.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,095,338.00	(425,092.00)	-113.7%
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)			3,095,338.00	(425,092.00)	-113.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19,203,200.00	22,298,538.00	16.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,203,200.00	22,298,538.00	16.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,203,200.00	22,298,538.00	16.1%
2) Ending Balance, June 30 (E + F1e)			22,298,538.00	21,873,446.00	-1.9%
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	22,298,538.00	21,873,446.00	-1.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	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		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	890,000.00	300,000.00	-66.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	54,050.00	0.00	-100.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	2,363,477.00	0.00	-100.0%
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			3,307,527.00	300,000.00	-90.9%
TOTAL, REVENUES			3,307,527.00	300,000.00	-90.9%
CERTIFICATED SALARIES					
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	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	348,120.00	New
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	348,120.00	New
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	93,330.00	New
OASDI/Medicare/Alternative		3301-3302	0.00	26,630.00	New
Health and Welfare Benefits		3401-3402	0.00	45,000.00	New
Unemployment Insurance		3501-3502	0.00	174.00	New
Workers' Compensation		3601-3602	0.00	5,138.00	New
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	170,272.00	New
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
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	212,020.00	206,700.00	-2.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			212,020.00	206,700.00	-2.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	169.00	0.00	-100.0%
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			169.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
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			212,189.00	725,092.00	241.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

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

Description	Function Codes	Object Codes	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	3,307,527.00	300,000.00	-90.9%
5) TOTAL, REVENUES			3,307,527.00	300,000.00	-90.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		212,189.00	725,092.00	241.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			212,189.00	725,092.00	241.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			3,095,338.00	(425,092.00)	-113.7%
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)			3,095,338.00	(425,092.00)	-113.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19,203,200.00	22,298,538.00	16.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,203,200.00	22,298,538.00	16.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,203,200.00	22,298,538.00	16.1%
2) Ending Balance, June 30 (E + F1e)			22,298,538.00	21,873,446.00	-1.9%
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	22,298,538.00	21,873,446.00	-1.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	22,298,538.00	21,873,446.00
Total, Restricted Balance		22,298,538.00	21,873,446.00

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	2,260,776.00	803,000.00	-64.5%
5) TOTAL, REVENUES			2,260,776.00	803,000.00	-64.5%
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	140,000.00	250,000.00	78.6%
5) Services and Other Operating Expenditures		5000-5999	43,529.00	15,050.00	-65.4%
6) Capital Outlay		6000-6999	1,915,947.00	1,550,000.00	-19.1%
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			2,099,476.00	1,815,050.00	-13.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			161,300.00	(1,012,050.00)	-727.4%
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)			161,300.00	(1,012,050.00)	-727.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	54,735,067.00	54,896,367.00	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			54,735,067.00	54,896,367.00	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			54,735,067.00	54,896,367.00	0.3%
2) Ending Balance, June 30 (E + F1e)			54,896,367.00	53,884,317.00	-1.8%
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	54,896,367.00	53,884,317.00	-1.8%
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		
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					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,105,600.00	803,000.00	-61.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	155,176.00	0.00	-100.0%
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			2,260,776.00	803,000.00	-64.5%
TOTAL, REVENUES			2,260,776.00	803,000.00	-64.5%
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%
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%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
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	140,000.00	250,000.00	78.6%
TOTAL, BOOKS AND SUPPLIES			140,000.00	250,000.00	78.6%
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	43,529.00	15,050.00	-65.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			43,529.00	15,050.00	-65.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	14,500.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	1,901,447.00	1,550,000.00	-18.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,915,947.00	1,550,000.00	-19.1%
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			2,099,476.00	1,815,050.00	-13.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	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: 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%
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%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(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	2,260,776.00	803,000.00	-64.5%
5) TOTAL, REVENUES			2,260,776.00	803,000.00	-64.5%
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		2,099,476.00	1,815,050.00	-13.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,099,476.00	1,815,050.00	-13.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			161,300.00	(1,012,050.00)	-727.4%
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)			161,300.00	(1,012,050.00)	-727.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	54,735,067.00	54,896,367.00	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			54,735,067.00	54,896,367.00	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			54,735,067.00	54,896,367.00	0.3%
2) Ending Balance, June 30 (E + F1e)			54,896,367.00	53,884,317.00	-1.8%
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	54,896,367.00	53,884,317.00	-1.8%
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
7710	State School Facilities Projects	30,246,253.00	30,246,253.00
9010	Other Restricted Local	24,650,114.00	23,638,064.00
Total, Restricted Balance		54,896,367.00	53,884,317.00

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	111,448.00	0.00	-100.0%
5) TOTAL, REVENUES			111,448.00	0.00	-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	10,020.00	10,040.00	0.2%
6) Capital Outlay		6000-6999	2,200,000.00	3,000,000.00	36.4%
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			2,210,020.00	3,010,040.00	36.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,098,572.00)	(3,010,040.00)	43.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	5,158,994.00	3,500,000.00	-32.2%
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			5,158,994.00	3,500,000.00	-32.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,060,422.00	489,960.00	-84.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	46,179,248.00	49,239,670.00	6.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			46,179,248.00	49,239,670.00	6.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			46,179,248.00	49,239,670.00	6.6%
2) Ending Balance, June 30 (E + F1e)			49,239,670.00	49,729,630.00	1.0%
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	49,239,670.00	49,729,630.00	1.0%
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		
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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	111,448.00	0.00	-100.0%
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			111,448.00	0.00	-100.0%
TOTAL, REVENUES			111,448.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	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	10,020.00	10,040.00	0.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,020.00	10,040.00	0.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	1,700,000.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	500,000.00	3,000,000.00	500.0%
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			2,200,000.00	3,000,000.00	36.4%
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			2,210,020.00	3,010,040.00	36.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	5,158,994.00	3,500,000.00	-32.2%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			5,158,994.00	3,500,000.00	-32.2%
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)			5,158,994.00	3,500,000.00	-32.2%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	111,448.00	0.00	-100.0%
5) TOTAL, REVENUES			111,448.00	0.00	-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		2,210,020.00	3,010,040.00	36.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,210,020.00	3,010,040.00	36.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(2,098,572.00)	(3,010,040.00)	43.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	5,158,994.00	3,500,000.00	-32.2%
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			5,158,994.00	3,500,000.00	-32.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,060,422.00	489,960.00	-84.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	46,179,248.00	49,239,670.00	6.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			46,179,248.00	49,239,670.00	6.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			46,179,248.00	49,239,670.00	6.6%
2) Ending Balance, June 30 (E + F1e)			49,239,670.00	49,729,630.00	1.0%
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	49,239,670.00	49,729,630.00	1.0%
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	8,854,076.00	8,788,755.00	-0.7%
5) TOTAL, REVENUES			8,854,076.00	8,788,755.00	-0.7%
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	79,449.00	74,145.00	-6.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	5,767,796.00	6,946,062.00	20.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,847,245.00	7,020,207.00	20.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,006,831.00	1,768,548.00	-41.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,006,831.00	1,768,548.00	-41.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,099,716.00	6,106,547.00	97.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,099,716.00	6,106,547.00	97.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,099,716.00	6,106,547.00	97.0%
2) Ending Balance, June 30 (E + F1e)			6,106,547.00	7,875,095.00	29.0%
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	6,106,547.00	7,875,095.00	29.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
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					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	1,316,344.00	New
Other		8622	8,482,075.00	7,282,411.00	-14.1%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	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	346,625.00	190,000.00	-45.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	25,376.00	0.00	-100.0%
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			8,854,076.00	8,788,755.00	-0.7%
TOTAL, REVENUES			8,854,076.00	8,788,755.00	-0.7%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
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	79,449.00	74,145.00	-6.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			79,449.00	74,145.00	-6.7%
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					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	4,517,796.00	3,486,062.00	-22.8%
Other Debt Service - Principal		7439	1,250,000.00	3,460,000.00	176.8%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			5,767,796.00	6,946,062.00	20.4%
TOTAL, EXPENDITURES			5,847,245.00	7,020,207.00	20.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
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%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	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	8,854,076.00	8,788,755.00	-0.7%
5) TOTAL, REVENUES			8,854,076.00	8,788,755.00	-0.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		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		79,449.00	74,145.00	-6.7%
9) Other Outgo	9000-9999	Except 7600-7699	5,767,796.00	6,946,062.00	20.4%
10) TOTAL, EXPENDITURES			5,847,245.00	7,020,207.00	20.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			3,006,831.00	1,768,548.00	-41.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,006,831.00	1,768,548.00	-41.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,099,716.00	6,106,547.00	97.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,099,716.00	6,106,547.00	97.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,099,716.00	6,106,547.00	97.0%
2) Ending Balance, June 30 (E + F1e)			6,106,547.00	7,875,095.00	29.0%
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	6,106,547.00	7,875,095.00	29.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	6,106,547.00	7,875,095.00
Total, Restricted Balance		6,106,547.00	7,875,095.00

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	15,970,315.00	12,480,846.00	-21.8%
5) TOTAL, REVENUES			15,970,315.00	12,480,846.00	-21.8%
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	17,393,868.00	16,933,868.00	-2.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			17,393,868.00	16,933,868.00	-2.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,423,553.00)	(4,453,022.00)	212.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,423,553.00)	(4,453,022.00)	212.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	14,964,950.00	13,541,397.00	-9.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,964,950.00	13,541,397.00	-9.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,964,950.00	13,541,397.00	-9.5%
2) Ending Balance, June 30 (E + F1e)			13,541,397.00	9,088,375.00	-32.9%
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	13,541,397.00	9,088,375.00	-32.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	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					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	15,675,899.00	12,186,430.00	-22.3%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	245,098.00	245,098.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	49,318.00	49,318.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			15,970,315.00	12,480,846.00	-21.8%
TOTAL, REVENUES			15,970,315.00	12,480,846.00	-21.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	12,355,000.00	11,895,000.00	-3.7%
Bond Interest and Other Service Charges		7434	5,038,868.00	5,038,868.00	0.0%
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)			17,393,868.00	16,933,868.00	-2.6%
TOTAL, EXPENDITURES			17,393,868.00	16,933,868.00	-2.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	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%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	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	15,970,315.00	12,480,846.00	-21.8%
5) TOTAL, REVENUES			15,970,315.00	12,480,846.00	-21.8%
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	17,393,868.00	16,933,868.00	-2.6%
10) TOTAL, EXPENDITURES			17,393,868.00	16,933,868.00	-2.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(1,423,553.00)	(4,453,022.00)	212.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,423,553.00)	(4,453,022.00)	212.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	14,964,950.00	13,541,397.00	-9.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,964,950.00	13,541,397.00	-9.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,964,950.00	13,541,397.00	-9.5%
2) Ending Balance, June 30 (E + F1e)			13,541,397.00	9,088,375.00	-32.9%
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	13,541,397.00	9,088,375.00	-32.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	13,541,397.00	9,088,375.00
Total, Restricted Balance		13,541,397.00	9,088,375.00

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	5,912,694.00	5,912,694.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,912,694.00	5,912,694.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,912,694.00	5,912,694.00	0.0%
2) Ending Balance, June 30 (E + F1e)			5,912,694.00	5,912,694.00	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	5,912,694.00	5,912,694.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
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					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Other		8622	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	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%
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			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
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			0.00	0.00	0.0%
INTERFUND TRANSFERS					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
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	5,912,694.00	5,912,694.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,912,694.00	5,912,694.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,912,694.00	5,912,694.00	0.0%
2) Ending Balance, June 30 (E + F1e)			5,912,694.00	5,912,694.00	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	5,912,694.00	5,912,694.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	5,912,694.00	5,912,694.00
Total, Restricted Balance		5,912,694.00	5,912,694.00

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	3,356,369.00	3,377,126.00	0.6%
5) TOTAL, REVENUES			3,356,369.00	3,377,126.00	0.6%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	4,500.00	0.00	-100.0%
5) Services and Other Operating Expenses		5000-5999	3,214,750.00	3,480,126.00	8.3%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			3,219,250.00	3,480,126.00	8.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			137,119.00	(103,000.00)	-175.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			137,119.00	(103,000.00)	-175.1%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	8,297,382.00	8,434,501.00	1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,297,382.00	8,434,501.00	1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			8,297,382.00	8,434,501.00	1.7%
2) Ending Net Position, June 30 (E + F1e)			8,434,501.00	8,331,501.00	-1.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	8,434,501.00	8,331,501.00	-1.2%
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		
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) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			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) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	349,201.00	125,000.00	-64.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	22,918.00	0.00	-100.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	2,909,250.00	3,177,126.00	9.2%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	75,000.00	75,000.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,356,369.00	3,377,126.00	0.6%
TOTAL, REVENUES			3,356,369.00	3,377,126.00	0.6%
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
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%
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	4,500.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			4,500.00	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	3,214,750.00	3,480,126.00	8.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			3,214,750.00	3,480,126.00	8.3%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			3,219,250.00	3,480,126.00	8.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
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 Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,356,369.00	3,377,126.00	0.6%
5) TOTAL, REVENUES			3,356,369.00	3,377,126.00	0.6%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		3,219,250.00	3,480,126.00	8.1%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			3,219,250.00	3,480,126.00	8.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			137,119.00	(103,000.00)	-175.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			137,119.00	(103,000.00)	-175.1%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	8,297,382.00	8,434,501.00	1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,297,382.00	8,434,501.00	1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			8,297,382.00	8,434,501.00	1.7%
2) Ending Net Position, June 30 (E + F1e)			8,434,501.00	8,331,501.00	-1.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	8,434,501.00	8,331,501.00	-1.2%

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

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	20,369.54	20,369.54	20,794.81	19,919.16	19,919.16	20,483.63
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)	20,369.54	20,369.54	20,794.81	19,919.16	19,919.16	20,483.63
5. District Funded County Program ADA						
a. County Community Schools	226.83	226.83	226.83	226.83	226.83	226.83
b. Special Education-Special Day Class	6.41	6.41	6.41	6.41	6.41	6.41
c. Special Education-NPS/LCI						
d. Special Education Extended Year	1.00	1.00	1.00	1.00	1.00	1.00
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)	234.24	234.24	234.24	234.24	234.24	234.24
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	20,603.78	20,603.78	21,029.05	20,153.40	20,153.40	20,717.87
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

Cash Flow 2025-2026

DESCRIPTION		Estimate JULY	Estimate AUGUST	Estimate SEPTEMBER	Estimate OCTOBER	Estimate NOVEMBER	Estimate DECEMBER	Estimate JANUARY	Estimate FEBRUARY	Estimate MARCH	Estimate APRIL	Estimate MAY	Estimate JUNE	Totals	Accruals
A. BEGINNING CASH		237,303,917	232,870,840	215,504,818	187,931,696	168,791,168	185,217,335	229,179,107	214,155,762	196,984,199	193,071,959	218,926,159	215,070,835		
B. RECEIPTS															
LCFF/REVENUE SOURCES															
STATE AID (8011)	8000-8019	3,532,647	3,532,647	7,394,658	6,358,765	6,358,765	7,394,658	6,358,765	6,358,765	7,394,658	6,358,765	6,358,765	3,763,095	71,164,953	3,631,561
PROPERTY TAX	8020-8079	3,355,012	77,375	2,622,146	250,416	28,663,142	50,459,893	17,659,421	226,871	11,351,969	48,856,661	16,615,400	12,464,442	192,602,749	(23,125)
LCFF TRANSFER	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0	0	(2,500,000)
TOTAL LCFF REV SOURCES	8000-8099	6,887,659	3,610,022	10,016,804	6,609,181	35,021,907	57,854,551	24,018,186	6,585,636	18,746,627	55,215,426	22,974,165	16,227,537	263,767,702	1,108,436
FEDERAL REVENUE	8100-8299	0	0	0	102,629	451,161	0	657,391	5,052	518,867	121,840	0	1,241,807	3,098,748	6,500,145
OTHER STATE REVENUES	8300-8599	1,927,039	2,519,872	4,054,829	2,319,434	4,519,948	4,905,508	5,745,941	3,468,669	6,326,286	3,468,669	4,469,432	3,508,486	47,234,114	17,892,624
OTHER LOCAL REVENUES	8600-8799	5,424,518	481,548	1,424,215	645,772	1,058,162	1,116,086	1,036,541	1,322,437	1,487,664	1,092,467	971,627	1,548,526	17,609,563	1,059,574
INTER FUND TRANSFERS IN	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALL OTHER FINANCING SOURCES	8930-8979													0	
CONTRIBUTIONS	8980-8989													0	
TOTAL RECEIPTS		14,239,216	6,611,441	15,495,849	9,677,016	41,051,178	63,876,144	31,458,060	11,381,794	27,079,444	59,898,403	28,415,224	22,526,357	331,710,127	26,560,779
C. DISBURSEMENTS															
CERTIFICATED SALARIES	1000-1999	1,521,377	13,597,055	14,341,982	14,176,358	14,276,902	240,234	28,166,705	14,877,181	15,050,921	14,483,181	14,575,337	1,710,189	147,017,421	2,063,355
CLASSIFIED SALARIES	2000-2999	(231,054)	2,572,580	3,669,550	5,097,126	5,246,358	5,578,580	5,033,231	4,809,996	5,566,474	5,083,375	5,073,692	5,520,894	53,020,803	8,365,943
EMPLOYEE BENEFITS	3000-3999	4,637,424	3,577,475	6,207,951	6,933,800	4,614,535	9,043,670	9,900,803	4,168,333	4,864,532	9,632,137	7,114,490	4,885,633	75,580,783	23,546,829
SAL & BEN TOTAL		5,927,747	19,747,111	24,219,483	26,207,284	24,137,795	14,862,484	43,100,739	23,855,510	25,481,927	29,198,693	26,763,519	12,116,716	275,619,007	33,976,127
BOOKS & SUPPLIES	4000-4999	163,704	774,146	636,412	880,395	702,741	652,053	561,649	726,715	676,113	813,886	1,108,803	500,000	8,196,617	9,248,394
SERVICES, OTHER OP EXP	5000-5999	1,042,382	2,052,467	5,256,543	2,807,493	2,837,622	3,523,329	3,427,689	3,401,138	3,622,854	2,523,948	4,137,147	1,500,000	36,132,612	4,680,680
SUPPLIES & SVCS TOTAL		1,206,086	2,826,613	5,892,955	3,687,888	3,540,364	4,175,382	3,989,337	4,127,854	4,298,967	3,337,834	5,245,950	2,000,000	44,329,229	13,929,074
CAPITAL OUTLAY	6000-6999	0	372,557	351,052	908,455	1,061,151	401,584	105,592	7,687	625,297	613,332	159,175	59,016	4,664,898	3,707,129
OTHER OUTGO/TUITION/PMTS - OTHER AGENCIES	7100-7299	150,844	150,844	271,519	303,880	344,212	617,964	319,432	832,001	804,204	916,020	300,000	329,995	5,340,915	0
INTERPROG/INTERFUND SUPP COSTS	7300-7399	0	0	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	0	(562,410)
OTHER OUTGO/DEBT SERVICE PMTS	7400-7599	0	0	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	0	0
INTERFUND TRANSFERS OUT	7610-7629	0	0	0	0	0	0	0	0	*0*	*0*	*0*	*0*	0	3,500,000
OTHER USES	7360-7999	0	0	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*	0	0
TOTAL DISBURSEMENTS		7,284,677	23,097,124	30,735,009	31,107,507	29,083,522	20,057,414	47,515,100	28,823,051	31,210,395	34,065,879	32,468,644	14,505,727	329,954,049	54,549,920
D. PRIOR YEAR TRANSACTIONS															
ASSETS															
Fair Market Value	9111	0	0	0	0	0	0	0	0	0	0	0	0	0	
Cash in County Bank	9120	0	0	0	0	0	0	0	0	0	0	0	0	0	
Revolving Cash Acct	9130	0	0	0	0	0	0	0	0	0	0	0	0	0	
Cash with Fiscal Agent	9135	0	0	0	0	0	0	0	0	0	0	0	0	0	
Accounts Receivable	9205	3,882,678	457,652	336,098	2,720,874	4,525,986	217,454	179,206	1,476,705	72,334	31,170	73,596	479,773	14,453,527	
Due from State (OCDE ONLY)	9263	0	0	0	0	0	0	0	(1,194,774)	298,694	298,694	298,694	298,692	0	
Due from Other Funds	9310	0	0	564,221	0	0	0	0	0	0	0	0	0	564,221	
Stores	9320	45,453	89,500	2,710	(36,678)	17,838	55,113	(32,790)	20,337	6,168	23,875	63,608	173,595	428,727	0
Prepaid Expenditures	9330	0	0	0	0	0	0	0	0	0	0	0	432,118	432,118	
Mid Month Payroll	9360	(286,709)	(197,358)	(21,876)	(8,306)	3,905	(47,001)	49,046	(1,462)	(1,426)	42	(3,876)	72,447	(442,574)	
CHANGE IN CASH - ASSETS		3,641,423	349,794	881,152	2,675,890	4,547,728	225,566	195,462	300,807	375,770	353,781	432,023	1,456,625	15,436,019	0
LIABILITIES															
Accounts Payable - Manual	9510	(5,541,767)	(1,284,706)	(1,167,685)	(267,467)	(89,218)	(82,524)	(30,000)	(2,156)	0	(43,300)	0	(254,860)	(8,763,685)	0
Due to State (OCDE ONLY)	9513	0	0	0	0	0	0	0	0	0	0	0	0	0	
Accounts Payable - Automatic	9519	371,746	54,573	(307,858)	(118,460)	0	0	868,234	(28,956)	(157,059)	(288,804)	(233,926)	(159,488)	0	
Auto Year End Payroll Accrual	9521	(7,093,843)	0	0	0	0	0	0	0	0	0	0	97,946	(6,995,896)	0
Accrued Summer Pay	9550	0	0	0	0	0	0	0	0	0	0	0	0	0	
CA Sales Tax Liability	9551	0	0	0	0	0	0	0	0	0	0	0	5,010	5,010	
Other Current Liabilities	9570	0	0	0	0	0	0	0	0	0	0	0	0	0	
Due to Other Funds	9610	0	0	(11,739,570)	0	0	0	0	0	0	0	0	0	(11,739,570)	0
Current Loans - TRANS	9642	0	0	0	0	0	0	0	0	0	0	0	0	0	
Deferred Revenue	9650	(2,765,174)	0	0	0	0	0	0	0	0	0	0	0	(2,765,174)	0
CHANGE IN CASH -LIABILITIES		(15,029,038)	(1,230,133)	(13,215,114)	(385,928)	(89,218)	(82,524)	838,234	(31,113)	(157,059)	(332,104)	(233,926)	(311,392)	(30,259,316)	0
TOTAL PRIOR YR		(11,387,615)	(880,340)	(12,333,962)	2,289,962	4,458,510	143,042	1,033,696	269,694	218,711	21,676	198,097	1,145,233	(14,823,296)	0
E. OTHER CHANGES IN CASH BALANCES															
ERROR ACCOUNTS	9919-9999	0	0	0	0	0	0	0	0	0	0	0	0	0	
OTHER NON-REVENUE	9795													0	
OTHER NON-EXPENDITURES	9793	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL OTHER CHANGES IN CASH BALANCES		0	0	0	0	0	0	0	0	0	0	0	0	0	0
F. NET CASH (B-C+D+E)		(4,433,077)	(17,366,023)	(27,573,121)	(19,140,529)	16,426,167	43,961,772	(15,023,345)	(17,171,563)	(3,912,240)	25,854,200	(3,855,323)	9,165,863	(13,067,219)	(27,989,141)
G. ENDING CASH (A+F)	9110	232,870,840	215,504,818	187,931,696	168,791,168	185,217,335	229,179,107	214,155,762	196,984,199	193,071,959	218,926,159	215,070,835	224,236,698	224,236,698	(27,989,141)

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: Tustin Unified School District
Date: June 4, 2025

Public Hearing:

Place: Tustin Unified School District
Date: June 9, 2025
Time: 6:00 PM

Adoption Date: June 23, 2025
Signed:
Clerk/Secretary of the Governing Board
(Original signature required)

Printed Name: Mark Johnson, Ed.D.
Title: Secretary of the Governing Board

Contact person for additional information on the budget reports:

Name: Harold Sullins
Title: Chief Financial Officer

Telephone: (714) 730-7301 Ext 51302
E-mail: hsullins@tustin.k12.ca.us

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.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

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?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
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)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
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?		X
		• Adoption date of the LCAP or an update to the LCAP:	**06/23/2025**	
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	

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	

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:

Tustin is fully insured through ASCIP for new claims effective 7/1/2021. (ASCIP is considered as "self-insured" JPA by the State).

Claims prior to 7/1/2021 are still self-insured by Tustin Unified School District and are administered by ASCIP separately.

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

Signed _____ Date of Meeting: 6/23/2025

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Mark Johnson, Ed.D. Title: Secretary of the Governing Board

For additional information on this certification, please contact:

Name: Harold Sullins

Title: Chief Financial Officer

Telephone: (714) 730-7301 Ext. 51302

E-mail: hsullins@tustin.k12.ca.us

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):	19,919
District's ADA Standard Percentage Level:	**1.0%**

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	20,876	22,218		
Charter School				
Total ADA	**20,876**	**22,218**	**N/A**	**Met**
Second Prior Year (2023-24)				
District Regular	21,458	21,721		
Charter School				
Total ADA	**21,458**	**21,721**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	20,792	20,795		
Charter School		0		
Total ADA	**20,792**	**20,795**	**N/A**	**Met**
Budget Year (2025-26)				
District Regular	20,484			
Charter School	0			
Total ADA	**20,484**			

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): 19,919

District's Enrollment Standard Percentage Level: 1.0%

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	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	21,305	21,830		
Charter School				
Total Enrollment	**21,305**	**21,830**	**N/A**	**Met**
Second Prior Year (2023-24)				
District Regular	21,429	21,600		
Charter School				
Total Enrollment	**21,429**	**21,600**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	21,275	21,342		
Charter School				
Total Enrollment	**21,275**	**21,342**	**N/A**	**Met**
Budget Year (2025-26)				
District Regular	21,023			
Charter School				
Total Enrollment	**21,023**			

2B. Comparison of District Enrollment to the Standard

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

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

Explanation:
(required if NOT met)

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	20,531	21,830	
Charter School		0	
Total ADA/Enrollment	**20,531**	**21,830**	**94.1%**
Second Prior Year (2023-24)			
District Regular	20,557	21,600	
Charter School	0		
Total ADA/Enrollment	**20,557**	**21,600**	**95.2%**
First Prior Year (2024-25)			
District Regular	20,370	21,342	
Charter School			
Total ADA/Enrollment	**20,370**	**21,342**	**95.4%**
		Historical Average Ratio:	94.9%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**95.4%**

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	19,919	21,023		
Charter School	0			
Total ADA/Enrollment	**19,919**	**21,023**	**94.7%**	**Met**
1st Subsequent Year (2026-27)				
District Regular	19,620	20,708		
Charter School				
Total ADA/Enrollment	**19,620**	**20,708**	**94.7%**	**Met**
2nd Subsequent Year (2027-28)				
District Regular	19,325	20,397		
Charter School				
Total ADA/Enrollment	**19,325**	**20,397**	**94.7%**	**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: LCFF Revenue

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)	21,029.05	20,717.87	20,515.98	20,204.36
b.	Prior Year ADA (Funded)		21,029.05	20,717.87	20,515.98
c.	Difference (Step 1a minus Step 1b)		(311.18)	(201.89)	(311.62)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(1.48%)	(.97%)	(1.52%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		267,376,138.00	271,830,306.00	275,729,595.00
b1.	COLA percentage		2.30%	3.02%	3.42%
b2.	COLA amount (proxy for purposes of this criterion)		6,149,651.17	8,209,275.24	9,429,952.15
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.30%	3.02%	3.42%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			.82%	2.05%	1.90%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**-0.18% to 1.82%**	**1.05% to 3.05%**	**0.90% to 2.90%**

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)	192,602,749.00	192,602,749.00	192,602,749.00	192,602,749.00
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%):	**N/A**	**N/A**	**N/A**

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)	265,253,449.00	267,399,263.00	271,853,659.00	275,753,308.00
District's Projected Change in LCFF Revenue:		.81%	1.67%	1.43%
LCFF Revenue Standard		**-0.18% to 1.82%**	**1.05% to 3.05%**	**0.90% to 2.90%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2022-23)	184,200,581.15	220,922,005.18	83.4%
Second Prior Year (2023-24)	195,148,462.67	230,514,614.35	84.7%
First Prior Year (2024-25)	201,273,275.00	237,066,753.00	84.9%
		Historical Average Ratio:	84.3%

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**81.3% to 87.3%**	**81.3% to 87.3%**	**81.3% to 87.3%**

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) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2025-26)	212,075,105.00	248,957,008.00	85.2%	Met
1st Subsequent Year (2026-27)	214,344,815.00	250,296,391.00	85.6%	Met
2nd Subsequent Year (2027-28)	220,019,285.00	257,098,469.00	85.6%	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):	.82%	2.05%	1.90%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-9.18% to 10.82%**	**-7.95% to 12.05%**	**-8.10% to 11.90%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.18% to 5.82%	-2.95% to 7.05%	-3.10% to 6.90%

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)	9,635,117.00		
Budget Year (2025-26)	9,598,893.00	(.38%)	No
1st Subsequent Year (2026-27)	8,659,553.00	(9.79%)	Yes
2nd Subsequent Year (2027-28)	8,659,553.00	0.00%	No

Explanation: (required if Yes)
2026-27: Total federal revenues are projected to decrease by $0.9 million due to the potential reductions of Title programs proposed by the Administration.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2024-25)	65,373,924.00		
Budget Year (2025-26)	65,126,738.00	(.38%)	No
1st Subsequent Year (2026-27)	64,047,947.00	(1.66%)	No
2nd Subsequent Year (2027-28)	64,776,526.00	1.14%	No

Explanation: (required if Yes)

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2024-25)	29,051,147.00		
Budget Year (2025-26)	18,669,137.00	(35.74%)	Yes
1st Subsequent Year (2026-27)	10,588,211.00	(43.28%)	Yes
2nd Subsequent Year (2027-28)	10,588,211.00	0.00%	No

Explanation: (required if Yes)
2025-26: Total local revenues are projected to decrease by approximately $10.4 million due to adjustments for various programs (Decreases: Interest for $8 million, GASB 31 Fair Market Valuation for $0.7 million, and Community Redevelopment for $1.6 million. 2026-27: Total local revenues are projected to decrease by approximately $8.1 million due to adjustments for various programs (Decreases: CalShape for $4.6 million, School Accounts for $1.1 million, Rents & Leases for $0.3 million, Other Local Income by $0.4 million, and reductions in miscellaneous programs).

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

First Prior Year (2024-25)	14,496,467.00		
Budget Year (2025-26)	17,445,011.00	20.34%	Yes
1st Subsequent Year (2026-27)	11,218,772.00	(35.69%)	Yes
2nd Subsequent Year (2027-28)	10,193,805.00	(9.14%)	Yes

Explanation:
(required if Yes)

2025-26: Books and Supplies are projected to increase by approximately $2.9 million due to adjustments for various items (Textbook Adoption for $1.8 million, and miscellaneous programs including CTEIG, Educator Effectiveness, and Prop 28 Art & Music). 2026-27: Books and Supplies are projected to decrease by $6.2 million due to adjustments for various items (Textbook Adoption for $2.7 million, Educator Effectiveness for $0.7 million, CTE Incentive for $0.9 million, Strong Workforce for $0.5 million, and Ethnic Studies Block Grant for $0.3 million). 2027-28: Books and Supplies are projected to decrease by approximately $1.0 million due to reductions for various programs.

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

First Prior Year (2024-25)	42,856,092.00		
Budget Year (2025-26)	40,813,292.00	(4.77%)	Yes
1st Subsequent Year (2026-27)	42,621,248.00	4.43%	No
2nd Subsequent Year (2027-28)	42,375,145.00	(.58%)	No

Explanation:
(required if Yes)

2025-26: Services and Other Operating Expenditures are projected to decrease by $2.0 million due to initial budgeting in salaries and benefits instead of staffing agencies for SpEd.

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

DATA ENTRY: All data are extracted or calculated.

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2024-25)	104,060,188.00		
Budget Year (2025-26)	93,394,768.00	(10.25%)	Not Met
1st Subsequent Year (2026-27)	83,295,711.00	(10.81%)	Not Met
2nd Subsequent Year (2027-28)	84,024,290.00	.87%	Met

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

First Prior Year (2024-25)	57,352,559.00		
Budget Year (2025-26)	58,258,303.00	1.58%	Met
1st Subsequent Year (2026-27)	53,840,020.00	(7.58%)	Met
2nd Subsequent Year (2027-28)	52,568,950.00	(2.36%)	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)

2026-27: Total federal revenues are projected to decrease by $0.9 million due to the potential reductions of Title programs proposed by the Administration.

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

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

2025-26: Total local revenues are projected to decrease by approximately $10.4 million due to adjustments for various programs (Decreases: Interest for $8 million, GASB 31 Fair Market Valuation for $0.7 million, and Community Redevelopment for $1.6 million. 2026-27: Total local revenues are projected to decrease by approximately $8.1 million due to adjustments for various programs (Decreases: CalShape for $4.6 million, School Accounts for $1.1 million, Rents & Leases for $0.3 million, Other Local Income by $0.4 million, and reductions in miscellaneous programs).

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 exlude 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?

   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)	370,575,608.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	370,575,608.00	11,117,268.24	11,117,269.00	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 reserves[1] as a percentage of total expenditures and other financing uses[2] 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)	10,192,050.00	10,805,759.00	11,008,939.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
	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)	10,192,050.00	10,805,759.00	11,008,939.00
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	339,734,978.87	359,941,581.35	366,964,631.00
	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)	339,734,978.87	359,941,581.35	366,964,631.00
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	3.0%	3.0%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.0%**	**1.0%**	**1.0%**

[1]Available 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.

[2]A 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)	10,391,057.91	224,422,005.18	N/A	Met
Second Prior Year (2023-24)	21,121,594.95	234,014,614.35	N/A	Met
First Prior Year (2024-25)	5,269,688.00	240,566,753.00	N/A	Met
Budget Year (2025-26) (Information only)	(16,983,565.00)	252,457,008.00		

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):	20,153
District's Fund Balance Standard Percentage Level:	**1.0%**

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) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2022-23)	98,607,370.00	106,585,182.12	N/A	Met
Second Prior Year (2023-24)	111,095,535.00	116,976,240.03	N/A	Met
First Prior Year (2024-25)	132,735,503.00	138,097,835.00	N/A	Met
Budget Year (2025-26) (Information only)	143,367,523.00			

[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)	224,236,698.00	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 reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

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.)	19,919	19,620	19,326
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

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?
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s):

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	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)	384,503,969.00	383,368,288.00	386,773,925.00
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)	384,503,969.00	383,368,288.00	386,773,925.00

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	11,535,119.07	11,501,048.64	11,603,217.75
6.	Reserve Standard - by Amount ($88,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**11,535,119.07**	**11,501,048.64**	**11,603,217.75**

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)	11,535,120.00	11,501,050.00	11,603,219.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00		
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)	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)	11,535,120.00	11,501,050.00	11,603,219.00
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.00%
	District's Reserve Standard (Section 10B, Line 7):	**11,535,119.07**	**11,501,048.64**	**11,603,217.75**
	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)? — No

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:

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)	(47,129,617.00)			
Budget Year (2025-26)	(49,956,448.00)	2,826,831.00	6.0%	Met
1st Subsequent Year (2026-27)	(52,791,146.00)	2,834,698.00	5.7%	Met
2nd Subsequent Year (2027-28)	(55,149,432.00)	2,358,286.00	4.5%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2024-25)	0.00			
Budget Year (2025-26)	0.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2024-25)	5,158,994.00			
Budget Year (2025-26)	3,500,000.00	(1,658,994.00)	(32.2%)	Not Met
1st Subsequent Year (2026-27)	3,500,000.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	3,500,000.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

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

* 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. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

2025-26: Projected total transfers out of General Fund for 2025-26 does not meet the standard because of Community Redevelopment Funds, which are not budgeted until actually received, thereby reducing the 2025-26 budget by this amount.

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 commitments[1] 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 Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2025
Leases				
Certificates of Participation				
General Obligation Bonds	30	Debt Service Tax Collection Fund 51	Object Codes 7438, 7439, Debt Service	242,029,659
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		All Funds L-T Vacation Liability	Approximately $2.25 million	2,259,430
Other Long-term Commitments (do not include OPEB):				
Workers' Compensation		Workers' Compensation Fund 6768		760,499
TOTAL:				245,049,588

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				
Certificates of Participation				
General Obligation Bonds	17,393,868	16,933,868	16,486,033	16,050,042
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	1,842,782	1,859,687	1,876,747	1,893,964
Other Long-term Commitments (continued):				
Workers' Compensation	450,000	400,000	350,000	300,000
Total Annual Payments:	19,686,650	19,193,555	18,712,780	18,244,006
Has total annual payment increased over prior year (2024-25)?		**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?

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)	Yes
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:

The District provides health and welfare insurance benefits (medical, dental, vision, and life) to employees who are eligible (Certificated employees with 0.5 or more FTE and Classified employees who work 6 or more hours per day). Insurance benefits are capped and renegotiated each year, and depending on the selected plan, current employees and retirees are required to contribute to the total cost. Retirees who are eligible have insurance coverage with contribution requirements until age 65.

3	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?	Pay-as-you-go	
	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	27,146,107.00
	b. OPEB plan(s) fiduciary net position (if applicable)	27,146,107.00
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	0.00
	d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	
	e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	7/1/2024

		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
5.	OPEB Contributions			
	a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	3,284,633.00	3,284,633.00	3,284,633.00
	b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	1,259,428.00	1,360,182.00	1,468,997.00
	c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	887,288.00	944,930.00	1,121,948.00
	d. Number of retirees receiving OPEB benefits	82.00	82.00	82.00

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)

Yes

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:

Workers' Compensation (WC): Effective July 1, 2021, Tustin USD is fully insured with ASCIP for new claims. 2025-26 WC premium is estimated to be $3.2 million. Existing WC claims prior to July 1, 2021 are self-insured and processed by ASCIP. Tustin USD has a retention limit of $1 million and is insured with Safety National Casualty Corporation for excess policy. All costs and reserves are budgeted and paid from Fund 67. Property and Liability Insurance: Tustin USD contracts with ASCIP to administer property and liability claims with an estimated 2025-26 premium of $3.1 million.

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	760,499.00
b. Unfunded liability for self-insurance programs	0.00

4. Self-Insurance Contributions

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. Required contribution (funding) for self-insurance programs	400,000.00	350,000.00	300,000.00
b. Amount contributed (funded) for self-insurance programs	400,000.00	350,000.00	300,000.00

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	1,112	1,122	1,118	1,115

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.

Negotiations for 2024-25 have already been completed. Tustin USD will start negotiations with the Certificated bargaining unit for the budget year in 2025-26.

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 (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)?			
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	1,503,566		
		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	19,534,961	22,074,505	24,944,191
3.	Percent of H&W cost paid by employer	91.5%	91.5%	91.5%
4.	Percent projected change in H&W cost over prior year	13.0%	13.0%	13.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

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

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	2,221,947	2,763,772	2,777,196
3.	Percent change in step & column over prior year	1.5%	1.8%	1.8%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

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	916	1,011	1,031	1,046

Classified (Non-management) Salary and Benefit Negotiations

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

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.

Negotiations for 2024-25 have already been completed. Tustin USD will start negotiations with the Classified bargaining unit for the budget year in 2025-26.

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 (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)?			
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	600,372		
		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7.	Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	7,440,887	8,408,203	9,501,269
3.	Percent of H&W cost paid by employer	93.7%	93.7%	93.7%
4.	Percent projected change in H&W cost over prior year	13.0%	13.0%	

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

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

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	839,374	1,005,796	1,010,681
3.	Percent change in step & column over prior year	1.4%	1.8%	1.8%

Classified (Non-management) Attrition (layoffs and retirements)		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

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	198	202	202	202

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

Negotiations for 2024-25 have already been completed. Tustin USD will start negotiations with the Management, Supervisor, and Confidential bargaining units for the budget year in 2025-26.

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 322,315

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
4. Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	3,524,905	3,983,143	4,500,952
3. Percent of H&W cost paid by employer	92.7%	92.7%	92.7%
4. Percent projected change in H&W cost over prior year	13.0%	13.0%	13.0%

Management/Supervisor/Confidential Step and Column Adjustments	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments	193,113	565,029	567,774
3. Percent change in step & column over prior year	.6%	1.8%	1.8%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

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 23, 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?	Yes
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)	Yes
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

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	366,964,631.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	22,732,965.00
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	449,797.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	4,731,283.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	5,158,994.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	124,899.00
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)				10,464,973.00
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	0.00
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)				333,766,693.00

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)	20,603.78
B. Expenditures per ADA (Line I.E divided by Line II.A)	16,199.29

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.)	309,359,440.33	14,918.10
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)	309,359,440.33	14,918.10
B. Required effort (Line A.2 times 90%)	278,423,496.30	13,426.29
C. Current year expenditures (Line I.E and Line II.B)	333,766,693.00	16,199.29
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) — 15,714,581.00
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) — 276,417,387.00

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) — 5.69%

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. — **Entry required**

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) — 18,290,474.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 3,990,204.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	75,000.00
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)	1,814,296.73
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)	24,169,974.73
9. Carry-Forward Adjustment (Part IV, Line F)	8,203,894.67
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	32,373,869.39
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	216,461,066.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	33,624,954.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	29,923,428.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	871,638.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	449,797.00
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)	1,465,664.00
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)	30,071,410.27
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)	1,428,143.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	3,930,606.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	6,786,745.00
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)	325,013,451.27
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)	7.44%
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)	9.96%

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)	24,169,974.73
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	89,584.43
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 (4.94%) times Part III, Line B19); zero if negative	8,203,894.67
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.94%) times Part III, Line B19) or (the highest rate used to recover costs from any program (12.36%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	8,203,894.67
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)	8,203,894.67

Approved indirect cost rate: 4.94%

Highest rate used in any program: 12.36%

Note: In one or more resources, the rate used is greater than the approved rate.

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	2,695,513.00	128,573.00	4.77%
01	3010	2,804,965.00	159,498.00	5.69%
01	3310	17,103,261.00	204,477.00	1.20%
01	3315	133,690.00	3,863.00	2.89%
01	3327	99,868.00	12,342.00	12.36%
01	3345	959.00	47.00	4.90%
01	3385	131,975.00	2,881.00	2.18%
01	3395	9,797.00	977.00	9.97%
01	3410	175,006.00	8,645.00	4.94%
01	3550	125,211.00	5,194.00	4.15%
01	4035	602,051.00	23,461.00	3.90%
01	4127	299,988.00	10,253.00	3.42%
01	4203	456,873.00	5,753.00	1.26%
01	6010	90,544.00	5,750.00	6.35%
01	6053	426,083.00	21,027.00	4.93%
01	6211	157,579.00	7,789.00	4.94%
01	6332	2,320,444.00	151,382.00	6.52%
01	6386	164,536.00	458.00	0.28%
01	6387	899,170.00	99,272.00	11.04%
01	6388	156,563.00	6,590.00	4.21%
01	6500	39,372,261.00	948,421.00	2.41%
01	6515	986.00	48.00	4.87%
01	6520	123,490.00	6,100.00	4.94%
01	6546	2,865,225.00	68,846.00	2.40%
01	6547	648,306.00	48,383.00	7.46%
01	6762	5,092,335.00	116,911.00	2.30%
01	6770	1,721,410.00	51,680.00	3.00%
01	7220	49,920.00	2,465.00	4.94%
01	7412	317,973.00	29,692.00	9.34%
01	7413	120,306.00	5,943.00	4.94%
01	7435	3,139,029.00	236,769.00	7.54%
01	7810	11,701.00	578.00	4.94%
01	9010	2,016,150.00	40,664.00	2.02%
11	6391	1,086,086.00	54,048.00	4.98%
12	6052	14,294.00	706.00	4.94%

	12	6105	2,874,948.00	126,991.00	4.42%
	12	6127	85,998.00	2,780.00	3.23%
	13	5310	6,786,745.00	335,468.00	4.94%

TUSTIN UNIFIED SCHOOL DISTRICT
2025/26 Proposed Budget & Multi-Year Projection

		UNRESTRICTED GENERAL FUND				RESTRICTED GENERAL FUND				TOTAL GENERAL FUND			
		2024/25	2025/26	2026/27	2027/28	2024/25	2025/26	2026/27	2027/28	2024/25	2025/26	2026/27	2027/28
Revenues and Transfers In													
LCFF Revenue	8010-8099	262,730,719	264,876,138	269,330,306	273,229,595	-	-	-	-	262,730,719	264,876,138	269,330,306	273,229,595
Federal Revenues	8100-8299	-	-	-	-	9,635,117	9,598,893	8,659,553	8,659,553	9,635,117	9,598,893	8,659,553	8,659,553
State Revenues	8300-8599	8,397,957	9,055,389	9,961,193	10,715,333	56,975,967	56,071,349	54,086,754	54,061,193	65,373,924	65,126,738	64,047,947	64,776,526
Local Revenues	8600-8799	21,837,382	11,498,364	9,463,312	9,463,312	7,213,765	7,170,773	1,124,899	1,124,899	29,051,147	18,669,137	10,588,211	10,588,211
Transfers In/Sources	8900-8979	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues		**292,966,058**	**285,429,891**	**288,754,811**	**293,408,240**	**73,824,849**	**72,841,015**	**63,871,206**	**63,845,645**	**366,790,907**	**358,270,906**	**352,626,017**	**357,253,885**
Expenditures and Transfers Out													
Certificated Salaries	1xxx	112,455,041	114,547,080	112,738,031	113,590,398	32,797,046	34,533,696	38,295,887	35,853,959	145,252,087	149,080,776	151,033,918	149,444,357
Classified Salaries	2xxx	33,638,263	35,221,361	36,375,301	37,161,869	23,387,004	26,165,385	26,942,062	27,618,141	57,025,267	61,386,746	63,317,363	64,780,010
Employee Benefits	3xxx	55,179,971	62,306,664	65,231,483	69,267,018	36,021,047	36,820,948	37,900,190	38,668,276	91,201,018	99,127,612	103,131,673	107,935,294
Books and Supplies	4xxx	7,750,995	8,996,989	6,396,071	6,311,664	6,745,472	8,448,022	4,822,701	3,882,141	14,496,467	17,445,011	11,218,772	10,193,805
Services, Other Operating Exp.	5xxx	24,429,576	26,826,377	28,551,866	29,485,772	18,426,516	13,986,915	14,069,382	12,889,373	42,856,092	40,813,292	42,621,248	42,375,145
Capital Outlay	6xxx	3,162,618	511,209	511,209	511,209	3,424,108	7,860,818	3,255,600	3,255,600	6,586,726	8,372,027	3,766,809	3,766,809
Debt/Tuition	71XX & 74XX	3,385,014	3,460,915	3,460,915	3,460,915	1,522,959	1,880,000	1,880,000	1,880,000	4,907,973	5,340,915	5,340,915	5,340,915
Indirect Costs	73xx	(2,934,725)	(2,913,587)	(2,968,485)	(2,690,376)	2,414,732	2,351,177	2,406,075	2,127,966	(519,993)	(562,410)	(562,410)	(562,410)
Total Expenditures		**237,066,753**	**248,957,008**	**250,296,391**	**257,098,469**	**124,738,884**	**132,046,961**	**129,571,897**	**126,175,456**	**361,805,637**	**381,003,969**	**379,868,288**	**383,273,925**
Interfund Transfers													
a) Transfers In	8900-8929	-	-	-	-	-	-	-	-	-	-	-	-
b) Transfers Out	7600-7629	3,500,000	3,500,000	3,500,000	3,500,000	1,658,994	-	-	-	5,158,994	3,500,000	3,500,000	3,500,000
Other Sources/Uses													
a) Sources	8930-8979		-	-	-	-	-	-	-	-	-	-	-
b) Uses	7630-7699	-	-	-	-	-	-	-	-	-	-	-	-
Contributions	8980-8990	(47,129,617)	(49,956,448)	(52,791,146)	(55,419,432)	47,129,617	49,956,448	52,791,146	55,419,432	-	-	-	-
Total Other Sources/Uses		**(50,629,617)**	**(53,456,448)**	**(56,291,146)**	**(58,919,432)**	**45,470,623**	**49,956,448**	**52,791,146**	**55,419,432**	**(5,158,994)**	**(3,500,000)**	**(3,500,000)**	**(3,500,000)**
Net Increase (Decrease) in Fund Balance		**5,269,688**	**(16,983,565)**	**(17,832,726)**	**(22,609,661)**	**(5,443,412)**	**(9,249,498)**	**(12,909,545)**	**(6,910,379)**	**(173,724)**	**(26,233,063)**	**(30,742,271)**	**(29,520,040)**
Fund Balance													
Beginning Fund Balance		**138,097,835**	**143,367,523**	**126,383,958**	**108,551,232**	**77,205,236**	**71,761,824**	**62,512,326**	**49,602,781**	**215,303,071**	**215,129,347**	**188,896,284**	**158,154,013**
Ending Fund Balance		**143,367,523**	**126,383,958**	**108,551,232**	**85,941,571**	**71,761,824**	**62,512,326**	**49,602,781**	**42,692,402**	**215,129,347**	**188,896,284**	**158,154,013**	**128,633,973**
Components of Ending Fund Balance													
Reserve for Revolving Cash Acct	9711	150,000	150,000	150,000	150,000	-	-	-	-	150,000	150,000	150,000	150,000
Other Nonspendable - Prepaid/Stores		912,786	912,786	912,786	912,786					912,786	912,786	912,786	912,786
Committed	**976x**												
Vacation Liability		2,599,309	2,259,430	2,259,430	2,259,430					2,599,309	2,259,430	2,259,430	2,259,430
ADA and Enrollment Mitigation		9,955,827	9,955,827	9,955,827	9,955,827					9,955,827	9,955,827	9,955,827	9,955,827
Local Protection/Budget Contingencies		38,563,027	33,585,626	27,614,032	23,085,567					38,563,027	33,585,626	27,614,032	23,085,567
Facilities Maintenance		9,516,387	9,516,387	9,516,387	9,516,387					9,516,387	9,516,387	9,516,387	9,516,387
Technology Refresh		8,000,000	6,000,000	6,000,000	6,000,000					8,000,000	6,000,000	6,000,000	6,000,000
Classroom Furniture		100,000	100,000	100,000	100,000					100,000	100,000	100,000	100,000
Future School Opening		-	-	-	-					-	-	-	-
One-Time Discretionary		37,955,417	37,955,417	28,877,820	5,794,455					37,955,417	37,955,417	28,877,820	5,794,455
Textbook Adoption		4,900,000	-	1,100,000	6,000,000					4,900,000	-	1,100,000	6,000,000
MAA/LEA Medi-Cal Program C/O		1,196,264	1,196,264	1,196,264	1,196,264					1,196,264	1,196,264	1,196,264	1,196,264
Risk Pool Special Assessments		4,000,000	2,000,000	-	-					4,000,000	2,000,000	-	-
Anthem Health Reimbursement (HRA)		20,000	20,000	20,000	20,000					20,000	20,000	20,000	20,000
H&W Insurance Rebate		-	-	-	-					-	-	-	-
H&W Wellness Program C/O		162,679	162,679	162,679	162,679					162,679	162,679	162,679	162,679
School/ Other Instruction Programs C/O		-	-	-	-					-	-	-	-
H&W ACA IRS Prior Year Fees		100,000	100,000	100,000	100,000					100,000	100,000	100,000	100,000
Pension Liability		4,600,000	4,600,000	3,400,000	3,400,000					4,600,000	4,600,000	3,400,000	3,400,000
LCAP Programs C/O		3,292,466	-	-	-					3,292,466	-	-	-
T Tech Insurance Rebate		649,465	649,465	-	-					649,465	649,465	-	-
Safety & Security Updates		2,000,000	2,000,000	2,000,000	2,000,000					2,000,000	2,000,000	2,000,000	2,000,000
Staffing Continuity		3,684,957	3,684,957	3,684,957	3,684,957					3,684,957	3,684,957	3,684,957	3,684,957
RESTRICTED PROGRAMS	9740					71,761,824	62,512,326	49,602,781	42,692,402	71,761,824	62,512,326	49,602,781	42,692,402
Reserve for Economic Uncertainties	**9789**	**11,008,939**	**11,535,120**	**11,501,050**	**11,603,219**	**-**	**-**	**-**	**-**	**11,008,939**	**11,535,120**	**11,501,050**	**11,603,219**
Total Components of Ending Fund Balance		**143,367,523**	**126,383,958**	**108,551,232**	**85,941,571**	**71,761,824**	**62,512,326**	**49,602,781**	**42,692,402**	**215,129,347**	**188,896,284**	**158,154,013**	**128,633,973**

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	(562,410.00)				
Other Sources/Uses Detail					0.00	3,500,000.00		
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	55,209.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	154,661.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	352,540.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
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								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					3,500,000.00	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								

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
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
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	562,410.00	(562,410.00)	3,500,000.00	3,500,000.00		

Budget, July 1
Estimated Actuals 2024-25
Technical Review Checks
Phase - All
Display - All Technical Checks

Tustin Unified **Orange County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (**Fatal**) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

PY-EFB=CY-BFB - (**Fatal**) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

PY-EFB=CY-BFB-RES - (**Fatal**) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

AR-AP-POSITIVE - (**Warning**) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. **Passed**

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

DUE-FROM=DUE-TO - (**Fatal**) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (**Warning**) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.) **Exception**

FUND	RESOURCE	FUNCTION	VALUE
01	0000	8300	($5,417.00)

Explanation: This is a refund of a purchase originally made in 2023-24.

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

NET-INV-CAP-ASSETS - (**Warning**) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **Passed**

OBJ-POSITIVE - (**Warning**) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
01	7220	4300	($7,960.00)

Explanation: Temporary adjustment for EA to balance out Resource 7220. This will be cleared for UA.

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (**Fatal**) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. **Passed**

DEBT-ACTIVITY - (**Informational**) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. **Passed**

DEBT-POSITIVE - (**Fatal**) - In Form DEBT, long-term liability ending balances must be positive. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data (Form A) must be provided. **Passed**

CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

FORM01-PROVIDE - (**Fatal**) - Form 01 (Form 01I) must be opened and saved. **Passed**

VERSION-CHECK - (**Warning**) - All versions are current. **Passed**

Budget, July 1
Budget 2025-26
Technical Review Checks
Phase - All
Display - All Technical Checks

Tustin Unified **Orange County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUNCTION - (**Fatal**) **-** All FUNCTION codes must be valid. **Passed**

CHECKFUND - (**Fatal**) **-** All FUND codes must be valid. **Passed**

CHECKGOAL - (**Fatal**) **-** All GOAL codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) **-** All OBJECT codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) **-** The following codes for RESOURCE are not valid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	VALUE
01-6512-0-0000-0000-9740	6512	$1,500,000.00
Explanation: The remaining amount in this resource reflects an unspent district contribution. This will be cleared by the next reporting period, Unaudited Actuals.		
01-6512-0-0000-0000-9791	6512	$1,500,000.00
Explanation: The remaining amount in this resource reflects an unspent district contribution. This will be cleared by the next reporting period, Unaudited Actuals.		
01-6512-0-0000-0000-979Z	6512	$1,500,000.00
Explanation: The remaining amount in this resource reflects an unspent district contribution. This will be cleared by the next reporting period, Unaudited Actuals.		
01-7510-0-0000-0000-9740	7510	$400,010.00
Explanation: The remaining amount in this resource reflects unspent dollars at the conclusion of the grant. We are awaiting instructions from CDE.		
01-7510-0-0000-0000-9791	7510	$400,010.00
Explanation: The remaining amount in this resource reflects unspent dollars at the conclusion of the grant. We are awaiting instructions from CDE.		
01-7510-0-0000-0000-979Z	7510	$400,010.00
Explanation: The remaining amount in this resource reflects unspent dollars at the conclusion of the grant. We are awaiting instructions from CDE.		

CHK-FDXRS7690xOB8590 - (**Fatal**) **-** Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) **-** All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - The following combinations for FUND and RESOURCE are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	FUND	RESOURCE	VALUE
01-6512-0-0000-0000-9740	01	6512	$1,500,000.00
Explanation: The remaining amount in this resource reflects an unspent district contribution. This will be cleared by the next reporting period, Unaudited Actuals.			
01-6512-0-0000-0000-9791	01	6512	$1,500,000.00
Explanation: The remaining amount in this resource reflects an unspent district contribution. This will be cleared by the next reporting period, Unaudited Actuals.			
01-6512-0-0000-0000-979Z	01	6512	$1,500,000.00
Explanation: The remaining amount in this resource reflects an unspent district contribution. This will be cleared by the next reporting period, Unaudited Actuals.			
01-7510-0-0000-0000-9740	01	7510	$400,010.00
Explanation: The remaining amount in this resource reflects unspent dollars at the conclusion of the grant. We are awaiting instructions from CDE.			
01-7510-0-0000-0000-9791	01	7510	$400,010.00
Explanation: The remaining amount in this resource reflects unspent dollars at the conclusion of the grant. We are awaiting instructions from CDE.			
01-7510-0-0000-0000-979Z	01	7510	$400,010.00
Explanation: The remaining amount in this resource reflects unspent dollars at the conclusion of the grant. We are awaiting instructions from CDE.			

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: Functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs (functions 7200-7999, except 7210) must be direct-charged to an Undistributed, Nonagency, or County Services to Districts goal (Goal 0000, 7100-7199, or 8600-8699). **Passed**

CHK-RES6500XOBJ8091 - (**Fatal**) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-RESOURCExOBJECTA - (Warning) - The following combinations for RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) are invalid. Data should be corrected or narrative must be provided explaining why the exception(s) should be considered appropriate. **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
01-6512-0-0000-0000-9740	6512	9740	$1,500,000.00
Explanation: The remaining amount in this resource reflects an unspent district contribution. This will be cleared by the next reporting period, Unaudited Actuals.			
01-7510-0-0000-0000-9740	7510	9740	$400,010.00
Explanation: The remaining amount in this resource reflects unspent dollars at the conclusion of the grant. We are awaiting instructions from CDE.			

CHK-RESOURCExOBJECTB - (Informational) - The following combinations for RESOURCE and OBJECT (objects 9791, 9793, and 9795) are invalid: **Exception**

ACCOUNT FD - RS - PY - GO - FN - OB	RESOURCE	OBJECT	VALUE
01-6512-0-0000-0000-9791	6512	9791	$1,500,000.00
Explanation: The remaining amount in this resource reflects an unspent district contribution. This will be cleared by the next reporting period, Unaudited Actuals.			
01-7510-0-0000-0000-9791	7510	9791	$400,010.00
Explanation: The remaining amount in this resource reflects unspent dollars at the conclusion of the grant. We are awaiting instructions from CDE.			

CHK-RS-LOCAL-DEFINED - (Fatal) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

SPECIAL-ED-GOAL - (Fatal) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

CEFB-POSITIVE - (Fatal) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

CONTRIB-RESTR-REV - (Fatal) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

CONTRIB-UNREST-REV - (Fatal) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

EFB-POSITIVE - (Warning) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

EPA-CONTRIB - (Fatal) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

EXCESS-ASSIGN-REU - (Fatal) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

EXP-POSITIVE - (Warning) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

OBJ-POSITIVE - (**Warning**) - All applicable objects should have a positive balance by resource, by fund. **Passed**

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

SUPPLEMENTAL CHECKS

CB-BALANCE-ABOVE-MIN - (**Warning**) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). **Passed**

CB-BUDGET-CERTIFY - (**Fatal**) - In Form CB, the district checked the box relating to the required budget certifications. **Passed**

CS-EXPLANATIONS - (**Fatal**) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - (**Fatal**) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data (Form A) must be provided. **Passed**

BUDGET-CERT-PROVIDE - (**Fatal**) - Budget Certification (Form CB) must be provided. **Passed**

CASHFLOW-PROVIDE - (**Warning**) - A Cashflow Worksheet (Form CASH) must be provided with your Budget and Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) **Exception**
Explanation: Tustin USD will provide a separate Cashflow Worksheet.

CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

CS-PROVIDE - (**Fatal**) - The Criteria and Standards Review (Form 01CS) has been provided. **Passed**

FORM01-PROVIDE - (**Fatal**) - Form 01 (Form 01I) must be opened and saved. **Passed**

MYP-PROVIDE - (**Warning**) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) **Exception**
Explanation: Tustin USD will provide a separate Multiyear Projection Worksheet.

VERSION-CHECK - (**Warning**) - All versions are current. **Passed**

WK-COMP-CERT-PROVIDE - (**Fatal**) - Workers' Compensation Certification (Form CC) must be provided. **Passed**

Tustin Unified (73643) - Adopted Budget 2025-26	v.26.1b					PY1	v.26.1b	5.15.25				CY
LOCAL CONTROL FUNDING FORMULA						**2024-25**						**2025-26**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		1.07%	0.00%	51.71%	51.71%			2.30%	0.00%	52.15%	52.15%	
	3PY Average ADA	Base	Grade Span	Supplemental	Concentration	Total	3PY Average ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	5,656.97	$ 10,025	$ 1,043	$ 1,145	$ -	$ 69,086,609	5,641.83	$ 10,256	$ 1,067	$ 1,181	$ -	$ 70,545,393
Grades 4-6	4,538.76	10,177		1,053	-	50,968,030	4,509.88	10,411		1,086	-	51,849,529
Grades 7-8	3,175.64	10,478		1,084	-	36,715,590	3,115.68	10,719		1,118	-	36,880,304
Grades 9-12	7,657.68	12,144	316	1,289	-	105,282,481	7,450.47	12,423	323	1,329	-	104,868,415
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 229,171,307	$ 8,320,047	$ 24,561,356	$ -	$ 262,052,710		$ 230,769,209	$ 8,426,336	$ 24,948,096	$ -	$ 264,143,641
NSS Allowance		-				-		-				-
TOTAL BASE	21,029.05	$ 229,171,307	$ 8,320,047	$ 24,561,356	$ -	$ 262,052,710	20,717.87	$ 230,769,209	$ 8,426,336	$ 24,948,096	$ -	$ 264,143,641
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ 798,796						$ 798,796
Home-to-School Transportation (COLA added commencing 2023-24)						563,422						576,381
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	590.10	TK Add-on rate	$ 3,077.00		1,815,738	TK ADA	590.00	TK Add-on rate	$ 3,148.00		1,857,320
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 265,230,666						$ 267,376,138
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 265,230,666**						**$ 267,376,138**
Local Revenue (including RDA)						(192,579,966)						(192,579,624)
Gross State Aid						**$ 72,650,700**						**$ 74,796,514**
Education Protection Account Entitlement						(4,205,810)						(4,143,573)
Net State Aid						**$ 68,444,890**						**$ 70,652,941**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2024-25 ADA		N/A			12-13 Rate	2025-26 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,271.21	21,029.05		$ 110,848,539			$ 5,271.21	20,717.87		$ 109,208,229
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(192,579,966)						(192,579,624)
Less Education Protection Account Entitlement						(4,205,810)						(4,143,573)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**
Categorical Minimum State Aid						16,088,640						16,088,640
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-
Minimum State Aid Guarantee Before Proration Factor						**$ 16,088,640**						**$ 16,088,640**
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						**$ 16,088,640**						**$ 16,088,640**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						-						-
Minimum State Aid plus Property Taxes including RDA						-						-
Offset						-						-
Minimum State Aid Prior to Offset						-						-
Total Minimum State Aid with Offset						-						-
State Aid Before Additional State Aid						**$ 68,444,890**						**$ 70,652,941**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 68,444,890**						**$ 70,652,941**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple						**$ 265,230,666**						**$ 267,376,138**
Change Over Prior Year			-1.06%	(2,852,886)					0.81%	2,145,472		
LCFF Entitlement Per ADA (excluding Categorical MSA)						12,613						12,906
Per-ADA Change Over Prior Year			2.19%	270					2.32%	293		
Basic Aid Status (school districts only)						*Non-Basic Aid*						*Non-Basic Aid*
LCFF SOURCES INCLUDING EXCESS TAXES												
				Increase		2024-25				Increase		2025-26
State Aid			-15.28%	(12,346,531)		$ 68,444,890			3.23%	2,208,051		$ 70,652,941
Education Protection Account						4,205,810						4,143,573
Property Taxes Net of In-Lieu Transfers			5.26%	9,631,889		192,579,966			0.00%	(342)		192,579,624
Charter In-Lieu Taxes			0.00%	-		-			0.00%	-		-
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			-1.01%	(2,714,642)		**$ 265,230,666**			0.83%	2,207,709		**$ 267,376,138**

Tustin Unified (73643) - Adopted Budget 2025-26	v.26.1b					CY1	v.26.1b					CY2
LOCAL CONTROL FUNDING FORMULA						**2026-27**						**2027-28**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		3.02%	0.00%	50.44%	50.44%			3.42%	0.00%	48.06%	48.06%	
	3PY Average ADA	Base	Grade Span	Supplemental	Concentration	Total	3PY Average ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	5,594.72	$ 10,566	$ 1,099	$ 1,177	$ -	$ 71,846,102	5,511.07	$ 10,927	$ 1,136	$ 1,159	$ -	$ 72,870,133
Grades 4-6	4,488.68	10,725		1,082	-	52,997,509	4,402.36	11,092		1,066	-	53,524,584
Grades 7-8	3,101.46	11,043		1,114	-	37,704,478	3,059.59	11,421		1,098	-	38,302,408
Grades 9-12	7,331.13	12,798	333	1,325	-	105,976,263	7,231.34	13,236	344	1,305	-	107,640,718
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 235,328,049	$ 8,589,864	$ 24,606,439	$ -	$ 268,524,352		$ 239,708,073	$ 8,748,158	$ 23,881,612	$ -	$ 272,337,843
NSS Allowance		-				-		-				-
TOTAL BASE	20,515.98	$ 235,328,049	$ 8,589,864	$ 24,606,439	$ -	$ 268,524,352	20,204.36	$ 239,708,073	$ 8,748,158	$ 23,881,612	$ -	$ 272,337,843
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ 798,796						$ 798,796
Home-to-School Transportation (COLA added commencing 2023-24)						593,788						614,096
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	590.00	TK Add-on rate	$ 3,243.00		1,913,370	TK ADA	590.00	TK Add-on rate	$ 3,354.00		1,978,860
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF Entitlement Before Adjustments						$ 271,830,306						$ 275,729,595
Miscellaneous Adjustments						-						-
ADJUSTED LCFF ENTITLEMENT						**$ 271,830,306**						**$ 275,729,595**
Local Revenue (including RDA)						(192,579,396)						(192,579,036)
Gross State Aid						**$ 79,250,910**						**$ 83,150,559**
Education Protection Account Entitlement						(4,103,197)						(4,040,873)
Net State Aid						**$ 75,147,713**						**$ 79,109,686**
MINIMUM STATE AID CALCULATION												
			12-13 Rate	2026-27 ADA		N/A			12-13 Rate	2027-28 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,271.21	20,515.98		$ 108,144,054			$ 5,271.21	20,204.36		$ 106,501,444
2012-13 NSS Allowance (deficited)			$ -			-			$ -			-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(192,579,396)						(192,579,036)
Less Education Protection Account Entitlement						(4,103,197)						(4,040,873)
Subtotal State Aid for Historical RL/Charter General BG						**$ -**						**$ -**
Categorical Minimum State Aid						16,088,640						16,088,640
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-
Minimum State Aid Guarantee Before Proration Factor						**$ 16,088,640**						**$ 16,088,640**
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						**$ 16,088,640**						**$ 16,088,640**
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						-						-
Minimum State Aid plus Property Taxes including RDA						-						-
Offset						-						-
Minimum State Aid Prior to Offset						-						-
Total Minimum State Aid with Offset						-						-
State Aid Before Additional State Aid						**$ 75,147,713**						**$ 79,109,686**
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF State Aid, Adjusted for Minimum State Aid Guarantee						**$ 75,147,713**						**$ 79,109,686**
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supple						**$ 271,830,306**						**$ 275,729,595**
Change Over Prior Year			1.67%	4,454,168					1.43%	3,899,289		
LCFF Entitlement Per ADA (excluding Categorical MSA)						13,250						13,647
Per-ADA Change Over Prior Year			2.67%	344					3.00%	397		
Basic Aid Status (school districts only)						*Non-Basic Aid*						*Non-Basic Aid*
LCFF SOURCES INCLUDING EXCESS TAXES												
				Increase		2026-27				Increase		2027-28
State Aid			6.36%	4,494,772		$ 75,147,713			5.27%	3,961,973		$ 79,109,686
Education Protection Account						4,103,197						4,040,873
Property Taxes Net of In-Lieu Transfers			0.00%	(228)		192,579,396			0.00%	(360)		192,579,036
Charter In-Lieu Taxes			0.00%	-		-			0.00%	-		-
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			1.68%	4,494,544		**$ 271,830,306**			1.46%	3,961,613		**$ 275,729,595**

LCFF CALCULATOR

73643	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	Tustin Unified
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	Adopted Budget 2025-26
District	Projection Type	Created by:	
		Email:	
5.15.25	Projection Date	Phone:	

DATA ONLY - NO CALCULATIONS

Tustin Unified (73643)	2019-20	2020-21	2021-22	PY3 2022-23	PY2 2023-24	PY1 2024-25	CY 2025-26	CY1 2026-27	CY2 2027-28	CY3 2028-29	CY4 2029-30
(1) UNIVERSAL ASSUMPTIONS											
Supplemental Grant %				***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***
Concentration Grant (>55% population)				***65.00%***	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*
Statutory COLA & Augmentation/Suspension *(prefilled as calculated by the Department of Finance, DOF)*				**13.26%**	**8.22%**	**1.07%**	**2.30%**	**3.02%**	**3.42%**	**3.31%**	**3.24%**
Statutory COLA				***6.56%***	***8.22%***	***1.07%***	*2.30%*	*3.02%*	*3.42%*	*3.31%*	*3.24%*
Augmentation/(COLA Suspension)				***6.70%***	***0.00%***	***0.00%***	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Base Grant Proration Factor (deficit)				***0.00%***	***0.00%***	***0.00%***	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor				***0.00%***	***0.00%***	***0.00%***	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Transitional Kindergarten Add-on (*2022-23 forward*)				$ 2,813	$ 3,044	$ 3,077	$ 3,148	$ 3,243	$ 3,354	$ 3,465	$ 3,577
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)				**12.74780911%**	**21.98880689%**	28.19204594%	28.19204594%	28.19204594%	28.19204594%	28.19204594%	28.19204594%
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)				**12.84814107%**	**22.03836064%**	28.19204594%	28.19204594%	28.19204594%	28.19204594%	28.19204594%	28.19204594%
Local EPA Accrual				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Tustin Unified (73643)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF												
(a) GENERAL QUESTIONS												
	Is your district required to transfer in-lieu taxes to a charter school?				YES							
	Does your district have a necessary small school?				NO							
(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION												
	Did your district meet the requirements of funding?				YES	YES	YES	YES	YES	YES	YES	YES
(c) PROPERTY TAXES												
C-1	**Estimated Property Taxes (excluding RDA)**				**$ 156,247,122**	**$ 164,715,309**	**$ 174,878,395**	**$ 174,878,395**	**$ 174,878,395**	**$ 174,878,395**	**$ 174,878,395**	**$ 174,878,395**
B-5	**Redevelopment Agency Local Revenue**				**$ 16,061,314**	**$ 18,253,468**	**$ 17,724,354**	**$ 17,724,354**	**$ 17,724,354**	**$ 17,724,354**	**$ 17,724,354**	**$ 17,724,354**
	Less In-Lieu Property Tax Transfer				$ (21,045)	$ (20,700)	$ (22,783)	$ (23,125)	$ (23,353)	$ (23,713)	$ (24,156)	$ (36,289)
	Total Local Revenue				$ 172,287,391	$ 182,948,077	$ 192,579,966	$ 192,579,624	$ 192,579,396	$ 192,579,036	$ 192,578,593	$ 192,566,460
(d) OTHER LCFF ADJUSTMENTS												
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.												
H-2	**Miscellaneous Adjustments**				**$ -**	**$ -**	**$ -**					
J-5	**Minimum State Aid Adjustments**				**$ -**	**$ -**	**$ -**					
(e) UNDUPLICATED PUPIL PERCENTAGE												
A-1 / A-3	**District Enrollment**		**22,760**	**22,140**	**21,829**	**21,599**	**21,343**	**21,023**	**20,708**	**20,397**		
A-2 / A-4	**COE Enrollment**		**106**	**71**	**69**	**70**	**61**	**61**	**61**	**61**	**61**	**61**
	Total Enrollment		22,866	22,211	21,898	21,669	21,404	21,084	20,769	20,458	61	61
B-1 / B-3	**District Unduplicated Pupil Count**		**9,687**	**8,953**	**10,219**	**11,486**	**11,752**	**10,091**	**9,940**	**9,791**		
B-2 / B-4	**COE Unduplicated Pupil Count**		**70**	**50**	**52**	**44**	**42**	**42**	**42**	**42**	**42**	**42**
	Total Unduplicated Pupil Count		9,757	9,003	10,271	11,530	11,794	10,133	9,982	9,833	42	42
	Single Year Unduplicated Pupil Percentage				46.90%	53.21%	55.10%	48.06%	48.06%	48.06%	68.85%	68.85%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				43.35%	46.83%	51.71%	52.15%	50.44%	48.06%	48.09%	48.19%

Tustin Unified (73643)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(f) AVERAGE DAILY ATTENDANCE (ADA)												
ADA used for the Transitional Kindergarten Add-on ONLY:												
G-10	**TK (Commencing in 2022-23)**				304.06	468.69	590.10	590.00	590.00	590.00	590.00	590.00
ADA used for Base, Supplemental and Concentration Grant Calculations:												
Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.												
	Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)											
B-1, D-5	**Grades TK-3**	6,338.94	6,338.94	5,679.76	5,622.73	5,650.15	5,637.89	5,481.49	5,399.27	5,318.28		
	Grades 4-6	4,881.17	4,881.17	4,584.57	4,442.38	4,572.00	4,494.90	4,378.89	4,313.20	4,248.50		
	Grades 7-8	3,647.81	3,647.81	3,336.33	3,062.65	3,100.30	3,154.03	3,020.15	2,974.85	2,930.23		
	Grades 9-12	7,765.10	7,765.10	7,691.47	7,373.06	7,209.18	7,062.77	7,015.67	6,910.43	6,806.78		
	TOTAL CURRENT YEAR ADA	22,633.02	22,633.02	21,292.13	20,500.82	20,531.63	20,349.59	19,896.20	19,597.75	19,303.79	-	-
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)											
D-9, E-1	**Grades TK-3**				1.90	1.05	3.14	1.96	1.93	1.90		
	Grades 4-6				5.50	2.57	2.19	3.20	3.16	3.11		
	Grades 7-8				6.71	1.81	2.81	3.62	3.57	3.51		
	Grades 9-12				17.38	15.85	11.81	14.17	13.96	13.75		
	TOTAL NPS-CDS (Annual)				31.49	21.28	19.95	22.96	22.61	22.27	-	-
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).				-	-	-					
	DISTRICT TOTAL				20,532.31	20,552.91	20,369.54	19,919.16	19,620.37	19,326.06	-	-
	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)											
E-2, E-3	**Grades TK-3**				5.86	5.40	2.95	2.95	2.95	2.95	2.95	2.95
	Grades 4-6				2.30	6.78	3.59	3.59	3.59	3.59	3.59	3.59
	Grades 7-8				3.38	4.13	6.40	6.40	6.40	6.40	6.40	6.40
	Grades 9-12				189.84	207.35	221.30	221.30	221.30	221.30	221.30	221.30
	COUNTY TOTAL				201.38	223.66	234.24	234.24	234.24	234.24	234.24	234.24
	RATIO: District ADA-to-Enrollment				94.06%	95.16%	95.44%	94.75%	94.75%	94.75%	0.00%	0.00%
	RATIO: County ADA-to-Enrollment				291.86%	319.51%	384.00%	384.00%	384.00%	384.00%	384.00%	384.00%

Tustin Unified (73643)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS											
Complete either section (a) or (b)											
(a) ALTERNATIVE CALCULATION TOOL											
Use this section to override the calculated in-lieu of property tax results.											
1. Clear the prepopulated number '1' from the box located to the right				1							
2. Local calculation of total in-lieu property taxes											
(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)											
Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.											
1 **Charter Name**				College Career Prepatory Academy							
Charter ADA by grade span											
Grades K-3				-	-	-					
Grades 4-6				-	-	-					
Grades 7-8				-	-	-					
Grades 9-12				3.02	2.73	2.74	2.74	2.74	2.74	2.74	2.74
Total ADA				3.02	2.73	2.74	2.74	2.74	2.74	2.74	2.74

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Tustin Unified School District
CDS Code:	30 73643-0000000
LEA Contact Information:	Name: Maggie Villegas and Chris Matos Position: Assistant Superintendents, Educational Services Email: cmatos@tustin.k12.ca.us and mvillegas@tustin.k12.ca.us Phone: (714) 730-7301
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$264,876,138.00
LCFF Supplemental & Concentration Grants	$24,948,096.00
All Other State Funds	$65,126,738.00
All Local Funds	$18,669,137.00
All federal funds	$9,598,893.00
Total Projected Revenue	$358,270,906.00

Total Budgeted Expenditures for the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$381,003,969.00
Total Budgeted Expenditures in the LCAP	$31,168,399.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$28,240,562.00
Expenditures not in the LCAP	$351,940,425.00

Expenditures for High Needs Students in the 2024-25 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$26,805,080.00
Actual Expenditures for High Needs Students in LCAP	$26,154,881.00

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2025-26 Difference in Projected Funds and Budgeted Expenditures	$
2024-25 Difference in Budgeted and Actual Expenditures	$-650,199.00

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	School Instructional Programs, Special Education Instruction, and Nonpublic Schools and Agencies • Instructional-related services (Instructional Supervision, Curriculum Development and Research, Instructional Library Media and Technology, and School Administrators)

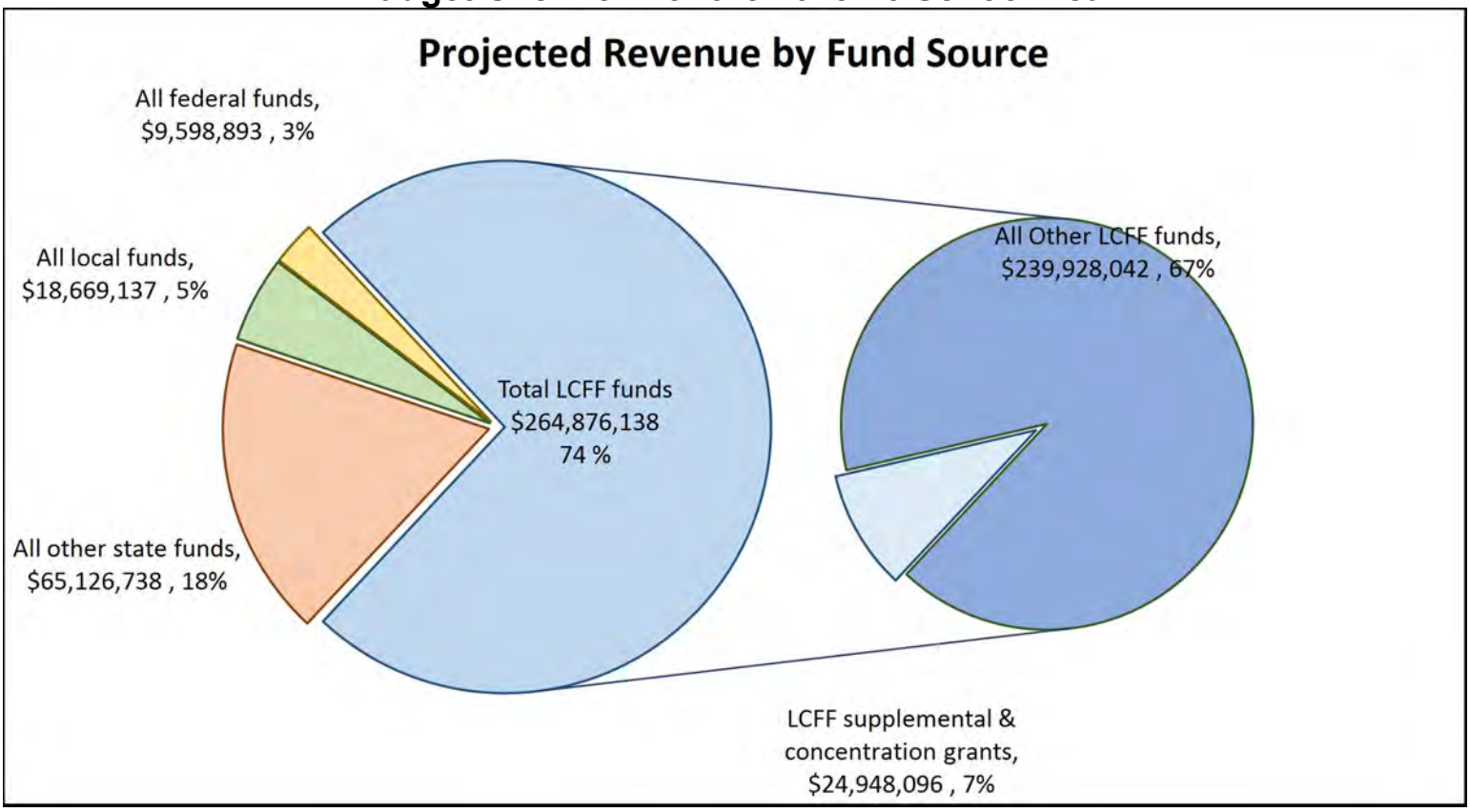
	• Student Services(Guidance and Counseling, Psychological Service, Health, Speech Pathology and Audiology Services, Testing, and Transportation) • School-Sponsored Athletics • Community Services • General Administration (School Board, Superintendent, Fiscal Services, Accounting, Payroll, Warehouse, Purchasing, Human Resources, and Data Processing Plant Services, Maintenance, Operations, Utilities, and Security). These expenditures are not specified in the LCAP but are essential to the organization's functions.
The amount budgeted to increase or improve services for high needs students in the 2025-26 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2025-26. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tustin Unified School District
CDS Code: 30 73643-0000000
School Year: 2025-26
LEA contact information:
Maggie Villegas and Chris Matos
Assistant Superintendents, Educational Services
cmatos@tustin.k12.ca.us and mvillegas@tustin.k12.ca.us
(714) 730-7301

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

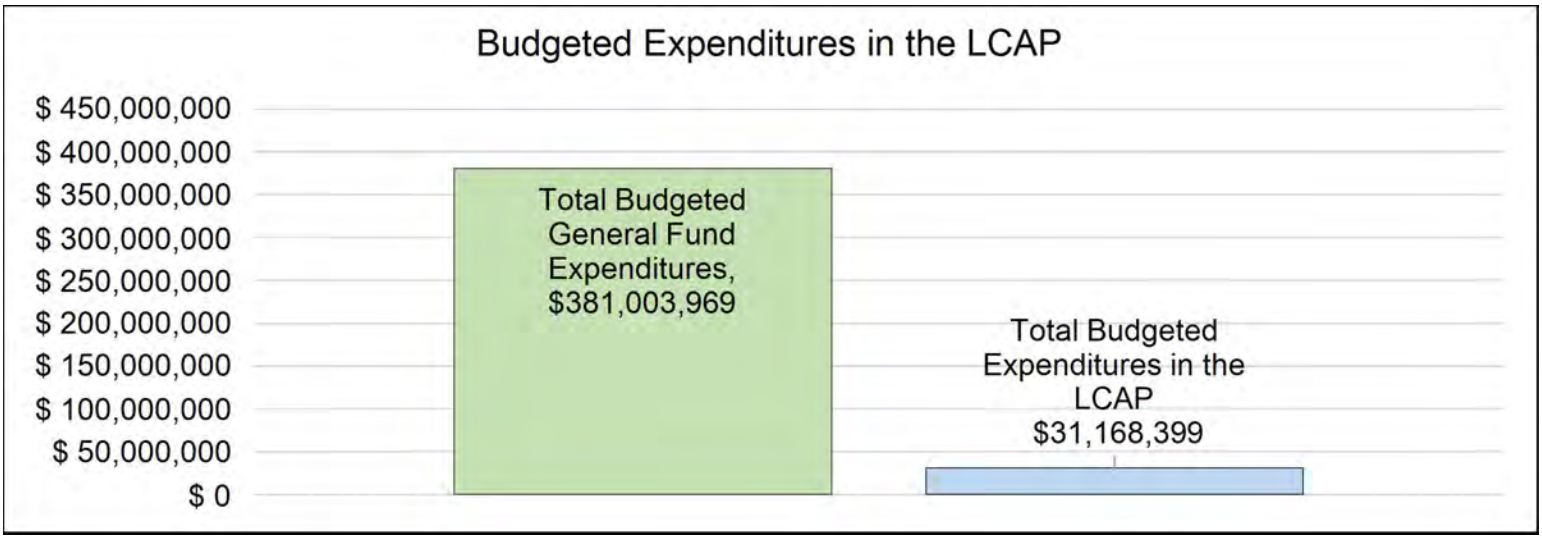


This chart shows the total general purpose revenue Tustin Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tustin Unified School District is $358,270,906.00, of which $264,876,138.00 is Local Control Funding Formula (LCFF), $65,126,738.00 is other state funds, $18,669,137.00 is local funds, and $9,598,893.00 is federal funds. Of the $264,876,138.00 in LCFF Funds, $24,948,096.00 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 Tustin 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: Tustin Unified School District plans to spend $381,003,969.00 for the 2025-26 school year. Of that amount, $31,168,399.00 is tied to actions/services in the LCAP and $351,940,425.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

School Instructional Programs, Special Education Instruction, and Nonpublic Schools and Agencies

- Instructional-related services (Instructional Supervision, Curriculum Development and Research, Instructional Library Media and Technology, and School Administrators)
- Student Services(Guidance and Counseling, Psychological Service, Health, Speech Pathology and Audiology Services, Testing, and Transportation)
- School-Sponsored Athletics
- Community Services
- General Administration (School Board, Superintendent, Fiscal Services, Accounting, Payroll, Warehouse, Purchasing, Human Resources, and Data Processing Plant Services, Maintenance, Operations, Utilities, and Security).

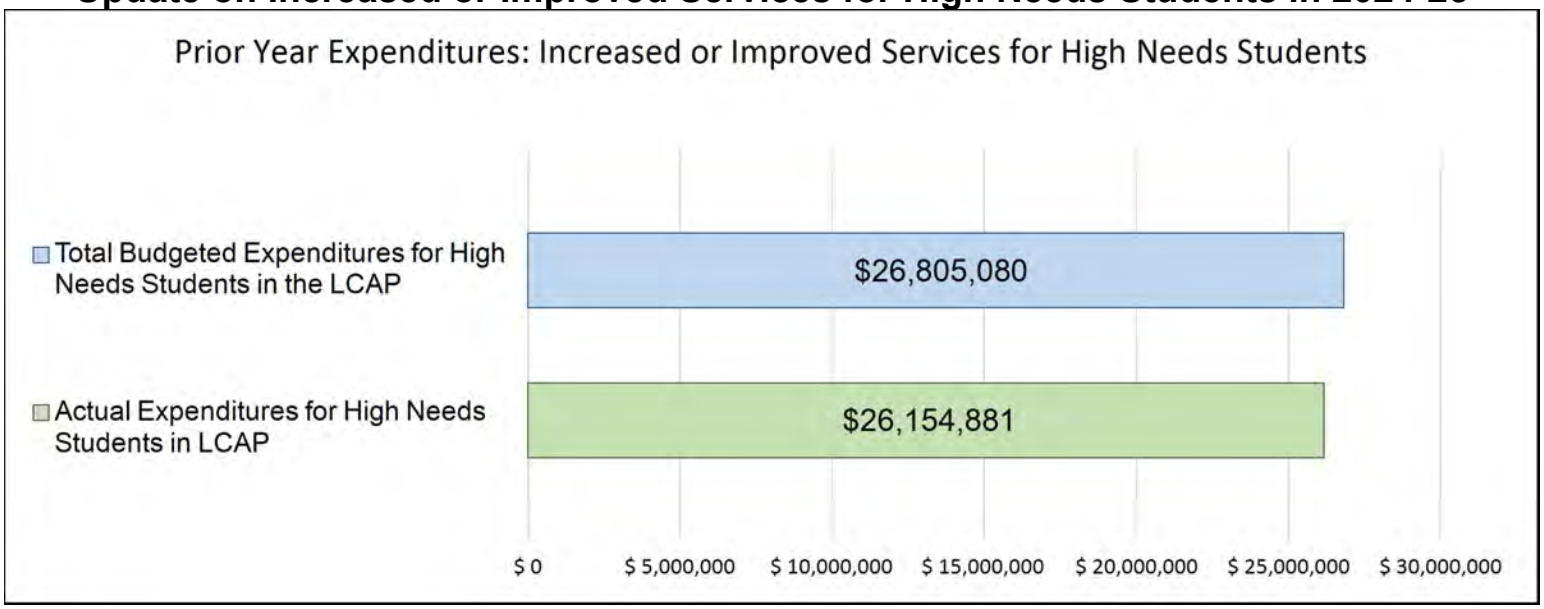
These expenditures are not specified in the LCAP but are essential to the organization's functions.

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

In 2025-26, Tustin Unified School District is projecting it will receive $24,948,096.00 based on the enrollment of foster youth, English learner, and low-income students. Tustin Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tustin Unified School District plans to spend $28,240,562.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Tustin 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 Tustin 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, Tustin Unified School District's LCAP budgeted $26,805,080.00 for planned actions to increase or improve services for high needs students. Tustin Unified School District actually spent $26,154,881.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2025-26

Date of Board Approval
June 23, 2025

LEA Name
Tustin Unified School District

CDS Code:
30 73643-0000000

Link to the LCAP:
(optional)

https://www.tustin.k12.ca.us/departments/ed-services/local-control-and-accountability-plan-lcap

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Tustin Unified School District (TUSD) is dedicated to enhancing academic achievement and ensuring every student has the support necessary for success through graduation and beyond. The district focuses on raising academic performance and expanding college and career readiness, aiming to close the achievement gap. This commitment is evident in their Local Control and Accountability Plan (LCAP) goals, which align with school site goals and actions.

LCAP Goals

GOAL 1 - PUPIL LEARNING OUTCOMES

Objective: Develop and maintain a rigorous academic program for all students and subgroups to prepare them for college and career opportunities.

Actions:
-Offer AVID for English Learners (EL).
-Increase intervention support and staff for timely interventions.
-Provide PSAT opportunities for all 11th-grade students.
-Support AP testing participation for unduplicated students.
-Employ an Intervention Coordinator to develop response systems for unfinished learning.
-Utilize Teachers on Special Assignment (TOSAs) for curriculum and intervention support across TK-12.
-Provide district substitutes for teacher professional development.
-Implement rigorous standards-based instruction and supplemental curriculum for students with unique learning needs.

GOAL 2 - STUDENT ENGAGEMENT

Objective: Foster high levels of student engagement and wellness by promoting strong student choice, parent involvement, and social-emotional support.

Actions:
-Implement programs and support for English learners.
-Provide Mental Health Providers and counselors for unduplicated students.
-Roll out a district-wide Wellness Curriculum and train teachers for its implementation.
-Offer professional development focusing on Best First Instruction, Increasing Student Engagement, Inclusive Practices, and .
-Use community liaisons and interpreters to boost parent engagement.
-Introduce an elementary music program for grade 2.

GOAL 3 - CONDITIONS OF LEARNING

Objective: Ensure a highly functional organization providing essential services like qualified teachers, safe facilities, instructional materials, and other supports for student learning.

Actions:
-Expand school and classroom library resources.
-Employ student attendance and engagement support staff.
-Provide kinder-aide support.
-Class Size Reduction

GOAL 4 - SUPPORTING STUDENTS WITH DISABILITIES

Objective: Offer a rigorous and suitable academic program for students with disabilities, preparing them for college and career opportunities.

Actions:
-Provide support personnel to assist teachers with inclusive schooling.

-Employ paraeducators and support staff trained for special education needs.
-Provide Professional Development to support UDL and Inclusive Practices

GOAL 5 - MULTILINGUAL LEARNER SUPPORTS

Objective: Support the growth and development of multilingual learners to create an inclusive and equitable educational environment.

Actions:
-Develop programs and support systems that enhance access to quality education for multilingual learners.
-Focus on both language acquisition and culturally responsive instruction.
-Provide support services that address the unique needs of multilingual learners.
-Promote academic achievement while celebrating linguistic and cultural diversity.
-Prepare students to thrive in an interconnected world by fostering an environment where every student feels valued and empowered.

GOAL 6 - EQUITY MULTIPLIER

Objective: Utilize Equity Multiplier funds to support educational equity and ensure all students have access to necessary resources and support.

Actions:
-Implement a strategic plan in support of the Equity Multiplier goals.
-Address disparities in educational opportunities and outcomes for historically underserved communities.
-Focus on English learners, low-income students, foster youth, and students experiencing homelessness.

TUSD ensures the alignment of goals, actions, and resource allocation as outlined in the LCAP, effectively utilizing supplemental federal funds to enhance local priorities and initiatives funded with state funds. The district emphasizes providing a high-quality base program that maximizes student achievement in core content areas through engaging instructional strategies that support all students in their individual growth and development.

Stakeholder groups, including DELAC, Parent Advisory, Teacher Advisory, TEA, CSEA, Coordinating Council, Special Ed Advisory, and student groups, were actively consulted. They provided input on decisions regarding LCAP and federal funds. Stakeholders assessed progress using data from local assessments and reflections, guiding the determination of next steps for LCAP goals.

In summary, TUSD is committed to the academic success and well-being of every student, guided by comprehensive LCAP goals and sustained through collaborative stakeholder input and strategic use of resources.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

2024 CALIFORNIA DASHBOARD INDICATORS

ELA CA Dashboard Indicator reports that the ALL student group is 28.3 points above standard, which earned the LEA an overall performance level of "Green". In addition to the performance of all students, the CA Dashboard reported data for all significant student groups, which is presented below:

Blue Performance Level: Asian, Filipino, White, and Two or More Races
Green Performance Level: N/A
Yellow Performance Level: English Learners, Socioeconomically Disadvantaged, and Hispanic
Orange Performance Level: African American
Red Performance Level: Long-Term English Learners, Foster Youth, Homeless and Students with Disabilities
No Performance Level (Due to having 30 or less students in this student group district-wide): American Indian and Pacific Islander

In analyzing the performance of all significant student group, the student group with the greatest achievement gaps based on the ELA Dashboard Indicator are Long-Term English Learners, Foster Youth, Homeless, Students with Disabilities, and African American students.

MATH CA Dashboard Indicator reports that the ALL student group is 0.4 points above standard, which earned the LEA an overall performance level of "Green." In addition to the performance of all students, the CA Dashboard reported data for all significant student groups, which is presented below:

Blue Performance Level: Asian and Two or More Races
Green Performance Level: Filipino and White
Yellow Performance Level: English Learners, Socioeconomically Disadvantaged, and Hispanic
Orange Performance Level: Students with Disabilities and African American
Red Performance Level: Long-Term English Learners, Foster Youth, and Homeless
No Performance Level (Due to having 30 or less students in this student group district-wide): American Indian and Pacific Islander

In analyzing the performance of all significant student groups, the student groups with the greatest achievement gaps based on the Math Dashboard Indicator are Long-Term English Learners, Foster Youth, Homeless, Students with Disabilities, and African American students.

CA Dashboard Indicator for Grad Rate 2024 was reported as "BLUE," with an overall graduation rate of 95.5% of all students who graduated. Below is a breakdown of cohort graduation rates by significant student groups (30 or more students identified within a student group):

STUDENT GROUP	GRADUATION RATE 2022	GRADUATION RATE 2023	GRADUATION RATE 2024
All Students	96.2%	95.7%	95.5%
English Learners	89.2%	90.6%	90.2%
Foster Youth	76.9%	88.2%	72.2%
Homeless	92.9%	91.9%	87.6%
SED	95.5%	94.4%	94.4%
SWD	84.6%	79.5%	85.6%
African American	88.8%	89.5%	90.0%
Filipino	94.3%	87.8%	100%
Two or More Races	96.0%	92.2%	93.2%
Asian	98.1%	98.0%	97.4%
Hispanic	96.0%	95.2%	94.5%
White	95.7%	96.3%	96.4%

CA Dashboard English Learner Progress Indicator reports that 46.6% of English Learners in TUSD are progressing toward English language proficiency and 79.4% of English Learners maintained their ELPI level or progressed by 1 level. TUSD EL Learners performed above the county and state EL Learner performance average.

2024 CA Dashboard Indicator for College and Career for Tustin Unified was rated at a performance level of "High" with 62.4% of high school graduates prepared on the College/Career Indicator, an increase of 2.4% from 2023.

2024 CTE Pathway Completion

All Students: %
English Learners: %
SED: %
SWD: %
Foster Youth: %
Homeless: %

2023-2024 A-G Completion (All Student and subgroup % of the All Student Total. For example, 19.3% of the All Students % were EL)

All Students: 66.1%
Economically Disadvantaged: 51.0%
English Learners: 25.7%
Students with Disabilities: 16.6%

Foster Youth: 7.7%
Homeless: 33.3%

2023-2024 English Learner Progress

English Learners: 16.2%
FEP Students: 21.6%
Students Reclassified (RFEP): 14.2%
State Reclassified (RFEP) Rate: 15.8%

After careful performance data analysis and program effectiveness, TUSD continues to find a positive correlation between its strong base program and the utilization of supplemental funding to target the needs of our English language learners, low socioeconomic students, and students with disabilities.

Our supplemental English/Language Arts services illustrate effectiveness for our unduplicated students. TUSD students of low SES outperform peers countywide in ELA measured by the CAASPP. We are optimistic that the following enhancements of supplemental services supported through the LCAP plan/funding will continue to illustrate effective intervention supports for our targeted population of unduplicated students and SWD.

The following outlines the alignment between LCAP initiatives and TUSD's use of federal funding:

Title I, Part A

Tustin Unified School District disperses the Title I allocation to the individual school sites through a formula based on a percentage of students qualifying for free and reduced lunch. The school sites are responsible for designing instructional support for socio-economically disadvantaged students. Each school's Single Plan for Student Achievement includes these goals, actions, and supports. The following are some of the LCAP initiatives and activities providing a broader context for the use of TUSD's Title I federal funding:

1. Increased highly qualified staff to provide support to Title I schools to best meet the needs of our unduplicated student groups.
2. Additional support staff (certificated/classified) is funded through Title I monies to support the dual immersion program, language acquisition/EL, and literacy initiatives at Title I schools and school-wide efforts around supporting unduplicated student needs.
3. Supplemental funds allocation to school sites to provide targeted programs and tools to support interventions for unduplicated students' social-emotional, behavioral, and academic needs.
4. Additional programs, instructional materials, and supports to enhance base programs in service of unduplicated students.

Title II, Part A

Title II funds supplement professional development for teachers and school leaders to ensure low-income and minority students have greater access to effective educators. The following are some of the LCAP initiatives and actions providing a broader context for the use of TUSD's Title II, Part A federal funding:

1. Teacher professional development opportunities provided to teachers specific to the needs of their learners.
2. Teachers on Special Assignment (TOSAs), ILT Teachers, and MTSS Teachers plan, design, and coordinate efforts to support the professional development of teachers determined by the percentage of English learners and low socio-economic schools. These educators attend specialized training in the core program, and services are specific to the needs of at-risk, low-income, and minority students.
3. Through a coaching model, teams of teachers will receive differentiation training to support the academic needs of students struggling with skills and concept understanding across content areas.
4. Focused professional development, building capacity in teachers and administrators to address identified achievement gaps for unduplicated and at-risk students, new teacher training, and training to develop best practices for underperforming subgroups in TUSD.

Title III

Title III funds supplement English language development and academic achievement for ELs. The following are some of the LCAP initiatives and actions providing a broader context for the use of TUSD's Title III federal funding:

1. Language Academies for teachers are offered to increase teacher understanding of ELD standards, effective instructional practices, and assessment tools to monitor the progress of EL students.
2. EL TOSAs and Site-based ILT/MTSS Teachers support the work of EL learners through modeling integrated language lessons and designing instruction with teachers to meet the language needs of EL learners.
3. TOSAs are funded using Title III funds to support teachers in implementing EL lessons and curriculum design, including developing integrated and designated instructional groups.
4. EL para-educators who will work with Newcomer and EL students to support language acquisition and access to CORE content within the classroom setting.

Title IV

Title IV funds are designed to increase capacity to provide all students with access to a well-rounded education, improve student learning conditions, and improve the technology used to enhance all students' academic achievement and digital literacy. The following are some of the LCAP initiatives and actions providing a broader context for the use of TUSD's Title IV federal funding:

1. Hiring of district-level Counselors on Special Assignment to support site-based Counselors in the implementation of the MTSS system of support.
2. Purchase various data and student learning management platforms that support student engagement.
3. Purchase of technology enhances students' use of technology and promotes parent involvement at all levels.
4. Purchase of software and programs to increase capacity to provide all students with access to a well-rounded education, improve student learning conditions, and improve the technology used to enhance all students' academic achievement and digital literacy.

Services will be improved and increased in the following areas: intervention supports, social-emotional support, parent engagement opportunities, and additional services to target underperforming subgroups based on multiple metrics. Actions in these supplemental services are fiscally supported with Title I, Title II, Title III, and Title IV allocations. School site goals mirror district goals. Each school's Single Plan for Student Achievement clearly outlines all actions, strategies, services, and supports.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The criteria utilized to determine the criteria used to select schools as eligible for Title 1, Part A, mirrors the CDE guidance.

The purpose of an SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

A school may operate an SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the Elementary and Secondary Education Act; and For the initial year of the schoolwide program:

The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or

Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; Every Student Succeeds Act (ESSA) Section 1114[a][1][A]).

A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families or a school for which less than 40 percent of the children enrolled in the school are from such families may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so after taking into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]).

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tustin Unified School District hires highly qualified teachers to work with all students and continues to closely support and monitor high-quality teaching staff at all of our schools. On the 2024 CA Dashboard, TUSD reported 88.0% of our teachers with clear credentials for their assignments, which is an increase from 84% in the prior year.

The most current data taken from DataQuest is based on the 22/23 academic year data and includes 2.4% teaching Out-of-Field, 0.3% Ineffective, and 7.6% Inexperienced. Based on an analysis of site-by-site data, the data does not result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, none of which are misassigned for EL. However, there are more instances of inexperienced teachers at Title 1 sites, which is attributed to staff retention or a higher number of retirements on any given year.

These disparities will be addressed by implementing targeted professional development and increasing personnel and curriculum resources and tools to build overall site capacity to meet the needs of low-income and minority students.

TUSD will continue to identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective or misassigned teachers.

TUSD proactively ensures teachers at high-impact EL and low socioeconomically status schools are supported with additional TOSA instructional support, ILTs, intervention teachers, support staff, and resources to improve instructional practices. Instructional specialists and intervention teachers are assigned to all Title I schools to support the academic achievement of at-risk and unduplicated pupils. The site-based leadership team is engaged with classroom teachers to improve tiered instructional practices and school-wide interventions. District TOSAs provide all schools with professional

development, curriculum resources, and assessments to support student achievement and teacher implementation of instructional shifts.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The Tustin Unified School District has longstanding systems in place for stakeholder engagement. These systems ensure that all required educational partners are engaged in developing district plans. These systems include, but are not limited to:

- District Superintendent's Parent Advisory Committee

- District Coordinating Council - PTA/PTO
- Special Education Community Advisory
- District ELAC Committee
- School Site Council Committees
- School English Learner Advisory Committees
- Annual Survey Efforts: LCAP, Title 1, EL Needs Assessment, Annual Parent Survey
- TUSD Board Meetings

During the LCAP engagement process, TUSD also communicated the alignment of the significant initiatives/requirements, such as the Con App and LCAP Federal Addendum. This process has always aimed to carefully align related initiatives into a cohesive message so stakeholders understand the overarching outcomes stemming from the LCAP.

The district and school sites implement the development of a Title 1 Parent Involvement Policy. Sites annually review their Title 1 Parent Involvement Policies, and the district Parental Involvement Board Policy and Regulations BP 6020 and AR 6020, which include the Title I Parent Involvement Policy, are reviewed every two years. The Title 1 Parent Involvement policy was reviewed most recently upon collecting Title 1 Parent Survey feedback. There were no recommended changes to the Board of Education, and the updated policy was adopted on April 14, 2025. The policies will be reviewed again in 2025, with data gathered from the 2024-25 Parent Surveys.

Additionally, the LEA plans to include stakeholders of the identified ATSI and Equity Multiplier schools in alignment with the SSC and SPSA timeline and process. Stakeholders are welcomed and engaged in the process of the SPSA plan developed through the School Site Council Meetings, ELAC Meetings, and school leadership meetings with staff.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))

6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The TUSD Board Policy 6020 and Administrative Regulation 6020 contain components of the parent involvement policy that are annually distributed and revised (if needed). Annually, all Title I schools work with parents and community stakeholders to develop a home-school compact that outlines engagement commitments between schools and parents. The compact's joint development requires that parties identify needs and actions to increase parental engagement and adult learning opportunities.

All Title I schools are provided with a Community School Specialist and a school community liaison to support the design, implementation, and evaluation of student support and parent and family engagement. Each Title I school is allocated monies to offer meaningful opportunities for family engagement activities, ranging from celebrations of student success, family nights, guest speakers, and institutes to further parent understanding of the educational system.

High schools have a Social Worker who supports identifying local school resources to increase parent and family engagement. The social worker supports family engagement while providing staff learning opportunities to improve their abilities and understanding of parents as equal partners.

The Office of Language Acquisition (OLA) supports schools with interpreters to reduce the language barrier for parents accessing and understanding the educational system. OLA also provides translation services for all written correspondence to increase parents' understanding of programs, meetings, and activities.

The LCAP Stakeholder engagement process includes involvement by all school sites through parent representation in the DELAC, Coordinating Council, Special Education Community Advisory, and Superintendent Parent Advisory.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Tustin Unified School District believes that implementing Title I should strategically upgrade the entire education program, mainly focusing on closing the achievement gap. Closing the gap is essential in the LEAs strategic plan and the LCAP. All schools in TUSD operate under a School-Wide Program.

Under the Title 1 Program, the Educational Services Department has trained and hired staff to provide assistance and expertise to schools to support students with the greatest needs. Additionally, the school site community specialists coordinate resources provided to students and families through outside agencies that offer this support regardless of the school's Title I designation. The Student Services department and site-based community liaisons work closely with local foster youth and group homes throughout the school district and surrounding communities to ensure student access and support.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tustin Unified School District does not have any schools operating as a targeted assistance school program.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless children and youth are supported through the efforts of the Student Services Department. Our Homeless Youth Liaison works closely with our district counselors, site-based Social workers, community liaisons, Community School Specialists, and additional counselors. The team coordinates support, monitoring, and intervention of student enrollment, attendance, and overall academic and social success. The district strategically layers the use of multiple grant and funding sources to maximize support primarily for unduplicated students, but benefiting all students in need of the supports and services as well.

Below is a sample list of services provided:

- Food Drives
- Transportation
- Back to School Supplies and Preparing for School
- Hygiene Kits
- Uniform Support
- School-Based Community Rooms
- Access to County and Community-Based Organizations
- Facilitation of enrollment in the Coordinated Entry System through the County

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Tustin Unified School District offers half-day Kindergarten Readiness preschool programs for preschool children. The Kindergarten Readiness Academy classes are located on the campuses of Beswick, Estock, Guin Foss, Heideman, Heritage (STEAM preschool program), Ladera, Nelson, Sycamore (Dual Immersion), and Tustin Ranch Elementary schools. Children who turn three or four years old by December 1 of the current school year and live within the District boundaries have priority for enrollment. Classes are free for families, but they must qualify for the program based on their family size and income. Classes for students are accessible to those families who meet the State's income guidelines. There are no fees for State Preschool services for families. Priority for admission is given to families whose income qualifies for the program and who live within the attendance boundaries of the nine campuses.

For families that don't meet the State's income qualifications, TUSD offers fee-based preschool classes. These tuition-based classes are offered on the campuses of Myford, Hicks Canyon, Red Hill, and Heritage. Myford, Hicks Canyon,

and Red Hill offer full-day options for families needing full-day care. The class at Heritage is available for families who only want a part-day option.

The mission of the Kindergarten Readiness Academy is to provide developmentally appropriate activities to enhance each child's intellectual, language, social-emotional, academic, and physical development and to prepare children to enter kindergarten with the skills needed to be successful. The Kindergarten Readiness classes strive to provide each child with a developmentally, linguistically, and culturally appropriate program while giving them the academic skills they need to succeed in kindergarten.

TK is offered at 18 elementary sites throughout the district. After-school care is available at all school sites to provide additional child-care options for families.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure a smooth transition to middle school, all 5th graders are invited to attend a 6th Grade Jump Start day before starting at their newly enrolled schools. The middle school counseling staff and administrators visit each elementary school to review course offerings and to share the registration process. A parent preview night is also offered to share programs and academic advice and to encourage parent involvement.

9th-grade students entering high school also experience a school tour day before the start of school. The freshman also participates in Link Crew as transition support to connect them with students and provide ongoing support throughout their high school journey. Parents are also invited to attend High School Information Sessions, where administrators and staff welcome new parents and share about special programs and course offerings.

All high school students participate in College and Career Readiness instruction and activities to promote and coordinate the transition from 12th grade to post-secondary education. All high schools communicate the various pathways they offer and host college fairs, workshops, and visits from multiple post-secondary institutions. All high schools offer dual enrollment with local community colleges. All high schools maintain a college and career center with a full-time counselor to support students in identifying their interests, skills, and plans after graduation.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Tustin Unified School District Gifted and Talented Education Program provide students with a differentiated core curriculum designed to give depth and complexity in thinking and opportunities for novelty and in-depth research while nurturing their social and emotional well-being. The purpose is to provide gifted and talented students with an instructional program that meets their unique and diverse educational needs. Instructional support for gifted learners is based on current research and best practice in gifted education. It offers the necessary challenge for talented students to

reach their fullest potential. A three-year GATE certification program is provided to all teachers K-8, and gifted students must be with teachers who are in the process or have completed the GATE certification program.

Schools are assisted in identifying gifted students through a district-wide screening process facilitated by GATE Leader Teachers and a district GATE TOSA.

In the 2025-26 school year, TUSD will continue universal screening of K-2 grade students for Advanced Primary Learners (APL). The Advanced Primary Learner (APL) program addresses the needs of primary students who have demonstrated advanced and potentially gifted capabilities in the first through third grades. The APL program is the foundation for recognizing and meeting the needs of early advanced and possibly talented students without the pressures of completing formal GATE testing. APL is an essential component of the district's current GATE Program. It recognizes potentially gifted and advanced learners in their early years, thus allowing teachers to begin challenging them appropriately while building a healthy continuum of rigor and growth. Students who qualify for the APL program are clustered into groups within their classroom and receive a differentiated curriculum that provides challenging and advanced opportunities. APL teachers are trained to use various strategies designed to meet advanced primary and potentially gifted students' unique academic and social/emotional needs. GATE-trained teachers teach APL students. A variety of multiple informal measures will be used to determine eligibility.

The Tustin Unified School District GATE Program aims to provide gifted and talented students with an instructional program that meets their unique and diverse educational needs. In the 2025-26 school year, TUSD will continue universal screening of grade 3 students for Gifted and Talented Education (GATE). Universal screening is the best practice for identification to cast a wide net to increase representation. The screening for GATE will be done in two stages. In stage one, all grade 3 students will take a cognitive abilities assessment in the fall. Students who perform well on the cognitive abilities assessment will move to stage two. In stage two, academic data, performance on critical thinking work samples, and teacher feedback will be used to identify students for eligibility. Parents may opt their child out of GATE screening.

At each school, the principal monitors the program, provides leadership, and maintains support for GATE teachers. The District GATE office monitors and implements the program and ongoing teacher GATE training. The district also assists schools with identifying potential GATE students, district-wide differentiation training, and curriculum development and facilitates parent education.

School libraries are supported through LCAP funding, which provides a per-pupil allocation to purchase library books to enhance the library program at every school library. At the district level, a Library Services Specialist supports the coordination of school site library media technicians, who work with teachers and staff to determine the appropriate book selections for their site.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Tustin Unified School District offers its employees a professional development program for teachers and targeted learning opportunities for staff. Classroom teachers are provided opportunities to attend professional development during the summer and the academic school year on various instructional practices and initiatives to support their practices and improve student learning. Teachers can participate in multiple learning series, lab days, and support sessions offered by fellow teachers, district TOSAs, or outside consultants. Throughout the year, elementary teachers receive district-wide professional development training in which they select a focus to study, practice, and refine their instructional delivery. Additionally, all TUSD school administrators plan coordinated PLC and Achievement Teams professional development based on data-driven identified needs for numerically significant student groups.

All teachers are offered the opportunity to join a focused learning academy or community of practice. These opportunities offer teachers ongoing learning and study in a specific instructional strategy or curriculum focus.

School leaders receive monthly professional development during content and data-focused principal PLC meetings. Topics for administrators include evaluation, instructional leadership, instructional strategies, student achievement, ELD, cultural relevance, the curriculum in the CORE content areas, technology, and other topics as necessary based on program needs.

Classified employees are provided opportunities for professional development based on job-specific/similar skills. Sessions include inclusive schooling, active supervision, academic support, intervention programs, and safety training.

Both certified and classified employees interested in expanding their leadership and management opportunities are offered participation in the School Leadership Academy. Participants are provided insight into the roles and responsibilities of district-level management and development opportunities to practice their leadership skills with support and feedback.

All professional development is carefully crafted to align with district initiatives and analyzed through surveys and student achievement data to determine the effectiveness and next steps.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

1. Actions and services funded out of Title II, which funds are allocated per pupil based on qualifying for free and reduced lunch status and/or being identified as an English learner. Most Title II resources fund professional development in the service of unduplicated students, but also meet the needs of all. All teachers across all campuses have the opportunity to participate and engage in professional learning through Title II.

2. Teachers on special assignment, coaches, and learning lab teachers directly support the professional learning opportunities focused on serving underperforming subgroups. School sites receive varying levels of Title II support based on the percentage of socioeconomically disadvantaged and/or English learners. The intensity and level of support are determined by student needs, which also takes into consideration any CSI or TSI schools.

3. District personnel work with CSI and TSI school teams, including teachers, principals, specialized support personnel, post-secondary institutions, parents, and community partners, to prioritize using Title II funds. These groups of stakeholders assist in identifying and effectively identifying Title II-funded supports. Analysis of surveys and student achievement data guides decisions for future improvement activities. CSI and TSI schools are supported at the district level through professional development and coaching.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The Tustin Unified School District utilizes a comprehensive system of assessments to evaluate program effectiveness and measure student performance. These assessments include formative, interim, and summative measures across various subjects and grade levels.

At the elementary level (grades TK-5), students are assessed in reading, writing, and mathematics through Local Assessments and State Assessments. Reading proficiency is evaluated through running records administered three times a year, while narrative writing assessments are conducted twice a year. In mathematics, students undergo an inventory skills test at the beginning of the year. Additionally, formative assessments are administered after each instructional unit to monitor student growth and response to instruction. All assessment data is conveniently stored in a data management system, facilitating analysis, intervention design, and monitoring.

For students in grades 6-12, formative, interim, and summative assessments are employed to measure learning across all content areas. Local Assessments are administered throughout these grades, while State Assessments are conducted in grades 6-8 and 11. Site-based formative assessments evaluate student progress in English, mathematics, and science. Following the administration of formative assessments, teachers calibrate and tailor instruction to meet individual student needs. The district data management system is utilized to analyze student performance, identify effective instructional strategies, and implement interventions that address achievement gaps.

All students and subgroups, including English Language (EL) learners, participate in district assessments, State Assessments, and the English Language Proficiency Assessments for California (ELPAC) if designated as EL learners. Ongoing and varied assessments provide teachers and school staff with multiple metrics to monitor progress in listening, speaking, reading, and writing. The data obtained from these assessments drives integrated and designated English Language Development (ELD) instruction.

To ensure instructional alignment and rigor, students in grades 3-8 and 11 participate in the CAASPP interim assessments in English Language Arts (ELA) and mathematics. Analysis of student performance informs instruction, measures progress, and equips students with the necessary tools and skills required for the CAASPP assessment.

Professional development, supported by Title II funds, is regularly revised based on analysis of assessment data and the instructional needs identified for students. This ensures that teachers receive targeted training that aligns with the specific needs of their students.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tustin Unified School District is committed to fostering high-quality instruction for all students through a comprehensive and responsive professional development program. This program is designed to meet the diverse needs of English Learners, Reclassified students, and Dual Immersion learners while enhancing Tier 1 instruction to ensure equitable access to rigorous content for every student.

Teachers have access to a range of professional learning opportunities, including self-guided modules, site-based collaboration, and district-level sessions. A signature component of the district's offerings is the Learning Series—a year-long, in-depth professional learning experience focused on a specific instructional strategy or curriculum area. Through this series, educators engage in job-embedded collaboration, reflective practice, and iterative implementation, all of which support high-impact instruction in every classroom.

To strengthen Tier 1 instruction and support all students in accessing academic content, TUSD has integrated English Language Development (ELD) strategies across all content areas. Topics include analysis of comprehensive data reports, understanding ELD proficiency levels, fostering academic discourse, using collaborative structures, developing language partnership plans, implementing culturally responsive practices, and utilizing content access strategies to increase achievement for language learners.

TUSD also prioritizes coaching as a model for sustained adult learning. English Learner Teachers on Special Assignment (TOSAs) collaborate with educators on lesson design, instructional delivery, and assessment practices. This coaching support empowers teachers to embed research-based strategies that both elevate English language proficiency and deepen content knowledge.

All professional development offerings are intentionally aligned with district priorities and continuously evaluated through participant feedback and student achievement data to inform future planning and ensure meaningful impact on classroom practice.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tustin Unified School District offers all designated EL students opportunities for ELD Integrated/Designated instruction and Newcomer instructional programs at the elementary level and newcomer support sections at the middle and high school levels. These programs allow students to acclimate to the learning environment while acquiring the English language through targeted instruction by focusing primarily on language standards. Students in the newcomer classes demonstrate foundational English language acquisition and success in transitioning to a typical classroom with continued integrated and designated ELD support.

In addition to Newcomer programs, all Title 1 schools have Community Specialists and liaisons to support students and families with resources to support any student who is in need of community connections and resources.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Services for EL students are impactful and contribute significantly to the consistent outcomes suggested through Stakeholder Input, Local Assessment Data, California Dashboard, which includes the graduation rate, English learner progress, and percentage of graduates meeting UC/CSU requirements.

The graduation rate continues to be a strong indicator of success for all students at 95.4%, EL students at 90.2%, and Socioeconomically Disadvantaged students at 94.4%. Compared to the prior year, the English learner grad rate increased by 1.4%, and the Socioeconomically Disadvantaged students had a slight decline of 1.1%. The percentage of graduates meeting a-g requirements illustrates successful programs of support.

Services for EL students are impactful and contribute significantly to the consistent outcomes suggested in the California Dashboard, including the graduation rate, English learner progress, and percentage of graduates meeting UC/CSU requirements.

Tustin Unified School District will continue to enhance the implementation of supportive instructional strategies and intervention practices for our language learners. To broaden the scope of support for EL students, TUSD is offering and incentivizing teachers a Language Acquisition certification where classroom teachers will study language development, identify and implement effective language supports, and design units of instruction to meet the diverse needs of EL students in core content classrooms. Another layer of support that will be added to site EL programs is the addition of English Learner Para-Educators, who will directly provide instructional support to Newcomers and struggling EL students.

District-wide initiatives, such as implementing Designated and Integrated ELD and strategies like collaborative structures, will continue to align resources across the grades and content areas. TUSD annually provides teachers grades TK-12 with professional development and resources on ELD Standards, designated and integrated strategies, and collaborative structures designed for students to make meaning of content.

Professional development is provided to support the implementation of best practices to develop students' language skills. TUSD created a menu to give the teachers structures and protocols that support collaboration in reading, writing,

listening, and speaking. Although the structures are domain-specific, the protocols integrate multiple skills from all domains.

Based on stakeholder surveys and input, it is apparent that district-wide initiatives aligning fiscal and human resources to help leverage program effectiveness for students are a priority. The district's English language advisory committee meets four times a year to evaluate English learner progress and assess program effectiveness. Stakeholders tasked district personnel with reporting student performance outcomes by English proficiency levels and core content areas. To accommodate the requests, English learners participate in district development checkpoints aligned to the ELPAC testing format to monitor listening, speaking, reading, and writing progress. Data from these assessments drive integrated and designated ELD instruction. TUSD strives to increase and improve the overall achievement of EL students in grades TK-12 and will support this goal with increased professional learning, focus on ELD standards, and parent engagement.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Tustin Unified School District evaluates program effectiveness based on multiple measures of student performance on formative, interim, and summative assessments. Students are assessed in reading, writing, and mathematics at the elementary level. In reading, teachers administer early literacy and reading skills assessments three times a year. In writing, elementary students participate in on-demand writing assessments throughout the year. In mathematics, students are assessed at the beginning of the year with an inventory skills test. After each unit of instruction, unit tests and performance tasks are administered. All assessment data is housed in a data management system for ease of data analysis, intervention design, and monitoring.

Students in grades 6-12 participate in formative, interim, and summative assessments to measure student learning across all content areas. TUSD common assessments evaluate student progress in critical reading and writing skills in English, mathematics, and science. Students are assessed twice a year on formative, on-demand writing opportunities, requiring students to illustrate an understanding of standards-based skills in writing. After formative assessments are administered, teachers calibrate instructional practices to target student needs. After scoring, teachers utilize the district data management system to analyze student performance, identify instructional strategies, and implement necessary interventions to close the achievement gap.

English learners participate in district-wide assessments, state assessments, and the annual summative ELPAC to monitor listening, speaking, reading, and writing progress. Data from these assessments drive integrated and designated ELD instruction.

All assessments are analyzed through district data analysis protocols that require teachers and administrators to examine subgroups, including English learners.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV monies support TUSD students by funding staff, programs, and tools to support student wellness, student and parent engagement, and technology.

In Student Wellness, students' physical and mental health is addressed through programs developed at the district and site levels and supported by district Counselors on Special Assignments (COSA). The COSAs directly support school counselors and community liaisons to coordinate resources for all students, including Foster Youth. The COSA also works closely with middle and high school counselors to help all students with MTSS academic and emotional support. Additionally, TUSD COSAs partner with our district Mental Health Team to coordinate and provide more targeted services for crisis response and mental health services to students in grades TK-12.

Expanding the work of our Counselors and Mental Health Professionals, TUSD also supports the implementation of Social Emotional Learning through curriculum and staff training. Some examples of these programs and supports are Wellness Champions (teacher leads) at the elementary level and wellness practices, resources, and curriculum at the secondary level.

The program that has shown a great impact is Challenge Success, which operates in our high schools and has been expanded to involve middle schools. The program helps school communities to identify systemic features of programs and policies that result in adverse mental health (unhealthy stress, depression, anxiety, cheating, and more). Once identified, the school's community, in partnership, works to revise, reduce or eliminate the programs, policies, and procedures to improve overall mental and physical well-being.

Additionally, to support these types of programs, various data, technology, and curriculum tools will be purchased to help teachers, counselors, and administrators in monitoring student achievement in real time through the ease of building reports, documenting interventions, and highlighting opportunities to celebrate growth in a user-friendly format. Data collected from these programs supports parent involvement and understanding of their child's progress.

In addition to student resources and teacher professional development, Title IV supports administrator professional development to ensure our schools provide well-rounded, safe, and healthy activities for our school communities.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The indicators or measures/data points used to examine needs for improvement are:

-CA Dashboard State and Local Indicators
-California Healthy Kids Survey for 6-12
-Counseling and Mental Health support data

What activities will be included within the support for a well-rounded education?

The main focus of Title IV Part A will be on supporting the social emotional learning and overall student wellness through developing district level and site level counseling support systems through our district COSAs. However, the LEA will consider purchases of technology platforms, programs, and tools based on student need and data.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The activities funded through Title IV part A will be evaluated with the following indicators:

-LCAP parent and student surveys;
-California Healthy Kids Survey data;
-data on counseling supports and services provided;
-overall student achievement data in ELA and Math; and
-student engagement as monitored by Chronic Absenteeism on the California Dashboard

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The activities funded through Title IV part A will be evaluated with the following indicators:

-LCAP parent and student surveys;
-California Healthy Kids Survey data;
-data on counseling supports and services provided;
-overall student achievement data in ELA and Math; and
-student engagement as monitored by Chronic Absenteeism on the California Dashboard

What activities will be included within the support for safety and health of students?

The main focus of Title IV Part A will be on supporting the social-emotional learning and overall student wellness through developing district level and site level counseling support systems through our district COSAs.

Social-emotional learning (SEL) and mental health supports play a critical role in promoting safe and healthy students, and have been shown to positively impact academic achievement. By prioritizing SEL, schools can create a safe and supportive environment for students, which fosters positive relationships and encourages students to feel connected to their school community. To monitor and identify needs the LEA gathers the following data points: LCAP Parent and Student Surveys, California Healthy Kids Survey Data, data on total number of counseling supports and services provided, and overall student achievement data.

Title IV will focus on building vital SEL programs and providing mental health support to help students cope with stressors and challenges that can impact their mental health and well-being. When students feel safe, supported, and connected, they are better equipped to focus on their academic goals and achieve success in the classroom. Research has consistently shown that students who receive SEL and mental health support tend to have higher academic achievement, improved attendance, and better overall well-being. Therefore, investing in SEL and mental health supports benefits individual students and contributes to the overall success of a school community.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The activities funded through Title IV part A will be evaluated with the following indicators:

-LCAP parent and student surveys;
-California Healthy Kids Survey data;
-data on counseling supports and services provided;
-overall student achievement data in ELA and Math; and
-student engagement as monitored by Chronic Absenteeism on the California Dashboard

The indicators will measure qualitative and quantitative points and will be used to modify overall program supports and goals.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The indicators or measures/data points used to examine needs for improvement are:

-CA Dashboard State and Local Indicators
-California Healthy Kids Survey for 6-12
-Counseling and Mental Health support data

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

The LEA will consider purchases of technology platforms, programs, and tools based on student need and data.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

We will use the following measures to evaluate and measure the effectiveness of any technology purchases made.
-LCAP parent and student surveys;
-California Healthy Kids Survey data;
-data on counseling supports and services provided;
-overall student achievement data in ELA and Math; and

-student engagement as monitored by Chronic Absenteeism on the California Dashboard

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

April - May 2025

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

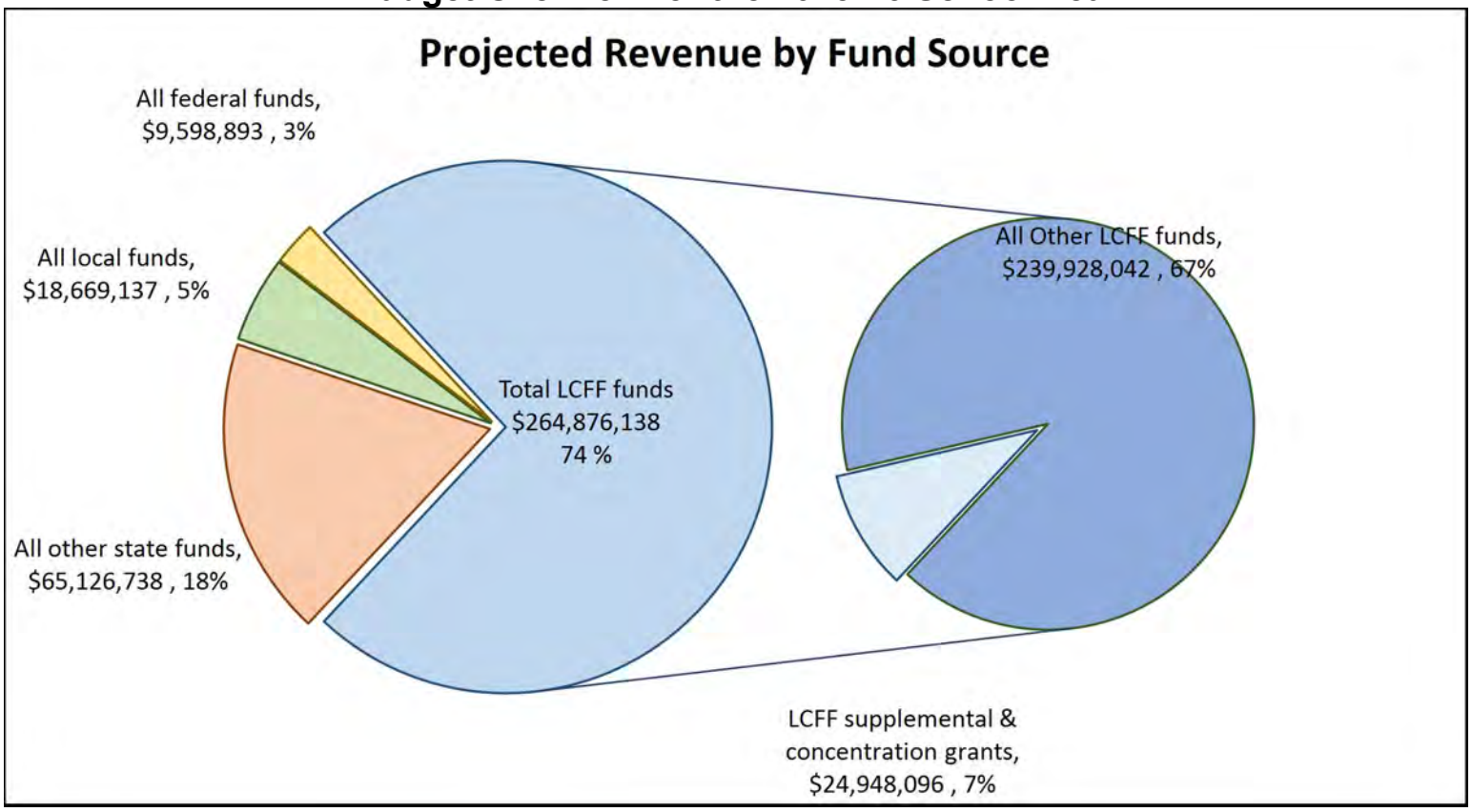
California Department of Education
February 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tustin Unified School District
CDS Code: 30 73643-0000000
School Year: 2025-26
LEA contact information:
Maggie Villegas and Chris Matos
Assistant Superintendents, Educational Services
cmatos@tustin.k12.ca.us and mvillegas@tustin.k12.ca.us
(714) 730-7301

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

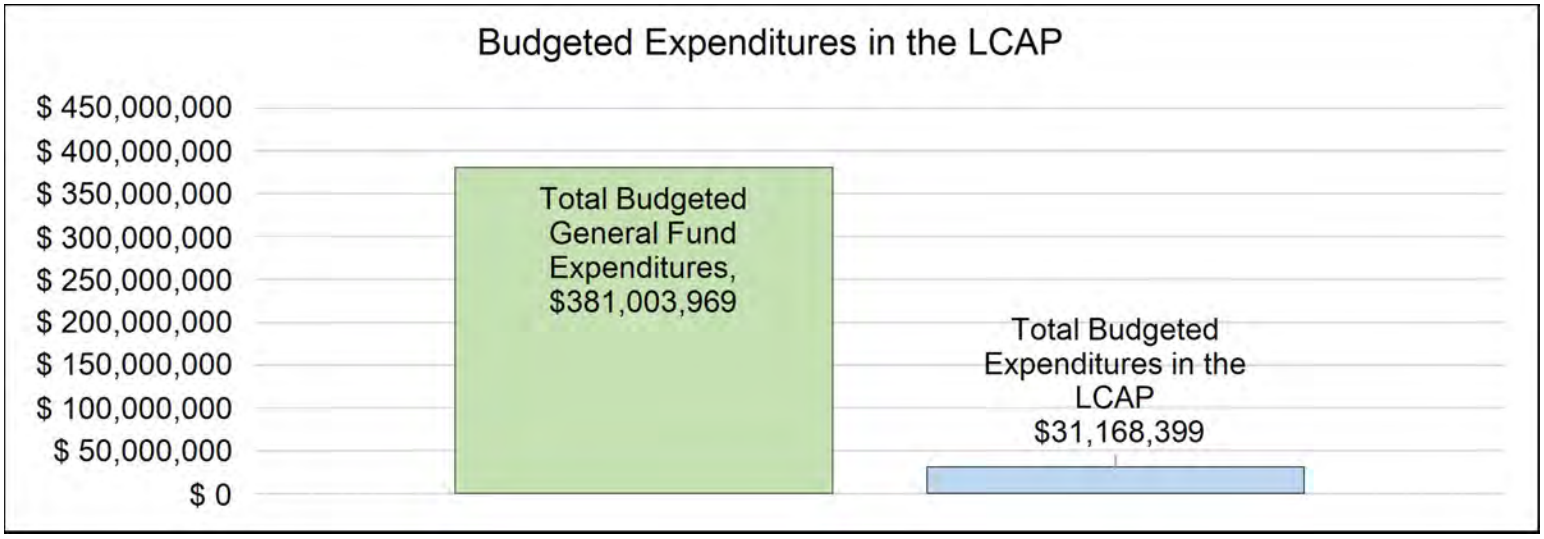


This chart shows the total general purpose revenue Tustin Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tustin Unified School District is $358,270,906.00, of which $264,876,138.00 is Local Control Funding Formula (LCFF), $65,126,738.00 is other state funds, $18,669,137.00 is local funds, and $9,598,893.00 is federal funds. Of the $264,876,138.00 in LCFF Funds, $24,948,096.00 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 Tustin 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: Tustin Unified School District plans to spend $381,003,969.00 for the 2025-26 school year. Of that amount, $31,168,399.00 is tied to actions/services in the LCAP and $351,940,425.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

School Instructional Programs, Special Education Instruction, and Nonpublic Schools and Agencies

- Instructional-related services (Instructional Supervision, Curriculum Development and Research, Instructional Library Media and Technology, and School Administrators)
- Student Services(Guidance and Counseling, Psychological Service, Health, Speech Pathology and Audiology Services, Testing, and Transportation)
- School-Sponsored Athletics
- Community Services
- General Administration (School Board, Superintendent, Fiscal Services, Accounting, Payroll, Warehouse, Purchasing, Human Resources, and Data Processing Plant Services, Maintenance, Operations, Utilities, and Security).

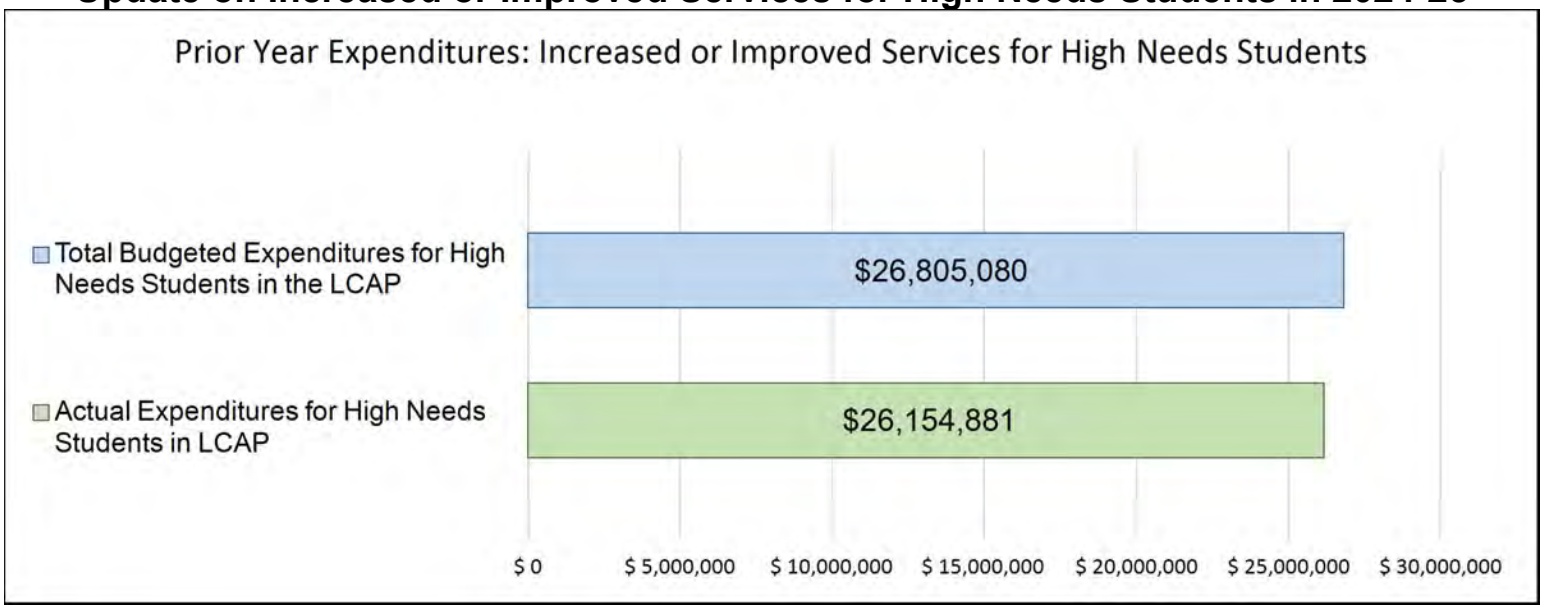
These expenditures are not specified in the LCAP but are essential to the organization's functions.

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

In 2025-26, Tustin Unified School District is projecting it will receive $24,948,096.00 based on the enrollment of foster youth, English learner, and low-income students. Tustin Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tustin Unified School District plans to spend $28,240,562.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Tustin 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 Tustin 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, Tustin Unified School District's LCAP budgeted $26,805,080.00 for planned actions to increase or improve services for high needs students. Tustin Unified School District actually spent $26,154,881.00 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
Tustin Unified School District	Maggie Villegas and Chris Matos Assistant Superintendents, Educational Services	mvillegas@tustin.k12.ca.us and cmatos@tustin.k12.ca.us (714) 730-7301

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 Tustin Unified School District (TUSD) is dedicated to ensuring that every student, especially those in underserved communities, receives the support they need to excel academically and prepare for the future. With a student population of 21,342 from Transitional Kindergarten through 12th grade, TUSD is committed to engaging all students in learning, fostering connections to school, and providing access to opportunities that enhance College and Career Indicator (CCI) outcomes.

Approximately 53.3% of TUSD students are classified as Socioeconomically Disadvantaged, 14.7% are English Learners, 0.4% are Foster Youth, 13.9% are Students with Disabilities, and 55% are part of the unduplicated/high-need student group. TUSD's student body is diverse, with 46% Hispanic/Latino, 20% White, 23% Asian, and 11% from other and multiple ethnicities.

Committed to a tradition of excellence, TUSD ensures that each student maximizes their individual achievement through challenging and engaging curricula, as well as personalized instruction. This is made possible through the dedication of our staff and partnerships with dynamic and involved communities. Collaboration with the community, higher education, and industry partners is key to TUSD's success in providing a seamless education experience from pre-kindergarten through post-graduation. Additionally, TUSD takes pride in its dedicated employees—teachers, administrators, and classified personnel—who play an essential role in helping the district achieve its goals and objectives for improving student outcomes.

Most recently, Tustin Unified celebrated six elementary schools honored as 2025 California Distinguished Schools and 3 secondary schools honored as 2024 California Distinguished Schools in the prior school year. These exceptional schools are among a select group recognized in Orange County for their innovation, talent, and success in supporting students.

TUSD boasts a 95.5% high school graduation rate, earning a "Very High" Blue performance status on the California Dashboard. The district's focus on student wellness, real-time interventions, and engagement has greatly contributed to its continued success.

Under the Local Control Funding Formula (LCFF), TUSD ensures that comprehensive educational programs are offered at all school sites. Recognizing the daily challenges faced by its diverse student groups, both academically and emotionally, TUSD ensures that resources under the LCAP are planned strategically and are primarily targeted toward its unduplicated students, with the ultimate goal of closing the achievement and opportunity gap.

As a part of these efforts, the district annually studies data trends for all State and Local Metrics, identifying the needs of all students, student groups, schools, and site-based student groups. The following is a summary of the LEA, Schools within the LEA, Student Groups with the LEA, and Student Groups within schools of the LEA that received the lowest performance level on one or more state indicators:

ENGLISH LANGUAGE ARTS INDICATOR
All Students: Estock ES, Nelson ES, Columbus Tustin MS, Hillview HS
English Learner: Estock ES, Heideman ES, Loma Vista ES, Nelson ES, Tustin Ranch ES, Sycamore Mag, Columbus Tustin MS, Hewes MS, Foothill HS, Hillview HS
LTEL: Sycamore Mag, Columbus Tustin MS, Hewes MS, Utt MS, Tustin HS
Socioeconomically Disadvantaged: Estock ES, Guin Foss ES, Heritage ES, Loma Vista ES, Nelson ES, Peters Canyon ES, Sycamore Mag, Tustin Connect, Hillview HS
Students with Disabilities: Heideman ES, Loma Vista ES, Myford ES, Nelson ES, Sycamore Mag, Columbus Tustin MS, Hewes MS, Utt MS, Beckman HS, Foothill HS, Tustin HS
Hispanic: Beswick ES, Estock ES, Heritage ES, Loma Vista ES, Nelson ES, Peters Canyon ES, Orchard Hills, Sycamore Mag, Tustin Connect, Pioneer MS, Hillview HS
White: Tustin Connect, Tustin HS

MATHEMATICS INDICATOR
All Students: Estock ES, Loma Vista ES, Nelson ES, Sycamore Mag, Tustin Connect, Hillview HS
English Learner: Estock ES, Loma Vista ES, Nelson ES, Sycamore Mag, Columbus Tustin MS, Hewes MS, Utt MS, Foothill HS, Tustin HS, Hillview HS
LTEL: Sycamore Mag, Columbus Tustin MS, Hewes MS, Utt MS, Tustin HS, Hillview HS
Socioeconomically Disadvantaged: Estock ES, Guin Foss ES, Heritage ES, Loma Vista ES, Nelson ES, Peters Canyon ES, Sycamore Mag, Tustin Connect, Hillview HS
Students with Disabilities: Heideman ES, Loma Vista ES, Myford ES, Nelson ES, Sycamore Mag, Columbus Tustin MS, Hewes MS, Utt MS, Beckman HS, Foothill HS, Tustin HS

Hispanic: Beswick ES, Estock ES, Heritage ES, Loma Vista ES, Nelson ES, Peters Canyon ES, Orchard Hills, Sycamore Mag, Tustin Connect, Pioneer MS, Hillview HS
White: Tustin Connect, Tustin HS

CHRONIC ABSENTEEISM INDICATOR
All Students: Columbus Tustin MS
Asian: Tustin Ranch ES, Columbus Tustin MS, Utt MS
English Learner: Benson ES, Heritage ES, Loma Vista ES, Peters Canyon ES, Columbus Tustin MS
LTEL: Columbus Tustin MS, Hewes MS
Hispanic: Tustin Connect, Columbus Tustin MS
Homeless Youth: Sycamore Mag
Socioeconomically Disadvantaged: Tustin Connect, Columbus Tustin MS
Students with Disabilities: Benson ES, Estock ES, Guin Foss ES, Loma Vista ES, Peters Canyon ES, Orchard Hills, Columbus Tustin MS, Hewes MS, Legacy Mag
White: Benson ES, Peters Canyon ES
Two or More Races: Heritage ES

SUSPENSION RATE INDICATOR
All Students: Estock ES, Heritage ES, Sycamore Mag
English Learner: Estock ES, Sycamore Mag, Foothill HS, Tustin HS
LTEL: Hewes MS, Foothill HS, Tustin HS
Homeless: Heritage ES, Sycamore Mag, Tustin HS
Asian: Beckman HS
Hispanic: Estock ES, Heritage ES, Sycamore Mag, Tustin HS
Socioeconomically Disadvantaged: Estock ES, Heritage ES, Ladera ES, Sycamore Mag
Students with Disabilities: Estock ES, Heideman ES, Heritage ES, Ladera ES, Myford ES, Tustin Memorial ES, Sycamore Mag, Columbus Tustin MS, Hewes MS
White: Benson ES, Heritage ES, Orchard Hills, Sycamore Mag

ENGLISH LEARNER PROGRESS INDICATOR,
English Learner: Tustin Unified SD, Estock ES, Heideman ES, Tustin Ranch ES, Columbus Tustin MS, Utt MS, Beckman HS, Foothill HS, Tustin HS, Hillview HS
LTEL: Columbus Tustin MS, Utt MS, Beckman HS, Foothill HS, Tustin HS, Hillview HS

GRADUATION RATE INDICATOR
All Students: Hillview HS
English Learner: Beckman HS, Hillview HS

LTEL: Hillview HS
Socioeconomically Disadvantaged: Tustin Connect, Hillview HS
Students with Disabilities: Beckman HS
Hispanic: Hillview HS

COLLEGE/CAREER INDICATOR
All Students: Tustin Connect, Hillview HS
English Learner: Beckman HS, Foothill HS, Hillview HS
LTEL: Beckman HS, Hillview HS
Hispanic: Hillview HS
Socioeconomically Disadvantaged: Tustin Connect, Hillview HS
Students with Disabilities: Beckman HS, Foothill HS, Tustin HS
White: Tustin Connect

Additionally, TUSD has been allocated Equity Multiplier funds for the only qualifying school. Hillview Continuation High School. The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Under California Education Code (EC) 42238.024, Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these school sites. LEAs are also required to document the efforts to improve outcomes for students at these schools beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

At Hillview Continuation High, equity multiplier funds will be used to support programs and initiatives aimed at addressing the specific needs of its student population. This could include:

Additional Staffing: Hiring more teachers, counselors, and support staff to provide personalized attention and support to students.

Specialized Programs: Introducing specialized academic programs, such as credit recovery courses, vocational training, and career counseling, to help students succeed academically and prepare for their future.

Student Support Services: Providing additional resources for student support services such as mental health counseling, academic tutoring, and social-emotional support programs.

Parent and Community Engagement: Implementing programs to increase parent and community involvement in the school, fostering a supportive environment for students inside and outside the classroom.

By allocating equity multiplier funds to Hillview Continuation High, the school will be better equipped to address the unique needs of its student population and provide them with the support and resources they need to succeed academically and beyond.

Reflections: Annual Performance

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

Reflecting on the 2024 California Dashboard data for the Tustin Unified School District, it's evident that there are areas of commendable performance, as well as opportunities for growth, particularly among certain student student groups.

The district has demonstrated significant growth in key areas:

ELA Academic Achievement: The district saw an impressive increase from 23.8 points above standards to 28.3 points above standard, indicating progress in English Language Arts.

Math Academic Achievement: There has been a notable improvement from 7.6 points below standard to .4 points above standard, demonstrating 7.2 points in growth in Mathematics.

English Learner Progress: There has been a slight decline in English Learner Progress, by 6.7%, however, this is a result of a system implementation, which focus efforts on reclassifying any student who reaches Level 4 on the ELPAC. The LEA will continue to support all EL learners while focusing heavily on EL students not making adequate progress or LTELs.

Chronic Absenteeism: The district has successfully decreased chronic absenteeism by 6.9%, showing a commitment to improving student attendance and engagement.

Graduation Rate: While the graduation rate was maintained for all student groups at 95.6%, there were significant increases in graduation rates for specific student groups. Graduation rates were maintained with ALL students, however, the LEA continues to focus on improving graduation outcomes for Foster Youth, Homeless, African American, and English Learner student groups.

These improvements signify the district's dedication to ensuring that all students have the opportunity to succeed and graduate.

Furthermore, as a result of the growth and needs identified through the 2024 CA Dashboard, TUSD and schools within the LEA were identified in the following areas:

DIFFERENTIATED ASSISTANCE (DA): Foster Youth

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI): Based on the 2024 CA Dashboard, TUSD has no schools identified as CSI.

TARGETED SUPPORT AND IMPROVEMENT (TSI): Hillview Continuation High School

ADDITIONAL TARGETED SUPPORT AND IMPROVEMENT (ATSI): Based on the 2024 CA Dashboard, the following schools were identified or continue to be identified as ATSI schools: Estock Elementary and Sycamore Magnet. This is a decline from having 7 Schools in 2023.

One of the most encouraging aspects of the 2024 CA Dashboard data is the district's commendable performance in academic achievement and graduation rates. Our students are meeting or exceeding proficiency standards in key subjects like mathematics and English language arts. This success is a testament to the hard work of our educators and the effectiveness of the support systems in place to facilitate student learning. Additionally, the high graduation rates demonstrate our efforts in creating a supportive learning environment throughout the student's TK-12 educational pathway, equipping students with the skills and knowledge they need to succeed beyond high school.

However, while these achievements are significant, the data also highlights areas that require attention and improvement, particularly among certain student groups:

ELA Academic Achievement: Long-term English learners, Homeless Youth, Foster Youth, and students with disabilities were among the student groups performing at the lowest level in English Language Arts academic achievement.

Math Academic Achievement: English learners, Foster Youth, Hispanic students, Socioeconomically disadvantaged students, and students with disabilities were among the student groups performing at the lowest level in Math academic achievement.

Chronic Absenteeism: Although we have drastically reduced chronic absenteeism, we strive to continue improving it. It was an issue not only for all students but also for various student groups, including English learners, Homeless Youth, Socioeconomically disadvantaged students, Hispanic students, and students with disabilities.

Suspension: English learners, Hispanic students, socioeconomically disadvantaged students, and students with disabilities were among the student groups with the highest rates of suspension.

Graduation Rate: Students with disabilities had the lowest graduation rates among all student groups.

While academic achievement is notable overall, it's essential to dig deeper into student group performance to ensure equity and inclusion for all students. Addressing achievement gaps among different student groups remains a priority to ensure that every student has an equal opportunity to excel academically and beyond.

Below is a list of all CA DASHBOARD 2024 Indicators and the student groups, schools, and student groups within the school that received Low Performing status:

ENGLISH LANGUAGE ARTS INDICATOR

Tustin Unified - Long Term English Learners (LTELs), Foster Youth, Homeless, Students with Disabilities and African American students
Arroyo Elementary - Students with Disabilities
Beswick Elementary - Students with Disabilities

Estock Elementary - All Students, English Learners, Socioeconomically Disadvantaged and Hispanic students
Heideman Elementary - English Learners and Students with Disabilities
Heritage Elementary - Socioeconomically Disadvantaged students
Hicks Canyon Elementary - Hispanic students
Loma Vista Elementary - English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities
Myford Elementary - Students with Disabilities
Nelson Elementary - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students
Peters Canyon Elementary - Students with Disabilities and Hispanic students
Tustin Ranch Elementary - English Learners and Students with Disabilities
Columbus Tustin Middle - All Students, English Learners, LTELs, Socioeconomically Disadvantaged Students, and Students with Disabilities
Hewes Middle - English Learners, LTELs, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students
Utt Middle - LTELs and Students with Disabilities
Arnold O. Beckman High - Students with Disabilities
Foothill High - English Learners and Students with Disabilities
Tustin High - LTELs and Students with Disabilities
Hillview - All Students, English Learners, LTELs, Socioeconomically Disadvantaged Students, and Hispanic Students
Tustin Connect - Socioeconomically Disadvantaged Students and White Students
Orchard Hills - Students with Disabilities
Sycamore Magnet Academy - English Learners, LTELs, Socioeconomically Disadvantaged, and Students with Disabilities

MATHEMATICS INDICATOR

Tustin Unified - Long Term English Learners (LTELs), Foster Youth, Homeless, Students with Disabilities and African American students
Beswick Elementary - Hispanic students
Estock Elementary - All Students, English Learners, Socioeconomically Disadvantaged, and Hispanic students
Guin Foss Elementary - Socioeconomically Disadvantaged
Heideman Elementary - Students with Disabilities
Heritage Elementary - Socioeconomically Disadvantaged and Hispanic students
Loma Vista Elementary - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic students
Myford Elementary - Students with Disabilities
Nelson Elementary - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students
Peters Canyon Elementary - Socioeconomically Disadvantaged and Hispanic students
Columbus Tustin Middle - English Learners, LTELs, and Students with Disabilities
Hewes Middle - English Learners, LTELs and Students with Disabilities
Pioneer Middle - Hispanic students
Utt Middle - English Learners, LTELs, and Students with Disabilities
Beckman High - Students with Disabilities
Foothill High - English Learners and Students with Disabilities
Tustin High - English Learners, LTELs, Students with Disabilities, and White students

Hillview High (Continuation) - All Students, English Learners, Socioeconomically Disadvantaged, Hispanic students
Tustin Connect - All Students, Socioeconomically Disadvantaged, Hispanic, and White students
Orchard Hills - Hispanic students
Sycamore Magnet - All Students, English Learners, LTELs, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students

ENGLISH LANGUAGE PROGRESS INDICATOR

Tustin Unified - All English Learners and Long Term English Learners
Estock Elementary - All English Learner Students
Heideman Elementary - All English Learner Students
Tustin Ranch Elementary - All English Learner Students
Columbus Tustin Middle - All English Learner Students and LTELs
Utt Middle - All English Learner Students and LTELs
Beckman High - All English Learner Students and LTELs
Foothill High - All English Learner Students and LTELs
Tustin High - All English Learner Students and LTELs
Hillview High (Continuation) - All English Learner Students and LTELs

CHRONIC ABSENTEEISM INDICATOR

Tustin Unified - Foster Youth, African American, and Native Hawaiian/Pacific Islander
Benson Elementary - English Learners, Students with Disabilities, and White students
Estock Elementary - Students with Disabilities
Guin Foss Elementary - Students with Disabilities
Heritage Elementary - All Students, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White students
Loma Vista Elementary - English Learners and Students with Disabilities
Peters Canyon Elementary - English Learners, Students with Disabilities, and White students
Tustin Ranch Elementary - Asian Students
Columbus Tustin Middle - All Students, English Learners, LTELs, Socioeconomically Disadvantaged, Students with Disabilities, Asian, and Hispanic students
Hicks Canyon - All Students
Hewes Middle - LTEL and Students with Disabilities
Utt Middle - Asian students
Legacy Magnet - Students with Disabilities
Tustin Connect - Socioeconomically Disadvantaged and Hispanic students
Orchard Hills - Students with Disabilities
Sycamore Magnet - Homeless students

SUSPENSION RATE INDICATOR

Tustin Unified - Foster Youth, Homeless, and Native Hawaiian/Pacific Islander
Benson Elementary - White students
Estock Elementary - All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic students
Heideman Elementary - Students with Disabilities
Heritage Elementary - All Students, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White students
Ladera Elementary - Socioeconomically Disadvantaged and Students with Disabilities
Myford Elementary - Students with Disabilities
Tustin Memorial Elementary - Students with Disabilities
Columbus Tustin Middle - Students with Disabilities and Asian students
Hewes Middle - LTEL and Students with Disabilities
Beckman High - African American students
Foothill High - English Learners and LTEL students
Tustin High - English Learners, LTELs, Homeless, and Hispanic students
Orchard Hills - White students
Sycamore Magnet - All Students, English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White students

GRADUATION RATE INDICATOR

Tustin Unified - Foster Youth and Homeless students
Beckman High - English Learners and Students with Disabilities
Hillview High (Continuation) - All Students, English Learners, LTELs, Socioeconomically Disadvantaged, and Hispanic students
Tustin Connect - Socioeconomically Disadvantaged students

COLLEGE AND CAREER INDICATOR

Tustin Unified - English Learners, Foster Youth, and Students with Disabilities
Beckman High - English Learners, LTELs, and Students with Disabilities
Foothill High - English Learners and Students with Disabilities
Tustin High - Students with Disabilities
Hillview High (Continuation) - All Students, English Learners, LTELs, Socioeconomically Disadvantaged, and Hispanic students
Tustin Connect - All Students, Socioeconomically Disadvantaged, and White students

Furthermore, while graduation rates are high, there may be a need to focus on post-graduation outcomes and college readiness, especially among students with disabilities. It's crucial to ensure that our graduates are prepared for post-secondary education, whether that means college, vocational training, or entering the workforce. Providing comprehensive college and career counseling, as well as opportunities for

practical skill development, can further enhance students' readiness for life beyond high school. Moreover, considering the socio-emotional well-being of students is increasingly vital in today's educational landscape. While academic achievement is important, fostering a supportive and nurturing school environment where students feel safe, valued, and heard is equally crucial. Investing in resources and programs that promote mental health and emotional resilience can help address any underlying challenges that may impede students' overall success. In conclusion, the 2024 California Dashboard data for the Tustin Unified School District showcases areas of achievement alongside growth opportunities, particularly among specific student groups. By leveraging strengths, addressing areas of concern, and maintaining a steadfast commitment to educational excellence and equity, the district can continue to empower all students to reach their fullest potential.

Below is a list of all CA DASHBOARD 2023 Indicators and the student groups, schools, and student groups within the school that received Low Performing status:

ENGLISH LANGUAGE ARTS INDICATOR
Tustin Unified - Homeless Youth and Students with Disabilities
Arnold O. Beckman High - Students with Disabilities
Benjamin F. Beswick Elementary - Students with Disabilities
C. E. Utt Middle - English Learners and Students with Disabilities
Helen Estock Elementary - All Students and Socioeconomically Disadvantaged
Hewes Middle - English Learners
Loma Vista Elementary - English Learners and Students with Disabilities
Sycamore Magnet Academy - Students with Disabilities
Tustin High - Students with Disabilities

MATHEMATICS INDICATOR
Tustin Unified - Foster Youth
Arnold O. Beckman High - Students with Disabilities
C. E. Utt Middle - English Learners
Columbus Tustin Middle - Students with Disabilities
Hewes Middle - English Learners
Hillview High (Continuation) - All Students, Hispanic, and Socioeconomically Disadvantaged
Sycamore Magnet Academy - English Learner
Tustin High - Students with Disabilities

ENGLISH LANGUAGE PROGRESS INDICATOR
Benjamin F. Beswick Elementary - All Students
Myford Elementary - All Students

CHRONIC ABSENTEEISM INDICATOR
Tustin Unified - Black/African American, Homeless Youth, Pacific Islander
Barbara Benson Elementary - All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, White
Benjamin F. Beswick Elementary - Homeless Youth

C. E. Utt Middle - All Students, White
Columbus Tustin Middle - All Students
Guin Foss Elementary - All Students, English Learners, Hispanic, Socioeconomic Disadvantaged, Students with Disabilities
Helen Estock Elementary - Students with Disabilities
Hewes Middle - All Students, English Learners, Hispanic, Socioeconomic Disadvantaged, Students with Disabilities
Hicks Canyon Elementary - All Students, Hispanic, Socioeconomic Disadvantaged, Students with Disabilities, White
Ladera Elementary - Socioeconomically Disadvantaged
Loma Vista Elementary - English Learners, Hispanic
Myford Elementary - All Students, Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Orchard Hills - Hispanic
Peters Canyon Elementary - Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities
Red Hill Elementary - All Students
Sycamore Magnet Academy - Homeless Youth, White
Tustin Connect - All Students
Tustin Ranch Elementary - Students with Disabilities
W. R. Nelson Elementary - White

SUSPENSION RATE INDICATOR
Arnold O. Beckman High - Students with Disabilities
C. E. Utt Middle - Students with Disabilities
Foothill High - Students with Disabilities
Hewes Middle - English Learner and Socioeconomically Disadvantaged
Hillview High (Continuation) - All Students, Hispanic, Socioeconomically Disadvantaged
Orchard Hills - English Learner, Students with Disabilities

GRADUATION RATE INDICATOR
Tustin Unified - Students with Disabilities

COLLEGE AND CAREER INDICATOR
Hillview - All Students, Socioeconomically Disadvantaged, Hispanic, EL

Learning Recovery Emergency Block Grant (Unexpended Funds)

The Learning Recovery Emergency Block Grant (LREBG) is a one-time funding initiative by the State of California, allocating approximately $6.8 billion to county offices of education, school districts, and charter schools. This grant aims to support learning recovery efforts through the 2027–28 school year, focusing on both academic advancement and the social-emotional well-being of students and staff. In the 2022-23 school year, Tustin Unified School District received $18,258,934, with a current unexpended balance of $14,168,882 as we end the 2024-25 school year.

The LREBG Grant funds have been strategically allocated under LCAP Goals 1 and 2. The following details the LREBG-funded actions under each goal :

Goal 1 | Student Outcomes

Action 1.10 - Extended Learning for Middle School and High School Students
LREBG Rationale Alignment: Aligned with EC Section 32526(c)(2)(A) and (B), this action increases instructional time and provides targeted small group support outside the regular school day to accelerate learning for students who are behind grade level.

Needs Assessment Connection: The needs assessment identified learning gaps in core academic areas and lower proficiency rates in English and Math among middle and high school students. Extended learning opportunities are designed to directly mitigate these gaps through focused instruction.

Action 1.11 - Hire and Train Short-Term Staff to Support Within-School Day Intervention Programs (TK–5)
LREBG Rationale Alignment: Supports EC Section 32526(c)(2)(B)(i), which allows for small group and one-on-one academic interventions by trained staff to accelerate academic progress in reading and math.

Needs Assessment Connection: Early grade diagnostic assessments showed substantial learning loss, particularly in foundational literacy and numeracy skills. Short-term staff are deployed to provide immediate intervention during the school day, ensuring students receive timely, targeted support.

Action 1.12 - School-Based Intervention Supports for Grades 6–12
LREBG Rationale Alignment: Aligned with EC Section 32526(c)(2)(B)(i), this action provides site-level intervention for teachers or staff to support struggling students within the school day, including small-group academic support.

Needs Assessment Connection: Academic performance indicators highlighted a high percentage of students in grades 6–12 who are not meeting grade-level standards, especially in mathematics. This action addresses this by implementing dedicated intervention support aligned to student performance data.

Future Action - Hire and Train Certified Staff for Intervention (TK–12) [MLS and MAST]
LREBG Rationale Alignment: Falls under EC Section 32526(c)(2)(B)(i) and (ii), addressing learning acceleration via trained, credentialed professionals delivering targeted supports across grade spans.

Needs Assessment Connection: Data from benchmark assessments and progress monitoring tools indicated ongoing learning loss across multiple grade levels and content areas. Hiring certified MLS (Multi-Lingual Support) and MAST (Math Acceleration and Support Team) staff ensures content-specific, needs-based intervention aligned to students' academic gaps.

Future Action - Educational Platforms and Software for Student Progress Monitoring and Intervention (K–12)
LREBG Rationale Alignment: Supports EC Section 32526(c)(2)(E), which allows for the implementation of diagnostic, progress monitoring, and benchmark assessments to inform instruction.

Needs Assessment Connection: A gap was identified in data-driven decision-making due to inconsistent access to reliable assessment platforms. This investment ensures teachers have the tools needed to identify and respond to individual student learning needs in real-time.

Future Action- Intervention-Based Coaching Support for Grades 6–12
LREBG Rationale Alignment: Falls under EC Section 32526(c)(2)(B)(vi), providing professional development and coaching to improve implementation of intervention strategies and best practices in secondary settings.

Needs Assessment Connection: The LEA's needs assessment revealed inconsistencies in instructional quality and intervention fidelity in secondary schools. This action directly supports educators through coaching and modeling to improve Tier II and Tier III intervention effectiveness.

Goal 2 | Student Engagement

Future Action - Mental Health Specialist
LREBG Rationale Alignment: Aligned with EC Section 32526(c)(2)(C), which allows for integrated pupil supports, including mental health services.

Needs Assessment Connection: Surveys and attendance data indicated increased rates of anxiety, depression, and disengagement. The addition of mental health specialists ensures students have access to timely supports that remove emotional and psychological barriers to academic success.

Action 2.8 - Elementary and Middle School Counselors
LREBG Rationale Alignment: Supports EC Section 32526(c)(2)(C), by addressing social-emotional needs and supporting student well-being and engagement during a critical developmental stage.

Needs Assessment Connection: Middle school students demonstrated high rates of absenteeism, behavior referrals, and academic disengagement. Additional counseling staff provide both preventive and responsive services to promote student engagement and school connectedness.

Action 2.9 - School Nurses
LREBG Rationale Alignment: Also aligned with EC Section 32526(c)(2)(C), as school nurses are vital to student health and well-being, removing health-related barriers to learning.

Needs Assessment Connection: The needs assessment revealed chronic health concerns and increased nurse referrals, particularly for students with asthma, diabetes, and unaddressed physical health needs. School nurses play a critical role in managing these issues so that students can attend and fully participate in learning.

Reflections: Technical Assistance

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

California's System of Support provides three levels of support to LEAs and schools. The first level, general assistance, is made up of resources and assistance that are available to all LEAs and schools. The second level of assistance, known as DA, is targeted support that is available to LEAs that meet the eligibility requirements set by the State Board of Education (SBE).

The Tustin Unified School District has been identified for Differentiated Assistance for the following CA Indicators and Student Groups:

Foster Youth Student Group identified in the areas of:
Pupil Achievement: Red on both English Language Arts (ELA) and Math tests, or; Red on ELA or Math tests AND orange on the other test, or; Red on the English Learner Progress Indicator (English learner and Long-Term English Learner student group only)
Pupil Engagement: Red on Graduation rate indicator, or; Red on Chronic Absence Indicator
School Climate: Red on Suspension Rate Indicator, or; Not Met for Two or More Years on Local Indicator
Outcomes in a Broad Course of Study: Red on College/Career Indicator

In response to each of the areas identified for Differentiated Assistance, the LEA will engage in the following practices with support through the county, to improve the effectiveness and access to high-quality educational programs and practices to support every student in pursuing and achieving academic success:

1. Identify areas of need as defined by Differentiated Assistance
2. Identify student needs and any targeted student groups
3. Determine root causes of those needs
4. Understand best practices to address those needs
5. Access relevant program supports and other high-quality resources to address those needs
6. Develop strategic and sustainable plans across base funding and supplemental funding sources

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.

Tustin Unified School District had no schools identified as CSI based on the the 2024 Dashboard.

Support for Identified Schools

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

Tustin Unified School District had no schools identified as CSI based on the the 2024 Dashboard.

Monitoring and Evaluating Effectiveness

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

Tustin Unified School District had no schools identified as CSI based on the the 2024 Dashboard.

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
Tustin Unified Families LCAP Survey	A survey for the 2025-26 LCAP was implemented using various strategies to ensure broad participation and feedback from the TUSD community. Using a Likert scale, questions were asked to identify the respondents' opinion of how well the LEA is performing on current practices in the areas of classroom instruction, community partnerships, diversity & inclusion, hiring/development & retaining staff, school climate/culture, school leaders, student achievement, student activities, and extracurriculars, and college and career readiness. The survey was distributed widely among students, families, and staff members. It was made easily accessible through various channels such as direct district communication via Parent Square, school websites, and other school-based communication platforms. TUSD was able to gather feedback from a large number of stakeholders, ensuring that the LCAP reflects the needs and priorities of the entire community. This inclusive approach helps TUSD make more informed decisions and better serve its students, families, and staff members.
Tustin Unified Staff LCAP Survey	A survey for the 2025-26 LCAP was implemented using various strategies to ensure broad participation and feedback from the TUSD community. Using a Likert scale, questions were asked to identify the respondents' opinion of how well the LEA is performing on current

Educational Partner(s)	Process for Engagement
	practices in the areas of classroom instruction, community partnerships, diversity & inclusion, hiring/development & retaining staff, school climate/culture, school leaders, student achievement, student activities, and extracurriculars, and college and career readiness. The survey was distributed widely among students, families, and staff members. Staff members were messaged directly and invited to participate in the 2024-25 LCAP Survey. TUSD was able to gather feedback from a large number of stakeholders, ensuring that the LCAP reflects the needs and priorities of the entire community. This inclusive approach helps TUSD make more informed decisions and better serve its students, families, and staff members.
Tustin Unified Students Survey	A survey for the 2025-26 LCAP was implemented using various strategies to ensure broad participation and feedback from the TUSD community. Using a Likert scale, questions were asked to identify the respondents' opinion of how well the LEA is performing on current practices in the areas of classroom instruction, community partnerships, diversity & inclusion, hiring/development & retaining staff, school climate/culture, school leaders, student achievement, student activities, and extracurriculars, and college and career readiness. The survey was distributed widely among students, families, and staff members. Students in grades 4-12 were messaged directly and invited to participate in the 2025-26 LCAP Survey. TUSD was able to gather feedback from a large number of stakeholders, ensuring that the LCAP reflects the needs and priorities of the entire community. This inclusive approach helps TUSD make more informed decisions and better serve its students, families, and staff members.

Educational Partner(s)	Process for Engagement
Tustin Educators Association	The team member from the Educational Services Department met with the Stakeholder group on 5/6/2025. During this meeting, the LCAP (Local Control and Accountability Plan) goals and actions, along with relevant metrics and updates on data, were presented. Following the presentation, a discussion was facilitated to gather input on priorities under each goal. Feedback was gathered through open discussion, as well as through structured feedback forms distributed to all participants via Google Forms. After the meeting, the feedback was analyzed to identify common themes, concerns, and priorities. This analysis helped to refine the goals and actions outlined in the LCAP, ensuring that they accurately reflected the input and priorities of the stakeholders. Feedback from this stakeholder group will inform decision-making and prioritize actions.
District English Language Advisory Committee	The team member from the Educational Services Department met with the Stakeholder group on 5/1/2025. During this meeting, the LCAP (Local Control and Accountability Plan) goals and actions, along with relevant metrics and updates on data, were presented. Following the presentation, a discussion was facilitated to gather input on priorities under each goal. Feedback was gathered through open discussion, as well as through structured feedback forms distributed to all participants via Parent Square. After the meeting, the feedback was analyzed to identify common themes, concerns, and priorities. This analysis helped to refine the goals and actions outlined in the LCAP, ensuring that they accurately reflected the input and priorities of the stakeholders. Feedback from this stakeholder group will inform decision-making and prioritize actions.

Educational Partner(s)	Process for Engagement
Special Education CAC	The team member from the Educational Services Department met with the Stakeholder group on 5/6/2025. During this meeting, the LCAP (Local Control and Accountability Plan) goals and actions, along with relevant metrics and updates on data, were presented. Following the presentation, a discussion was facilitated to gather input on priorities under each goal. Feedback was gathered through open discussion, as well as through structured feedback forms distributed to all participants via Parent Square or Google Forms. After the meeting, the feedback was analyzed to identify common themes, concerns, and priorities. This analysis helped to refine the goals and actions outlined in the LCAP, ensuring that they accurately reflected the input and priorities of the stakeholders. Feedback from this stakeholder group will inform decision-making and prioritize actions.
District SELPA Director	The team member from the Educational Services Department met with the Stakeholder group on 5/6/2025. During this meeting, the LCAP (Local Control and Accountability Plan) goals and actions, along with relevant metrics and updates on data, were discussed. The team discussed Differentiated Assistance root causes, identified needs, and actions that are currently being implemented or will be implemented in response to DA and the SWD student group.
Superintendent's Parent Advisory Meeting	The team member from the Educational Services Department met with the Stakeholder group on 4/23/2025. During this meeting, the LCAP (Local Control and Accountability Plan) goals and actions, along with relevant metrics and updates on data, were presented. Following the presentation, a discussion was facilitated to gather input on priorities under each goal. Feedback was gathered through open discussion, as well as through structured feedback forms distributed to all participants.

Educational Partner(s)	Process for Engagement
	After the meeting, the feedback was analyzed to identify common themes, concerns, and priorities. This analysis helped to refine the goals and actions outlined in the LCAP, ensuring that they accurately reflected the input and priorities of the stakeholders. Feedback from this stakeholder group will inform decision-making and prioritize actions.
Superintendent's Teacher Advisory Meeting	The team member from the Educational Services Department met with the Stakeholder group on 4/24/2025. During this meeting, the LCAP (Local Control and Accountability Plan) goals and actions, along with relevant metrics and updates on data, were presented. Following the presentation, a discussion was facilitated to gather input on priorities under each goal. Feedback was gathered through open discussion, as well as through structured feedback forms distributed to all participants. After the meeting, the feedback was analyzed to identify common themes, concerns, and priorities. This analysis helped to refine the goals and actions outlined in the LCAP, ensuring that they accurately reflected the input and priorities of the stakeholders. Feedback from this stakeholder group will inform decision-making and prioritize actions.
Superintendent's Classified Staff Advisory Meeting	The team member from the Educational Services Department met with the Stakeholder group on 4/23/2025. During this meeting, the LCAP (Local Control and Accountability Plan) goals and actions, along with relevant metrics and updates on data, were presented. Following the presentation, a discussion was facilitated to gather input on priorities under each goal. Feedback was gathered through open discussion, as well as through structured feedback forms distributed to all participants.

Educational Partner(s)	Process for Engagement
	After the meeting, the feedback was analyzed to identify common themes, concerns, and priorities. This analysis helped to refine the goals and actions outlined in the LCAP, ensuring that they accurately reflected the input and priorities of the stakeholders. Feedback from this stakeholder group will inform decision-making and prioritize actions.
Equity Multiplier	The Educational Services Department met with Administration at Hillview High School to discuss the implementation and use of the Equity Multiplier Funds. In collaboration with the Hillview team, metrics were reviewed and discussed, and actions to be implemented through the EM funds were planned. The Hillview team then discussed plans with their School Site Council and gathered feedback from their school site council towards actions planned under the Equity Multiplier funds.
LCAP Public Hearing for Feedback and Input	The 2025-26 LCAP Draft, LCFF Budget Overview for Parents, 2024-25 Local Indicators, and Annual Evaluation of Programs will be presented at a regularly scheduled Board Meeting on June 9, 2025.
Community/Student Feedback and Input Opportunity via Survey	The LCAP Draft will be posted on the Tustin Unified School District Website from June 10, 2025 to June 18, 2025, for public review and feedback.
Public Meeting for Board Adoption of Local Indicators, LCAP, Federal Addendum, and Budget	After all community feedback and comments are responded to in writing, the Final Draft of the 2025-26 LCAP will be adopted at the June 23, 2025 Board Meeting.

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

The LCAP survey administration is a crucial step in understanding the needs and priorities of the school community. Once the survey data is collected and analyzed, it is used alongside various metrics, such as the California Dashboard and local student achievement data, to inform LCAP development. By integrating survey insights with existing metrics, school districts can gain a comprehensive understanding of student, parent, and community needs, ensuring that LCAP development is responsive and effective in improving educational outcomes.

TUSD is excited to share that efforts to engage stakeholders remain strong, with sustained levels of participation by parents, students, and staff on LCAP, Title 1, and EL Needs Assessment Surveys.

The 2025-26 LCAP survey asked students, families, and staff questions about our TUSD community priorities, strengths, and opportunities. Using a Likert scale, questions were asked to identify the respondents' opinion of how well the LEA is performing on current practices in the areas of classroom instruction, community partnerships, diversity & inclusion, hire/development & retain staff, school climate/culture, school leaders, student achievement, student activities, and extracurriculars, and college and career readiness.

In addition to the Likert-scale questions, respondents were provided the opportunity to respond to an open-response question: "Is there anything else that you would like to share with us?"

The following data reflects the percentage of respondents who selected a favorable answer choice. The top two responses are favorable for five answer choices.

SCHOOL CLIMATE

Question: My/My child’s school has a welcoming environment for all families in the community.
Students (2023-24): 82.8%
Staff: 88.3%
Families: 92.75%

Question: How well do you feel Tustin Unified is doing in the development of Community Partnerships?
Students: 86.2% (2022-23 65.5%)
Families: 90.83% (2023-24 88.7%)
Staff: 86.2% (2023-24 90.3%)

LEA PERFORMANCE

In each of the following areas, stakeholders were asked, "How well is the LEA doing in the areas of..." classroom instruction, community partnerships, diversity & inclusion, hire/development & retain staff, school climate/culture, school leaders, student achievement, student activities, and extracurriculars, and college and career readiness.

The Likert scale choices were:

Extremely Well Quite Well Somewhat Well Slightly Well Not Well At All

The following data reflects the percentage of respondents who selected favorable answer choices of Extremely Well, Very Well, and Well.

How well do you feel like this school or district is currently doing in the following area: Student achievement?
Students: 89.8% (2022-23 78.6%)
Families: 83.87% (2023-24 95.7%, 2022-23 83.0%)
Staff: 90.2% (2023-24 89.7%, 2022-23 84%)

How well do you feel like this school or district is currently doing in the following area: Hiring, developing, and retaining the best staff?
Students: 81.4% (2022-23 68.8%)
Families: 90.32% (2023-24 92.73%, 2022-23 78.7%)
Staff: 77.3% (2023-24 73.3%, 2022-23 68%)

How well do you feel like this school or district is currently doing in the following area: School climate and culture?
Students: 85.8% (2022-23 67.4%)
Families: 87.10% (2023-24 95.12%, 2022-23 82.4%)
Staff: 80.4% (2023-24 85%, 2022-23 81%)

How well do you feel like this school or district is currently doing in the following area: Physical Facilities?
Students: 83.2% (2022-23 71.2%)
Families: 83.87% (2023-24 94.0%, 2022-23 79.9%)
Staff: 77.5% (2023-24 68.2%, 2022-23 70%)

How well do you feel like this school or district is currently doing in the following area: Community partnerships?
Students: 86.2% (2022-23 65.5%)
Families: 90.83% (2023-24 94.6%, 2022-23 77.4%)
Staff: 86.1% (2023-24 90.3%, 2022-23 81%)

How well do you feel like this school or district is currently doing in the following area: School leadership?
Students: 89.2% (2022-23 74.2%)
Families: 93.55% (2023-24 94.4%, 2022-23 80.7%)
Staff: 83.3% (2023-24 88.8%, 2022-23 79%)

How well do you feel like this school or district is currently doing in the following area: Student activities and extracurricular activities?
Students: 89.4% (2022-23 75.7%)
Families: 87.10% (2023-24 92.3%, 2022-23 75.6%)
Staff: 83.3% (2023-24 91.7%, 2022-23 86%)

Following the administration of the LCAP survey, a comparative analysis of stakeholder group responses was conducted.

The findings indicate a shift from the previous year, with both positive and negative trends observed across various areas. Notably, response rates for the 2024–25 school year were lower despite concerted outreach efforts. Nevertheless, the implementation of key actions is reflected in positive trends in student performance data and the 2024 California School Dashboard.

Initiatives aimed at fostering inclusion and improving the recruitment and retention of high-quality staff have demonstrated measurable gains. Additionally, stakeholder perceptions regarding school climate and culture, community partnerships, school leadership, and extracurricular

offerings remain favorable, highlighting the effectiveness of strategies implemented through the LCAP and the strategic use of one-time funds allocated post-COVID.

By integrating these survey insights with key performance indicators—including California Dashboard data and local student achievement measures—the LCAP can continue to evolve to meet the dynamic needs of the school community, supporting ongoing improvement in educational outcomes.

For each stakeholder group, the top 2 areas of strength for each student group are:

STUDENTS (23-24 Data): Student Achievement 89.8% and Student Activities and Extracurricular Activities 89.4%

FAMILIES: Retaining High Quality Staff 90.32% and Developing Community Partnerships 90.83%

STAFF: Student Achievement 90.2% and Developing Community Partnerships 86.1%

The following areas have been identified for increased or improved services for the 2025-26 school year: Student Achievement and School Climate and Culture.

In addition to survey feedback, the LEA gathered feedback from the teachers' bargaining unit, SELPA, District CAC, Superintendent's Teacher Advisory, Superintendent's Parent Advisory, Superintendents Classified Advisory, and DELAC through conducting an engagement activity about current actions, ongoing priorities, and additional input for supports and services under the LCAP.

Upon analysis of the LCAP metrics and stakeholder open feedback provided, the top actions identified as a priority to continue improving under each goal are:

Goal 1: Multi-Tiered Systems of Supports and Instructional Rigor
Goal 2: School Culture, Social Emotional Supports, and Community Engagement
Goal 3: Facilities and Safety
Goal 4: Inclusive Practices and Inclusive Schooling Para Educators
Goal 5: Increase support for EL English Learners and Academic Supports/Resources

EQUITY MULTIPLIER FOCUS GOAL - HILLVIEW

The Educational Services Department met with the Administration at Hillview High School to discuss implementing and using the Equity Multiplier Funds. A root cause and data study session was conducted with the team to develop actions that will best serve the identified needs. The Hillview team then discussed plans with their School Site Council and gathered feedback from their school site council towards actions planned under the Equity Multiplier funds.

In collaboration with the Hillview team's educational partners, metrics were reviewed and discussed, and actions to be implemented through the EM funds were planned. During the discussion, stakeholders provided feedback on the increased needs of students to ensure they are engaged in learning, attending school, having access to college-going programs and opportunities, and interventions to remediate towards graduation. The feedback influenced the development of the following actions and goals: Increased social-emotional supports, increased on-time interventions, additional access to resources and supports, and additional guidance on credit recovery, a-g, and graduation.

All stakeholder feedback will be taken into consideration in the development of the 2025-2026 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pupil Outcomes - By graduation, all students, including those in diverse student groups, will demonstrate mastery of grade-level content and meet the College and Career Indicator. TUSD is committed to delivering a rigorous academic program that prepares every student for success in college and career opportunities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

TUSD aims to ensure that all students demonstrate mastery of grade-level content and meet the College and Career Indicator upon graduation. Despite focused efforts to close the achievement gap, significant learning disparities persist among unduplicated students and various student groups, notably those from low-income families, English language learners, and students with disabilities. These disparities are evident in lower test scores, high rates of chronic absenteeism, reduced graduation rates, and limited college readiness. Addressing these gaps requires targeted interventions tailored to the unique needs of each student. This may involve providing additional instructional time, targeted academic support, real-time interventions, and academic counseling services. Creating a supportive and inclusive learning environment that values diversity and promotes equity is paramount. By addressing learning disparities and providing targeted support, we can help unduplicated students reach their full potential and ensure that every student has an equitable opportunity to succeed. The key data points driving the development of Goal 1 are outlined below.

2024 CALIFORNIA DASHBOARD INDICATORS

ELA CA Dashboard Indicator reports that the ALL student group is 28.3 points above standard, which earned the LEA an overall performance level of "Green". In addition to the performance of all students, the CA Dashboard reported data for all significant student groups, which is presented below:

Blue Performance Level: Asian, Filipino, White, and Two or More Races
Green Performance Level: N/A
Yellow Performance Level: English Learners, Socioeconomically Disadvantaged, and Hispanic students
Orange Performance Level: African American students
Red Performance Level: Long Term English Learners, Foster Youth, Homeless and Students with Disabilities

No Performance Level (Due to having 30 or less students in this student group district-wide): American Indian and Native Hawaiian/Pacific Islander

In analyzing the performance of all significant student group, the student group with the greatest achievement gaps based on the ELA Dashboard Indicator are English Learners, Long Term English Learners, Foster Youth, Homeless, and Students with Disabilities.

MATH CA Dashboard Indicator reports that the ALL student group is 0.4 points above standard, which earned the LEA an overall performance level of "Green." In addition to the performance of all students, the CA Dashboard reported data for all significant student groups, which is presented below:

Blue Performance Level: Asian and Two or More Races
Green Performance Level: Filipino and White students
Yellow Performance Level: English Learners, Socioeconomically Disadvantaged, and Hispanic students
Orange Performance Level: Students with Disabilities and African American students
Red Performance Level: Long Term English Learners, Foster Youth, and Homeless students
No Performance Level (Due to having 30 or less students in this student group district-wide): American Indian and Native Hawaiian/Pacific Islander

In analyzing the performance of all significant student groups, the student groups with the greatest achievement gaps based on the Math Dashboard Indicator are English Learners, Long Term English Learners, Foster Youth, Students with Disabilities, African American and Hispanic students.

In 2024 Tustin Unified's CCI Indicator was rated at a performance level of "High" with 62.4% of high school graduates prepared on the College/Career Indicator. In analyzing the performance of all significant student groups, the student groups with the greatest achievement gaps based on the CCI Indicator are Foster Youth, Students with Disabilities, English Learners and Long Term English Learners.

CA Dashboard Indicator for Grad Rate 2024 was reported as "BLUE," with an overall graduation rate of 95.5% of all students who graduated. Below is a breakdown of cohort graduation rates by significant student groups (30 or more students identified within a student group):

STUDENT GROUP	GRADUATION RATE 2022	GRADUATION RATE 2023	GRADUATION RATE 2024
All Students	96.2%	95.7%	95.5%
English Learners	89.2%	90.6%	90.2%
Foster Youth	76.9%	88.2%	72.2%
Homeless	92.9%	91.9%	87.6%
SED	95.5%	94.4%	94.4%
SWD	84.6%	79.5%	85.6%
African American	88.8%	89.5%	90.0%
Filipino	94.3%	87.8%	100%
Two or More Races	96.0%	92.2%	93.2%
Asian	98.1%	98.0%	97.4%

Hispanic	96.0%	95.2%	94.5%
White	95.7%	96.3%	96.4%

CA Dashboard English Learner Progress Indicator reports that 46.6% of English Learners in TUSD are progressing toward English language proficiency, which reflects a 6.7% decline from 2023, and 79.4% of English Learners maintained their ELPI level or progressed by 1 level. TUSD EL Learners performed above the county and state EL Learner performance average.

In addition to monitoring all English learners, the Long Term English Learner student group is new to the Dashboard this year. Of our 2,672 EL students, 984 of them are Long Term English Learners. The CA Dashboard Indicator reports 41.8% of LTEL students are progressing towards English language proficiency, with 13.4% who declined a level. TUSD has been working hard to create monitoring and response systems to support LTELS.

In addition to analyzing State Indicators, we have thoroughly examined Local Indicators and Metrics to assess the progress made during the 2024-25 academic year. Our analysis focused on student performance in both reading and math, utilizing various assessment tools tailored to different grade levels and student groups.

These assessments provide a snapshot of early literacy skills and development for students in Grades 1-2. The data indicates a significant improvement in literacy skills from the beginning to the middle of the academic year, particularly in Grade 1. However, Grade 2 shows a decrease in performance, which can be attributed to the transition of students to the STAR Reading Assessment.

Grade Level	BOY % At or Above*	MOY % At or Above*
Grade 1	78.9%	82.2%
Grade 2	25.5%	10.9% (This is because students who meet grade level at BOY shift into the STAR Reading Assessment)

READING RECORDS Grades 1-5 and Grades 6-8:

These records give us insight into the reading proficiency of students across different grade levels and student groups. While there is a notable improvement in reading proficiency from Grades 1-5 to Grades 6-8, there are still significant achievement gaps for students in student groups such as Students with Disabilities (SWD), English Learners, Foster Youth, and Homeless Youth.

READING RECORDS Grades 1-5

Grade Level/Student Group	ET2/MOY% At or Above*
1st - 5th	58.9%
SED	45.5%
SWD	26.2%
English Learners	21.2%

Foster Youth	25.4%
Homeless Youth	21.8%

READING RECORDS Grades 6-8

Grade Level/Student Group	MOY % At or Above*
6th-8th.	58.9%
SED	44.6%
SWD	17.0%
English Learners	9.2%
Foster Youth	18.8%
Homeless Youth	30.2%

STAR READING and MATH ASSESSMENTS Grades 1-5 and Grades 6-12:

The STAR Reading and Math Assessments provide comprehensive data on student performance across different grade levels and student groups. While there are improvements in both reading and math proficiency from the beginning to the middle of the academic year, there is still a considerable gap in achievement, particularly for students in student groups such as English Learners, Foster Youth, and Students with Disabilities.

24/25 STAR READING ASSESSMENT Grades 1-5

Grade Level/ Student Group	BOY % Level 3/4*	MOY % Level 3/4*
1st-5th	58.7%	61.4%
SED	42.2%	44.9%
SWD	27.0%	32.1%
English Learners	13.1%	17.8%
Foster Youth	18.7%	12.9%
Homeless Youth	17.8%	15.2%

24/25 STAR MATH ASSESSMENT Grades 1-5

Grade Level / Student Group	BOY % Level 3/4*	MOY % Level 3/4*
1st-5th	56.4%	62.5%
SED	39.0%	45.7%
SWD	30.8%	38.5%
English Learners	24.1%	30.8%

Foster Youth	17.5%	24.0%
Homeless Youth	20.3%	23.3%

24/25 STAR READING ASSESSMENT Grades 6-12

Grade Level / Student Group	BOY % Level 3/4*	MOY % Level 3/4*
6th-12th	64.3%	64.4%
SED	51.0%	51.4%
SWD	23.8%	24.4%
English Learners	4.9%	6.7%
Foster Youth	22.3%	16.7%
Homeless Youth	35.4%	33.4%

24/25 STAR MATH ASSESSMENT Grades 6-12

Grade Level / Student Group	BOY % Level 3/4*	MOY % Level 3/4*
6th-12th	44.2%	45.9%
SED	28.9%	30.3%
SWD	12.4%	13.7%
English Learners	7.5%	9.9%
Foster Youth	5.4%	11.5%
Homeless Youth	15.5%	13.7%

Based on a comprehensive analysis of student performance data, we have observed steady growth among all students and student groups. However, as a district, we recognize the importance of accelerating the rate of learning to ensure that all students leave each grade span fully prepared for the next academic challenge. Our goal is to establish a continuous upward trend in literacy, math, and language development from Transitional Kindergarten through graduation.

To achieve this goal, it is imperative to continue providing targeted support and services to improve the outcomes of all pupils. Therefore, TUSD remains committed to offering a rigorous academic program for all students, ensuring they are well-prepared for college and career opportunities.

Moving forward, our focus will be on:

-Enhancing instructional practices to meet the diverse needs of our student population.
-Providing specialized support and services to address the unique challenges faced by English learners, foster youth, low-income students, as well as any student groups in the red on any CA Dashboard Indicator.
-Implementing research-based interventions and enrichment programs to support student learning and development.

-Collaborating with educators, families, and community stakeholders to create a supportive learning environment that fosters academic excellence and success for all students.

By implementing these strategies, we aim to improve the academic outcomes for all students, ensuring they are well-prepared for college and career opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA Performance as Measured by % Met and Exceeded Standard and Distance From Standard	The baseline for this metric is being set using 2022-23 Data. New data will be available for the 2023-24 school year following SBAC Administration in the Spring of 2024. 2023 Baseline English Language Arts State Assessment Distance from standard: 23.8 points above standard 22-23 CAASPP - Met or Exceeded Standard (All Grades) All Students - 60.19% Econ. Disadvantaged - 39.82% English Learners - 13.44% LTEL: 10.51%	2024 CA Dashboard English Language Arts State Assessment Distance from standard: 28.3 points above standard 23-24 CAASPP - Met or Exceeded Standard (All Grades) All Students - 61.39% Econ. Disadvantaged - 43.67% English Learners - 11.90% LTEL: 5.66% Students with Disabilities - 23.66% Foster Youth - 30.44%		Increase the average Distance from Standard from 23.8 points above standard annually by 3 points for All Students. Increase all students % Met/Exceeded Standards from 60.19% annually by 1%. For all student groups identified, increase (DFS) distance from standard by at least 1 point annually.	When comparing the CA Dashboard between 2023 to 2024, the difference from the baseline is as follows: 2023 vs. 2024 Distance from standard: +4.5 points above standard 23-24 CAASPP - Met or Exceeded Standard (All Grades) All Students: +1.20% Econ. Disadvantaged +3.85% English Learners: -1.54% LTEL: -4.85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities - 22.21% Foster Youth - 19.36% Homeless Youth - 23.33% DISTANCE FROM STANDARD (dfs) Beswick ES SWD -106.4 dfs Estock ES All -73.6 dfs SED -73.7 dfs Loma Vista ES EL -76.2 dfs SWD -76.4 dfs Hewes MS EL -86.4 dfs Utt MS EL -76.6 dfs SWD -101.7 dfs Beckman HS SWD -64.9 dfs Tustin HS SWD -101.1 dfs Sycamore Magnet K-8 SWD -137.3 dfs	Homeless Youth - n/a% DISTANCE FROM STANDARD (dfs) ORANGE AND RED STUDENT GROUPS Tustin Unified School District Black/African American - 29.3 dfs SWD - 73. dfs Foster - 91.4 dfs Homeless - 76.7 dfs LTEL - 93.5 dfs Beswick ES SWD - 85.2 dfs Estock ES All Students - 90.1 dfs SED - 94.9 dfs EL - 102.5 dfs Hispanic - 89.3 dfs Loma Vista ES SED - 65.1 dfs SWD - 118.5 dfs EL - 102.5 dfs Hewes MS SED - 29.4 dfs			Students with Disabilities: +1.45% Foster Youth: +11.08% Homeless Youth - n/a% DISTANCE FROM STANDARD (dfs) ORANGE AND RED STUDENT GROUPS DISTANCE FROM STANDARD (dfs) Beswick ES SWD +21.2 dfs Estock ES All -16.5 dfs SED -21.2 dfs Loma Vista ES EL -26.3 dfs SWD -42.1 dfs Hewes MS EL +8.1 dfs Utt MS EL +17.9 dfs SWD +10.3dfs Beckman HS SWD +15 dfs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD - 103.5 dfs EL - 78.3 dfs LTEL - 129.8 dfs Hispanic - 25.5 dfs Utt MS EL - 58.7 dfs SWD - 91.4 dfs LTEL - 84.5 dfs Beckman HS SWD - 49.9 dfs Tustin HS SWD - 76.6 dfs LTEL - 69.9 dfs Sycamore Magnet K-8 SED - 70.9 dfs SWD - 131.1 dfs EL - 92.6 dfs LTEL - 102.2 dfs			Tustin HS SWD +24.5 dfs Sycamore Magnet K-8 SWD +6.2 dfs
1.2	SBAC Math Performance as Measured by % Met and Exceeded Standard and Distance From Standard	The baseline for this metric is being set using 2022-23 Data. New data will be available for the 2023-24 school year following SBAC Administration in the Spring of 2024. 2023 Baseline	2024 CA Dashboard Mathematics State Assessment Distance from standard: 0.4 points above standard 23-24 CAASPP - Met or Exceeded		Increase the average Distance from Standard from 7.6 points below standard by 3 points annually for All Students. Increase ALL students % Met/Exceeded	When comparing the CA Dashboard between 2023 to 2024, the difference from the baseline is as follows: 2023 vs. 2024 Distance from standard: +4.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics State Assessment Distance from standard: 7.6 points below standard 22-23 CAASPP - Met or Exceeded Standard (All Grades) All Students - 49.44% Econ. Disadvantaged - 25.99% English Learners - 12.42% LTEL: 2.48% Students with Disabilities - 18.43% Foster Youth - 18.75% Homesless Youth - 15.71% Hillview HS- 0% Hillview EL- 0% Hillview SED- 0% DISTANCE FROM STANDARD (dfs) Columbus Tustin MS SWD -174.6 dfs Hewes MS EL -127.6 dfs Utt MS EL -123.7 dfs	Standard (All Grades) All Students - 52.16% Econ. Disadvantaged - 31.48% English Learners - 12.29% LTEL: 1.82% Students with Disabilities - 19.80% Foster Youth - 18.18% Homeless Youth - n/a% DISTANCE FROM STANDARD (dfs) ORANGE AND RED STUDENT GROUPS Tustin Unified School District SWD - 95.6 dfs Black/African American - 73.3 dfs Foster - 126.4 dfs Homeless - 107.0 dfs LTEL - 163.0 dfs		Standards from 49.44% annually by 1%. For all student groups identified, increase (DFS) distance from standard by at least 1 point annually.	points above standard 23-24 CAASPP - Met or Exceeded Standard (All Grades) All Students: +1.20% Econ. Disadvantaged +3.85% English Learners: -1.54% LTEL: -4.85% Students with Disabilities: +1.45% Foster Youth: +11.08% Homeless Youth - n/a% DISTANCE FROM STANDARD (dfs) ORANGE AND RED STUDENT GROUPS For the 2024 CA Dashboard, the overall number of student groups in Orange or Red increased.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Beckman HS SWD -153.5 dfds Hillview HS All -193.6 dfs Hispanic -194.3 dfs SED -192.5 dfs Tustin HS SWD -208.9 dfs Sycamore Magnet K-8 EL -141.3 dfs	Columbus Tustin MS SWD - 158.9 dfs EL - 124.7 dfs LTEL - 150.2 dfs Hewes MS SWD - 126.8 dfs EL - 102.3 dfs LTEL - 170.9 dfs Utt MS SWD - 129.1 dfs EL - 108.0 dfs LTEL - 146.5 dfs Beckman HS SWD - 144.9 dfs Hillview HS All - 202.7 dfs Hispanic -201.2 dfs SED -205.7 dfs Tustin HS SWD - 177.6 dfs EL - 150.0 dfs LTEL - 165.1 dfs White - 71.8 dfs Sycamore Magnet K-8 All Students - 105.6 dfs SED - 112.2 dfs SWD - 150.2 dfs			DISTANCE FROM STANDARD (dfs) Columbus Tustin MS SWD +15.7dfs Hewes MS EL +25.3 dfs Utt MS EL +15.7 dfs Beckman HS SWD +8.6 dfs Hillview HS All -9.7 dfs Hispanic -6.9dfs SED -13.2 dfs Tustin HS SWD +31.3 dfs Sycamore Magnet K-8 EL +9.3 dfs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL - 132.0 dfs LTEL - 158.3 dfs Hispanic - 108.5 dfs			
1.3	SBAC CAST Performance as Measured by % Met and Exceeded Standard	The baseline for this metric is being set using 2022-23 Data. New data will be available for the 2023-24 school year following SBAC Administration in the Spring of 2024. 2023 Baseline Science State Assessment (CAST) 22-23 CAASPP - Met or Exceeded Standard (All Grades) All Students - 43.49% Econ. Disadvantaged - 23.40% English Learners - 3.09% LTEL: 1.91% Students with Disabilities - 12.88% Foster Youth - 5.00%	2024 CA Dashboard Science All Students Distance from standard: 3.7 points above standard Science State Assessment (CAST) 23-24 CAASPP - Met or Exceeded Standard (All Grades) All Students - 48.47% Econ. Disadvantaged - 29.90% English Learners - 3.30% LTEL: 2.06% Students with Disabilities - 14.44% Foster Youth - 16.66%		Increase ALL students % Met/Exceeded Standards from 43.49% annually by 1%. For all student groups identified, increase or increase % Met/Exceed Standards by .5% annually.	When comparing the CA Dashboard between 2023 to 2024, the difference from the baseline is as follows: 2024 Distance from standard for ALL Students on 2024 CA Dashboard: +3.7 points above standard 2023 vs 2024 23-24 CAASPP - Met or Exceeded Standard (All Grades) All Students: +4.89% Econ. Disadvantaged +6.5% English Learners: +.21% LTEL: +.15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with Disabilities: +1.56% Foster Youth: +11.66% Homeless Youth - n/a%
1.4	Programs and Services for Unduplicated Pupils and Students with Exceptional Needs - AVID	Local Priority 7 AVID Percentage of Students 6-8 enrolled on Census Day (2023-24): 10.6% 2023-24 AVID HS Senior Enrollment: 158 Percent of AVID HS Graduating: 100% Percent of AVID a-g Completers: 100%	Local Priority 7 AVID Percentage of Students 6-8 enrolled on Census Day (2024-25): 11.28% 2024-25 AVID HS Senior Enrollment: 153 Percent of AVID HS Graduating: pending% Percent of AVID a-g Completers: pending%		Increase AVID 6-8 grade students and HS Senior enrollment annually by 1%. Maintain AVID grad rate at 100% annually. Maintain a-g completers at 100% annually.	AVID Percentage of Students 6-8 enrolled on Census Day 2023 vs 2024 +.68% 2024-25 AVID HS Senior Enrollment: -5 Students Percent of AVID HS Graduating: pending% Percent of AVID a-g Completers: pending% Some of the declines noted could be due to declining enrollment as a district.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	STAR Renaissance Math Assessment Data	Winter 23/24 Overall Performance Level - Math MOY All Students Grades 3-5 Level 4 - 30.39% Level 3 - 25.23% All Students Grades 6-8 Level 4 - 24.96% Level 3 - 16.4%	Winter 24/25 Overall Performance Level - Math MOY All Students Grades 3-5 Level 4 - 37.6% Level 3 - 21.4% All Students Grades 6-8 Level 4 - 40.5% Level 3 - 15.5%		Make progress towards all students performing at Level 3 or 4, which means meeting grade level standards. Grades 3-5 Level 4 - +2 % or more annually. Level 3 - +2 % or more annually. Grades 6-8 Level 4 - +2 % or more annually. Level 3 - +2 % or more annually. Baseline + 2% Annually for Year 1, Year 2, and Year 3	Winter 23/24 Baseline vs. 24/25 Overall Performance Level - Math MOY All Students Grades 3-5 Level 4 - +7.21% Level 3 - -3.83% All Students Grades 6-8 Level 4 - 15.54% Level 3 - -.09%
1.6	STAR Renaissance Reading Assessments	Winter 23/24 Overall Performance Level - Reading MOY All Students Grades 3-5 Level 4 - 34.52% Level 3 - 26.91% All Students Grades 6-8 Level 4 - 23.36%	Winter 24/25 Overall Performance Level - Reading MOY All Students Grades 3-5 Level 4 - 35.4% Level 3 - 25.8%		Make progress towards all students performing at Level 3 or 4, which means meeting grade level standards. Grades 3-5	Winter 23/24 Baseline vs. 24/25 Overall Performance Level - Reading MOY All Students Grades 3-5 Level 4 - +.88% Level 3 - -1.11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 3 - 35.10%	All Students Grades 6-8 Level 4 - 25.9% Level 3 - 37.1%		Level 4 - +2 % or more annually. Level 3 - +2 % or more annually. Grades 6-8 Level 4 - +2 % or more annually. Level 3 - +2 % or more annually. Baseline + 2% Annually for Year 1, Year 2, and Year 3	All Students Grades 6-8 Level 4 -+2.54% Level 3 - +2%
1.7	English Learner Redesignation Rate	22-23 Students RFEP*: 8% 23-24 Pending CDE Release*	23-24 Students RFEP*: 12.5% 24-25 Pending CDE Release*		Increase English Learner Redesignation rate annually by 1%.	22-23 Baseline vs 23-24 Students RFEP*: 12.5% 24-25 Pending CDE Release*
1.8	EAP % Students Prepared for College ELA SBAC ELA Grade 11	The baseline for this metric is being set using 2022-23 Data. New data will be available for the 2023-24 school year following SBAC Administration in the Spring of 2024.	2023-24 EAP English Language Arts State Assessment EAP - English Language Arts Ready - 44%		Maintain or Increase the overall percentage of students determined as Ready by 1% annually.	22-23 vs 23-24 EAP English Language Arts State Assessment EAP - English Language Arts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 Baseline English Language Arts State Assessment EAP - English Language Arts Ready - 39%				Ready - +5%
1.9	EAP % Students Prepared for College Math SBAC Math Grade 11	The baseline for this metric is being set using 2022-23 Data. New data will be available for the 2023-24 school year following SBAC Administration in the Spring of 2024. 2022-23 Baseline Mathematics State Assessment EAP - Mathematics Ready - 22%	2023-24 EAP Mathematics EAP - Mathematics Ready - 28%		Maintain or Increase the overall percentage of students determined as Ready by 1% annually.	22-23 vs 23-24 EAP Mathematics EAP - Mathematics Ready - +6%
1.10	CA Dashboard CCI Indicator	22-23 (CA Dashboard) % Percent Prepared All Students: 60.0% Economically Disadvantaged: 43.0% English Learners: 20.2% Students with Disabilities: 19.5%	2023-24 (CA Dashboard) % Percent Prepared All Students: 62.4% Economically Disadvantaged: 47.%		Increase the overall percentage of Prepared Students on CCI Indicator annually for all students and student groups by .5% annually.	22-23 vs 23-24 CA Dashboard % Percent Prepared All Students: +2.4% Economically Disadvantaged: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 17.6% Homeless: 17.7%	English Learners: 19.4% Students with Disabilities: 13.3% Foster Youth: 5.6% Homeless: 32.6%			English Learners: -.1% Students with Disabilities: -6.2% Foster Youth: -12% Homeless: +14.9% Homeless: 32.6%
1.11	ELPI and ELPAC Summative	ELPI 53.3% Making Progress 2022-23 ELPAC data Level 4: 22.07% Level 3: 36.66% Level 2: 26.82% Level 1: 14.45% Beswick ES Level 4: 13.6% Level 3: 41.4% Level 2: 33.7% Level 1: 11.2% Myford ES Level 4: 20.3% Level 3: 46.9% Level 2: 23.4% Level 1: 9.4%	2024 CA Dashboard ELPI 46.6% Making Progress 2023-24 ELPAC data Level 4: 16.71% Level 3: 36.45% Level 2: 28.36% Level 1: 18.48% Beswick ES Level 4: 6.98% Level 3: 45.35% Level 2: 25.58% Level 1: 22.09% Myford ES Level 4: 22.09% Level 3: 38.37% Level 2: 30.23% Level 1: 9.30% 2024 Dashboard % Making Progress		ELPI Increase % of students making progress by 1% annually. ELPAC Increase percentage of students performing at Level 4 on the ELPAC by .5% annually. Increase percentage of students Level 4 at low performing schools by .5% annually.	2023 vs 2024 CA Dashboard ELPI -3.3% Making Progress 2023-24 ELPAC data Level 4: -6% Level 3: +.21% Level 2: +1.54% Level 1: +4.03% This decline can be attributed to a shift in newcomer and immigrant student enrollment, as well as a high percentage of reclassifications in the prior year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ORANGE AND RED STUDENT GROUPS Estock ES All EL - 42.0% Heideman ES All EL - 47.0% Tustin Ranch ES All EL - 50.9% Columbus Tustin MS All EL - 44.5% LTEL - 51.0% Utt MS All EL - 50.0% LTEL - 47.0% Beckman HS All EL - 42.9% LTEL - 44.2% Foothill HS All EL - 51.8% LTEL - 44.4% Tustin HS All EL - 53.9% LTEL - 53.3% Hillview HS All EL - 29.1% LTEL - 29.1%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	a-g Completion Rate	Graduates Meeting UC/CSU Requirements 22-23 All Students: 66% Economically Disadvantaged: 48.2% English Learners: 24.1% Students with Disabilities: 21.3% Foster Youth: 33.3%	Graduates Meeting UC/CSU Requirements 23-24 All Students: 66.1% Economically Disadvantaged: 51.0% English Learners: 25.7% LTEL: Pending Oct. 2025 (NEW BASELINE) Students with Disabilities: 16.6% Foster Youth: 7.7%		Increase the overall percentage of UC/CSU Completion Rate annually for all students and student groups by .5% annually.	22-23 vs 23-24 All Students: +.1% Economically Disadvantaged: +1.8% English Learners: +1.6% LTEL: TBD (Pending CDE) Students with Disabilities: -4.7% Foster Youth: -25.6%
1.13	AP Exams	23-24 Number of exams taken: 4,238 Percent of Exams with scores 3+: 79.38%	24-25 Number of exams taken: pending Percent of Exams with scores 3+: 84.5%		Increase student participation in AP exams and increase percentage of exams with scores of 3+ by .5% annually.	23-24 vs. 24-25 Number of exams taken: pending Percent of Exams with scores 3+: + 5.12%
1.14	State Seal of Biliteracy	23-24	24-25		Maintain or Increase number of students receiving SSB by	23-24 vs. 24-25 Number of students receiving

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number of students receiving SSB: 473 Students	Number of students receiving SSB: 397		1% Annually from baseline.	SSB: Declined by 76 Students
1.15	CTE Pathway Completion	2023 All Students - 9.95% English Learners - 2.3% SED - 6.75% SWD - 4.24% Foster Youth - 9.84% Homeless - 3.21% HS Students Taking 4 years of Math: 74.6%	2024 All Students - 21% English Learners - 7.9% LTEL (NEW BASELINE): 9.5% SED - 16.4% SWD - 12.7% Foster Youth - 0% Homeless - 10.1% HS Students Taking 4 years of Math: 72.6%		Maintain or increase All Students % meeting CTE Pathways by 1% annually. Maintain or increase all student group % meeting CTE Pathways by 1% annually. Maintain or increase HS Students taking 4 years of math by 1% annually.	2023 vs. 2024 All Students - +11.05% English Learners - +5.6% LTEL: 9.5% SED - +9.65% SWD - +8.46% Foster Youth - -9.84% Homeless - +6.89% HS Students taking 4 years of math: -2%
1.16	Access to and Enrollment in a Broad Course of Study	2023 Local Indicator 7 - Met Measuring access to a broad course of study by: Cohort Grad Rate of 95.7%	2024 Local Indicator 7 - Met Measuring access to a broad course of study by: Cohort Grad Rate of 95.5%		Local Indicator 7 Maintain Met Maintain or increase the following by 1% or more annually: Senior grad rate, a-g requirements,	Difference from Baseline: 2024 Local Indicator 7 - Met Maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HS Seniors meeting a-g requirements 60.0% Measuring enrollment in a broad course of study by: HS students taking 4 years of math 74.6%	HS Seniors meeting a-g requirements 60.0% Measuring enrollment in a broad course of study by: HS students taking 4 years of math 72.6%		and 4 years of math.	Measuring access to a broad course of study by: Cohort Grad Rate of decline of .2% HS Seniors meeting a-g requirements 0% Difference. Maintained. Measuring enrollment in a broad course of study by: HS students taking 4 years of math - 2% decline.
1.17	PSAT Participation	2023- 2024 PSAT Participation 669 Students Participated	2024- 2025 PSAT Participation Pending Students Participated 701		Maintain or increase the number of 11th grade students participating in the PSAT by 1% annually.	23-24 vs 24-25 Increased by 32 students which is a 4.5% increase from the prior year.

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.

During the 2024–25 academic year, Tustin Unified School District continued its focused implementation of strategies to ensure all students meet grade-level expectations and graduate college and career ready. While many planned actions were executed, implementation revealed successes and ongoing challenges. Substantive shifts were necessary to respond to data showing persistent achievement gaps among English Learners, Foster Youth, Students with Disabilities, and Homeless Youth. For example, while the district earned a “Green” performance level overall in both ELA (28.3 points above standard) and Math (0.4 points above standard) on the CA Dashboard, disaggregated data revealed stark disparities—Long Term English Learners, Foster Youth, and Students with Disabilities received "Red" performance levels in both areas. Internal assessments echoed these gaps: in Grades 6–12, only 6.7% of English Learners and 11.5% of Foster Youth scored at or above grade level in STAR Reading and Math, respectively. Despite these challenges, TUSD saw successes in early literacy—Grade 1 performance in STAR Early Literacy rose from 72.7% to 82.6% at or above benchmark—and maintained a strong overall graduation rate of 95.5%. However, the graduation rate for Foster Youth dropped from 88.2% to 72.2%, indicating a need for more intensive and targeted support. To address such gaps, the district has emphasized enhanced instructional practices, increased progress monitoring, and expanded interventions. While the foundational strategies remain consistent with the initial plan, the evolving needs of unduplicated student groups have prompted necessary refinements to ensure equity and improved student outcomes.

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.

For Goal 1, the differences between Budgeted Expenditures and Estimated Actual Expenditures were largely due to salary and benefit costs and increased hiring of highly qualified classified and certificated staff for the programs at our schools. The budgeted expenditures for 2024-25 were $8,039,209, and the estimated actuals are $8,533,902. Some of the factors that contributed to $494,696.00 in increased cost were professional development, a mid-year salary increase of 1%, and the increase of certificated support positions to match student needs.

1.1 $6,054.00 - Increased cost largely due to salary and benefit costs and increased hiring of highly qualified classified and certificated staff for the programs at our schools.
1.3 $136,337.00 - Increased cost largely due to salary and benefit costs and increased hiring of highly qualified classified and certificated staff for the programs at our schools.
1.4 $320,857.00 - Increased cost largely due to salary and benefit costs and increased hiring of highly qualified classified and certificated staff for the programs at our schools.
1.6 $5,124.00 - We had an increase in the number of students participating on the PSATs.

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

All of the actions implemented to support TUSD’s goal of ensuring academic success for all students have contributed meaningfully to progress, with several proving particularly impactful. The development and support of highly effective leaders, teachers, and staff through ongoing professional learning opportunities have been instrumental in strengthening instructional practices and ensuring consistent

implementation of district-wide initiatives. Targeted professional development has improved teacher capacity to meet the diverse needs of students, especially in literacy and math. The addition of Continuity of Learning Itinerant Roving Teachers has provided flexible, just-in-time support across school sites, ensuring instructional consistency and minimizing learning disruptions. Most notably, the deployment of highly qualified interventionists to lead evidence-based intervention programs has had a measurable impact on accelerating student learning, especially among students performing below grade level. These strategic staffing and instructional investments have created a more responsive educational system and have played a critical role in narrowing performance gaps and supporting student growth across grade spans.

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

Based on reflections of prior practice and a review of student performance data, TUSD has made several strategic adjustments to its planned goals and actions for the coming year to accelerate progress and close persistent achievement gaps further. To strengthen curriculum and instruction, the district will increase staffing by hiring Teachers on Special Assignment (TOSAs) focused on Inclusion Support and the Initial Credit Academy. This will ensure more tailored academic support and expanded learning opportunities for students who need it most. Recognizing the need for deeper mathematical understanding, TUSD will partner with the Orange County Department of Education to enhance mathematical practices through professional teacher coaching. Additionally, to better support at-risk secondary students, the district will increase site-based certificated intervention staff to provide targeted academic support. While overall growth is evident, TUSD remains committed to ensuring that all student groups thrive, particularly English Learners, Long Term English Learners, foster youth, homeless students, and students with disabilities, and these changes are aimed at improving outcomes for those most in need of support.

Learning Recovery Emergency Block Grant (Unexpended Funds)

The Learning Recovery Emergency Block Grant (LREBG) is a one-time funding initiative by the State of California, allocating approximately $6.8 billion to county offices of education, school districts, and charter schools. This grant aims to support learning recovery efforts through the 2027–28 school year, focusing on both academic advancement and the social-emotional well-being of students and staff. In the 2022-23 school year, Tustin Unified School District received $18,258,934, with a current unexpended balance of $14,168,882 as we end the 2024-25 school year.

The LREBG Grant funds have been strategically allocated under LCAP Goals 1 and 2. The following details the LREBG-funded actions under each goal :

Goal 1 | Student Outcomes

Action 1.10 - Extended Learning for Middle School and High School Students
LREBG Rationale Alignment: Aligned with EC Section 32526(c)(2)(A) and (B), this action increases instructional time and provides targeted small group support outside the regular school day to accelerate learning for students who are behind grade level.

Needs Assessment Connection: The needs assessment identified learning gaps in core academic areas and lower proficiency rates in English and Math among middle and high school students. Extended learning opportunities are designed to directly mitigate these gaps through focused instruction.

Action 1.11 - Hire and Train Short-Term Staff to Support Within-School Day Intervention Programs (TK–5)
LREBG Rationale Alignment: Supports EC Section 32526(c)(2)(B)(i), which allows for small group and one-on-one academic interventions by trained staff to accelerate academic progress in reading and math.

Needs Assessment Connection: Early grade diagnostic assessments showed substantial learning loss, particularly in foundational literacy and numeracy skills. Short-term staff are deployed to provide immediate intervention during the school day, ensuring students receive timely, targeted support.

Action 1.12 - School-Based Intervention Supports for Grades 6–12
LREBG Rationale Alignment: Aligned with EC Section 32526(c)(2)(B)(i), this action provides site-level intervention for teachers or staff to support struggling students within the school day, including small-group academic support.

Needs Assessment Connection: Academic performance indicators highlighted a high percentage of students in grades 6–12 who are not meeting grade-level standards, especially in mathematics. This action addresses this by implementing dedicated intervention support aligned to student performance data.

Future Action - Hire and Train Certified Staff for Intervention (TK–12) [MLS and MAST]
LREBG Rationale Alignment: Falls under EC Section 32526(c)(2)(B)(i) and (ii), addressing learning acceleration via trained, credentialed professionals delivering targeted supports across grade spans.

Needs Assessment Connection: Data from benchmark assessments and progress monitoring tools indicated ongoing learning loss across multiple grade levels and content areas. Hiring certified MLS (Multi-Lingual Support) and MAST (Math Acceleration and Support Team) staff ensures content-specific, needs-based intervention aligned to students' academic gaps.

Future Action - Educational Platforms and Software for Student Progress Monitoring and Intervention (K–12)
LREBG Rationale Alignment: Supports EC Section 32526(c)(2)(E), which allows for the implementation of diagnostic, progress monitoring, and benchmark assessments to inform instruction.

Needs Assessment Connection: A gap was identified in data-driven decision-making due to inconsistent access to reliable assessment platforms. This investment ensures teachers have the tools needed to identify and respond to individual student learning needs in real-time.

Future Action - Intervention-Based Coaching Support for Grades 6–12
LREBG Rationale Alignment: Falls under EC Section 32526(c)(2)(B)(vi), providing professional development and coaching to improve implementation of intervention strategies and best practices in secondary settings.

Needs Assessment Connection: The LEA's needs assessment revealed inconsistencies in instructional quality and intervention fidelity in secondary schools. This action directly supports educators through coaching and modeling to improve Tier II and Tier III intervention effectiveness.

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	1.1 AVID Program	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Advancement Via Individual Determination (AVID), a program that strives to close the opportunity gap in college graduation rates among diverse and underrepresented demographic groups, will continue to be offered at all middle and high schools based on the percent of FRLP, EL, and Foster Youth. Middle schools expanded the implementation of AVID Excel to support EL students in reading and writing skills. (Tutors) The disproportionate outcomes that AVID needs to address are Grad Rate, CCI Completors, and students meeting a-g requirements mong unduplicated students and their peers who do not face the same factors.	$58,830.00	Yes
1.2	1.2 AVID TOSA	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide	$156,792.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Location(s): Middle Schools and High Schools AVID programs continue to be offered at all middle and high schools based on the percent of FRLP, EL, and Foster Youth. Middle schools expanded the implementation of AVID Excel to support EL students in reading and writing skills. The addition of an AVID TOSA will support program coordination and implementation, as well as student and parent engagement. All sites providing AVID will be supported by the TOSA to increase and improve the program for our unduplicated students by ensuring cohesiveness, research practices, and monitor alignment with AVID guidance.		
1.3	1.3 Curriculum, Instruction, and Intervention Teachers on Special Assignment	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): Title 1 Schools Curriculum, Instruction, and Intervention Teachers on Special Assignment will support district-wide efforts to develop curricular systems, tools, and resources for K-12 instructional staff to increase the success of all students. Based on CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school level. This action will directly support DA, ATSI schools, and any student groups identified as low-performing. The quality of classroom instruction is improved when content knowledge, pedagogical skills, and current best practices are implemented and supported. Tustin Unified is committed to the ongoing development and	$2,362,310.00	Yes

Action #	Title	Description	Total Funds	Contributing
		alignment of district curriculum to current SBE Adopted Frameworks and State Standards, ensuring all students have access to a rigorous standard-based program. This effort includes aligned interventions for students who need supports to make growth in the program. The instruction-related supports and services provided through this action will include a wide array of instruction-related services. Some of these services include induction support through the OCDE program, ongoing teacher support sessions, rigorous standards training, curricular support training, ongoing professional development in all areas involving academics, behavior, engagement, and wellness, and ongoing opportunities for collaboration with colleagues. The work of the Curriculum, Instruction, and Intervention TOSAs is to support teacher and site leader capacity in the implementation of a rigorous standards-based program that meets the needs of all students.		
1.4	1.4 Highly Qualified Interventionist to Lead Intervention Programs and Strategies	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All schools will be supported based on their percentage of unduplicated student groups and students performing at the Lowest Performance level on Academic Indicators on the CA Dashboard. Based on CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school level. This action will directly support DA, ATSI schools, and any student groups identified as low-performing. Math and Literacy Specialist Teachers (MLS) and Middle School Academic Support Teachers (MAST) will ensure that sites have the necessary resources, support, and data-driven program monitoring and accountability	$3,934,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needed to effectively implement tiered intervention. The MLS and MAST teachers will support with fidelity such as research-based intervention programs, tutoring, and professional development on supplemental materials, designed to address gaps in student learning for all unduplicated student groups including English learners, students in foster youth, and students experiencing low income.		
1.5	1.5 Secondary Intervention Coordinator	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All Sites The Intervention Coordinator will play a crucial role in supporting LEA efforts to enhance support and services provided to all instructional staff. Specifically, the coordinator will focus on addressing unfinished learning and implementing targeted interventions aimed at increasing credit completion and the successful completion of learning pathways for all students. This position will primarily benefit English learners, foster youth, and low-income students. Key responsibilities of the Intervention Coordinator include: Coordinating district-wide intervention efforts to address unfinished learning and support credit completion. Collaborating with the Educational Services team to identify and implement evidence-based interventions. Offering professional development opportunities to instructional staff through Learning Series and other training initiatives. Providing support and guidance to instructional staff in the implementation of interventions to meet the diverse needs of students.	$204,091.00	Yes

Action #	Title	Description	Total Funds	Contributing
		By working closely with instructional staff and providing targeted support, the Intervention Coordinator will help improve secondary graduation rates, increase access to educational opportunities, and enhance College and Career Indicator (CCI) outcomes for all students in the district.		
1.6	1.6 PSAT Assessments	Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All High Schools Based on CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school level. This action will directly support DA, ATSI schools, and any student groups identified as low-performing. Access to college preparatory exams and experiences supports our unduplicated students in access to a broad course of study and prepares them for college and beyond. A goal of TUSD is to expand college and career readiness efforts by providing additional support in areas that support students in making growth towards college and career readiness. This action provides free PSAT exams for all interested students to ensure that students, principally those from low-income backgrounds, can meet college requirements.	$30,000.00	Yes
1.7	1.7 Access to AP Test and Language Test for State Seal of Biliteracy	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All High Schools	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Based on CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school level. Specially, the CCI Indicator and local a-g completer data. This action will directly support DA, ATSI schools, and any student groups identified as low-performing. Access to college preparatory exams and experiences supports our unduplicated students. This action will support access to a Broad Course of Study primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Expand college and career readiness efforts by providing additional support for Advanced Placement (AP) and State Seal of Biliteracy courses and exams. Specifically, this action will help pay for nearly the entire cost of exam fees. They principally benefit unduplicated pupils who have historically lacked access to college-level courses due to financial barriers.		
1.8	1.8 Professional Development and Continuity of Learning Itinerant Roving Teachers	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): Middle Schools and High Schools It is TUSD's goal to create and implement a professional development plan that incorporates training for principals and teachers around best practices centering on academic success, culturally relevant education, and their relationship to students' social-emotional learning and well-being. The hiring of roving PD substitutes will allow schools to implement cycles of ongoing professional development which focus on rigorous curriculum design, the implementation of the best first instruction, and the ongoing assessment and monitoring of student growth.	$1,082,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Highly Effective Leaders, Teachers, and Staff Professional Learning Opportunities	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All Schools The goal of TUSD is to continually build the capacity of all staff to demonstrate cultural proficiency, empathy, and care will enable them to provide respectful and equitable communication and responsive service to our District's unduplicated students, including English learners, foster youth, and low-income students. A strategic professional development system with various pathways and an accountability system will offer professional learning opportunities that support the goals for student achievement and improve staff performance toward District goals. Additionally, enhancing the capacity of TUSD's leaders will equip them with the necessary knowledge, skills, and tools to design and lead high-performing systems, fostering high-quality instructional leadership. This supports the vision of providing equitable access to high-quality learning for all students, empowering them as active global citizens and enabling them to pursue college and career paths aligned with their interests and needs.	$1,201,324.00	Yes
1.10	LREBG Action - Extended Learning for Middle School and High School Students	Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All Schools	$172,006.00	No

Action #	Title	Description	Total Funds	Contributing
		Description: Provides after-school, weekend, and summer academic and enrichment opportunities for students, along with supplemental services and supports. These extended learning programs are designed to promote learning recovery, accelerate academic achievement, and increase student engagement—particularly for unduplicated students, including English learners, foster youth, and low-income students. Research shows that high-quality expanded learning opportunities can lead to improved academic outcomes, better attendance, and stronger social-emotional skills (McCombs et al., 2020). These programs are most effective when they include targeted instruction, enrichment activities, and sustained participation. Citation: McCombs, J. S., Augustine, C. H., Pane, J. F., & Schweig, J. (2020). Every Summer Counts: A Longitudinal Analysis of Outcomes from the National Summer Learning Project. RAND Corporation. https://www.rand.org/pubs/research_reports/RR3201.html In addition to funds allocated for this Goal in the 2025/26 School Year, expenditures are planned for years 2026/27 - 2027/28 in the amount of $427,994.00 Metrics Monitored: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10		
1.11	LREBG Action- Hire and Train Short Term Staff to Support within School Day Intervention Programs and Strategies for Students Experiencing Learning Loss in Reading or Mathematics in Grades TK-5	Action is entirely funded by LREBG Funds. Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All Schools Description: This action uses Learning Recovery Emergency Block Grant (LREBG) funds to hire and train short-term staff to provide targeted, school-day intervention in reading and mathematics for students in grades TK–5 who are experiencing learning loss. These staff members will	$637,753.00	No

Action #	Title	Description	Total Funds	Contributing
		implement evidence-based strategies to deliver timely, differentiated support aligned to student needs. The intervention services are designed to accelerate learning recovery, particularly for unduplicated students, including English learners, foster youth, and low-income students. Research supports that early, targeted interventions—especially in foundational literacy and numeracy—can lead to significant improvements in academic achievement and long-term student success (Gersten et al., 2009). The goal is to improve foundational skills, increase access to academic support, and reduce achievement gaps. Citation: Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2009). Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades. National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf In addition to funds allocated for this Goal in the 2025/26 School Year, expenditures are planned for years 2026/27 - 2027/28 in the amount of 1,862,247.00 Metrics Monitored: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10		
1.12	LREBG Action-School-Based Intervention Supports for Students Experiencing Learning Loss in Grades 6-12	Action is entirely funded by LREBG Funds. Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All Schools Description: This action utilizes Learning Recovery Emergency Block Grant (LREBG) funds to provide school-based intervention supports for students	$316,693.00	No

Action #	Title	Description	Total Funds	Contributing
		in grades 6–12 who are experiencing learning loss. Supports include targeted academic interventions, small group instruction, supplemental tutoring, and credit recovery opportunities to help students stay on track for graduation. Services may be offered during the school day or extended hours to address learning gaps in core subjects. These interventions prioritize unduplicated students—English learners, foster youth, and low-income students—to accelerate progress, improve academic achievement, and increase graduation rates. Research shows that comprehensive secondary intervention programs, especially those that combine academic support with credit recovery and individualized attention, improve course completion, GPA, and graduation rates among at-risk students (Dynarski et al., 2008). Citation: Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). Dropout Prevention. Institute of Education Sciences, What Works Clearinghouse. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dp_pg_090308.pdf In addition to funds allocated for this Goal in the 2025/26 School Year, expenditures are planned for years 2026/27 - 2027/28 in the amount of 2,519,705.00 Metrics Monitored: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10		
1.13				No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engagement - All students will demonstrate improved school engagement through increased attendance rates, parental participation, and demonstration of appropriate behaviors. Improving school engagement is a crucial goal as it directly impacts students' academic success and overall well-being. By increasing attendance rates, encouraging parental participation, and promoting appropriate behaviors, students are more likely to feel connected to their school community. Engaged students are more motivated to learn, participate actively in class, and build positive relationships with both their peers and teachers. This not only improves academic outcomes but also fosters a supportive and inclusive school environment where every student feels valued and supported in their educational journey.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

TUSD is committed to supporting high student engagement and wellness levels by emphasizing strong student choice, parent involvement, and social-emotional support. Increased student engagement and attendance are essential to improving academic outcomes, addressing unfinished learning needs, and college and career readiness for all students.

The following data and feedback support the purpose and goals for increasing student engagement:

CA DASHBOARD DATA 2024

CA Dashboard identified 46.6% of English learner students as progressing towards English language proficiency, which is a 6.7% decline from 2023. ELPAC impacted reclassification for students, and the EL Reclassification Rate trended upward from 7% in 2021 to our current rate of 10%. However, English learners performed lower in the core academic areas than English-only students.

CA Dashboard showed a 6.9% improvement in Chronic Absenteeism rates for all students and an indicator color of Green. Reviewing and revising our MTSS/PBIS program, including Challenge Success at the secondary level, and implementing Social-Emotional Learning curriculum, has been focused on improving student engagement and attendance. Additionally, the Educational Services department and school site administrators have redesigned and implemented strategic plans to respond to Chronic Absenteeism.

Suspension Rate Status for 2024 is Green, with a 1.7% of students suspended. This is an decline of 0.6% from the 2023 CA Dashboard.

CA Dashboard Indicator for College and Career indicator color was Green for 2024. Tustin Unified's CCI Indicator was rated at a performance level of "High" with 62.4% of high school graduates prepared on the College/Career Indicator.

CA Dashboard Indicator for Grad Rate 2024 was reported as "BLUE," with an overall graduation rate of 95.5% of all students who graduated. Below is a breakdown of cohort graduation rates by significant student groups (30 or more students identified within a student group):

STUDENT GROUP GRADUATION RATE 2022 GRADUATION RATE 2023 GRADUATION RATE 2024
All Students 96.2% 95.7% 95.5%
English Learners 89.2% 90.6% 90.2%
Foster Youth 76.9% 88.2% 72.2%
Homeless 92.9% 91.9% 87.6%
SED 95.5% 94.4% 94.4%
SWD 84.6% 79.5% 85.6%
African American 88.8% 89.5% 90.0%
Filipino 94.3% 87.8% 100%
Two or More Races 96% 92.2% 93.2%
Asian 98.1% 98% 97.4%
Hispanic 96% 95.2% 94.5%
White 95.7% 96.3% 96.4%

AP Participation Rate (All Student and student group % of the All Student Total. For example, 5.9% of the All Students % were EL)

STUDENT GROUP AP RATE 2022 AP HS RATE 2023 AP HS RATE 2024
All Students 29% 31.6% %
English Learners 5.9% 2.6% %
Foster Youth 5.3% 0.01% %
Homeless 6.8% 0.5% %
SED 13.1% 30.6% %
SWD 4.4% 1.5% %

A-G Completion (All Student and student group % of the All Student Total. For example, 19.3% of the All Students % were EL)

STUDENT GROUP A-G COMPLETION 2022 A-G COMPLETION 2023 A-G COMPLETION 2024
All Students 64.4% 66.0% 66.1%
English Learners 20.4% 24.1% 25.7%
Foster Youth 20.0% 33.3% 7.7%
Homeless 29.9% 15.8% 33.3%
SED 48.0% 48.2% 51.0%
SWD 21.9% 21.3% 16.6%

Additionally, As a district, we have been identified for Differentiated Assistance due to our Homeless and SWD student groups underperforming in Chronic Absenteeism, Overall Academic Achievement, and Graduation Rate. This goal and its actions will directly support these areas of focus.

STAKEHOLDER FEEDBACK DATA

Findings from the various surveys were analyzed alongside state and local metrics, which drive the development and improvement of various LEA plans, programs for students and families, staff professional development plans/support, and ongoing LEA initiatives to support continuous improvement. All site-level data will be shared with principals and included as a component of the LCAP to drive ongoing school-wide improvement plans.

24/25 LCAP SURVEY - pending results and data collection
23/24 LCAP SURVEY (% of participants selecting favorable responses)
+ How well do you feel Tustin Unified is doing in the area of creating positive school climates and culture? 95.12%
+ How well do you feel Tustin Unified is doing in the area of diversity and inclusion of all students? 95.41%
+ How well do you feel Tustin Unified is doing in the area of supporting student achievement? 95.73%

Growth Opportunities
- I know what academic and social-emotional supports are available to my child at school. 77.88%

24/25 TITLE 1 Survey (% of participants selecting favorable responses)
+ I am encouraged to engage in my child's education. 98.43%
+ I feel comfortable communicating with my child's teacher(s) about their education. 97.78%
+ I feel welcome at my child's school. 98.35%

Growth Opportunities
- I am aware of the school's extra support services (counselors, mental health specialists, etc.) 91.76%

24/25 ENGLISH LEARNERS NEEDS ASSESSMENT (% of participants selecting favorable responses)
Highlights

+ My child made progress during the 24-25 school year in English Language Development. 85.37%
+ I know what my child should know and be able to do in order to make growth in ELD, reading and mathematics for the grade level they are in. 87.16%
+ I know how to access school resources to more easily engage in two-way communication using a language that is understandable and accessible to me. 82.39%
+ I participate in one or more activities offered during this year at my school site, including (Parent Teacher Conferences, SSC, ELAC, School hosted family nights/events, PTO/PTA). 100%

Growth Opportunities

- I understand the TUSD Reclassification Criteria and what my child needs to reclassify. 75.82%

To further Tustin Unified's ongoing commitment to increasing student and parent engagement, the following supports and services will be provided under Goal 2:

- Increased opportunities for English learners, foster youth, and low-income students, including the implementation of a full-day kindergarten program, Student Wellness Strategies & Curriculum in TUSD, and an Alternative to Suspension program to enhance student re-engagement.
- Continued provision of Mental Health providers, Social Worker providers, access to intervention-based addiction programs, and the implementation of a Wellness Curriculum.
- Continued implementation of parent and community engagement efforts, including the expanded use of parent communication platforms like Parent Square, site-based Community Liaisons/Counselors, on-call interpreters/translators,
- Community School Specialists to support the ongoing development of wrap-around supports and services for our most at-promise students
- Ongoing professional learning opportunities for staff, focusing on Social and Emotional Learning, Wellness, Trauma-Informed Practices, Diversity and Inclusion, and other relevant topics through professional learning series
- Provision of supplemental support to school sites to assist students designated as English Learners or Re-designated English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Healthy Kids Survey Data	Spring 2022 School Connectedness % Agree/Strongly Agree Grade 7 - 60%	Spring 2025 School Connectedness % Agree/Strongly Agree		Each year that the CHKS survey is administered, TUSD will see at least a 1% growth annually in the	2022 vs 2025 School Connectedness % Agree/Strongly Agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 9 - 59% Grade 11 - 56% Promotion of Parent Involvement % Agree/Strongly Agree Grade 7 - 58% Grade 9 - 52% Grade 11 - 45% School is Safe/Very Safe % Agree/Strongly Agree Grade 7 - 60% Grade 9 - 60% Grade 11 - 53%	Grade 7 - 65% Grade 9 - 63% Grade 11 - 63% Promotion of Parent Involvement % Agree/Strongly Agree Grade 7 - 62% Grade 9 - 52% Grade 11 - 53% School is Safe/Very Safe % Agree/Strongly Agree Grade 7 - 67% Grade 9 - 73% Grade 11 - 71%		areas of School Connectedness, Promotion of Parent Involvement, and School is Safe.	Grade 7 - +5% Grade 9 - +4% Grade 11 - 7% Promotion of Parent Involvement % Agree/Strongly Agree Grade 7 - +4% Grade 9 - Maintained Grade 11 - +8% School is Safe/Very Safe % Agree/Strongly Agree Grade 7 - +7% Grade 9 - +13% Grade 11 - +18%
2.2	Title 1 Parent Survey	2023-24 Surveys are being administered February 2024 Question: I am encouraged to engage in my child's education. 97.88% Yes Question: I feel comfortable	2024-25 Question: I am encouraged to engage in my child's education. 98.43% Strongly Agree/Agree Question: I feel comfortable		Increase percentage of Yes/favorable responses by 1% or more annually for the following questions: Question: I am encouraged to	23-24 vs 224-25 Question: I am encouraged to engage in my child's education. +.55% Strongly Agree/Agree Question: I feel comfortable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		communicating with my child's teacher(s) about their education. 98.51% Yes Question: My child is engaged in learning. 96.06% Yes	communicating with my child's teacher(s) about their education. 97.78% Strongly Agree/Agree Question: My child is engaged in learning. 97.84% Strongly Agree/Agree		engage in my child's education. Question: I feel comfortable communicating with my child's teacher(s) about their education. Question: My child is engaged in learning.	communicating with my child's teacher(s) about their education. -.73% Strongly Agree/Agree Question: My child is engaged in learning. +1.78% Strongly Agree/Agree
2.3	LEA Attendance Rate and Chronic Absenteeism	LEA Attendance Rate 2023-24 All Students - 95.18% Unduplicated Students - 94.16% Foster Youth - 90.97% Homeless - 94.70% SWD - 92.64% SED - 95.10% African American - 28.4% Pacific Islander - 38.8% 2022-23 (2023 Dashboard) LEA All Students 2022-23: 16.8%	LEA Attendance Rate 2024-25 All Students - Pending Unduplicated Students - Pending Foster Youth - Pending Homeless - Pending SWD - Pending SED - Pending African American - Pending Pacific Islander - Pending 2023-24 (2024 Dashboard)		Maintain or decrease Attendance Rates by .5% annually for All students and Student Groups at the LEA and School levels. Maintain or decrease Chronic Absenteeism Rates by .5% annually for All students and Student Groups at the LEA and School levels.	LEA Attendance Rate 23-24 vs 24-25 All Students - Pending Unduplicated Students - Pending Foster Youth - Pending Homeless - Pending SWD - Pending SED - Pending African American - Pending Pacific Islander - Pending 2023 vs 2024 CA Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Benson ES All - 33.4% EL - 40.3% Hispanic - 35.7% SED - 35.3% White - 30.9% Beswick ES Homeless - 37.0% Estock ES SWD - 52.5% Guin Foss ES All - 27.0% EL - 30.5% Hispanic - 32.6% SED - 30.5% SWD - 36.7% Hicks Canyon ES All - 13.3% Hispanic - 23.2% SED - 20.4% SWD - 20.7% White - 15.9% Ladera ES SED - 24.7% Loma Vista ES EL - 39.1% Hispanic - 33.1% Myford ES All - 15.1% Asian - 12.7%	LEA All Students 2023-24: 9.9% Benson ES All - 21.6% EL - 34.9% Hispanic - 23.4% SED - 23.4% White - 23.6% Beswick ES Homeless - 18.2% Estock ES SWD - 29.4% Guin Foss ES All - 12.7% EL - 15.9% Hispanic - 15.2% SED - 16.3% SWD - 22.1% Hicks Canyon ES All - 5.0% Hispanic - 11.5% SED - 9.0% SWD - 6.8% White - 5.6% Ladera ES SED - 15.3% Loma Vista ES EL - 20.8% Hispanic - 20.4%			LEA All Students - 6.9 (Declined Chronic Absenteeism) Benson ES All: -11.8% EL: -5.4% Hispanic: -12.3% SED: -11.9% White: -7.3% Beswick ES Homeless: -18.8% Estock ES SWD: -23.1% Guin Foss ES All: -14.3% EL: -14.6% Hispanic: -17.4% SED: -14.2% SWD: -14.6% Hicks Canyon ES All: -8.3% Hispanic: -11.7% SED: -11.4% SWD: -13.9% White: -10.3% Ladera ES SED: -9.4% Loma Vista ES

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - 21.1% SED - 22.0% SWD - 28.2% Nelson ES White - 25.0% Peters Canyon ES Asian - 10.5% Hispanic - 28.3% SED - 29.2% SWD - 27.2% Red Hill ES All - 11.3% Tustin Ranch ES SWD - 27.5% Columbus Tustin MS All - 27.6% Hewes MS All - 13.4% EL - 24.4% Hispanic - 18.6% SED - 24.7% SWD - 30.9% Utt MS All - 20.9% White - 22.5% Orchard Hills K-8 Hispanic - 20.9% Sycamore Magnet K-8	Myford ES All - 7.7% Asian - 2.0% Hispanic - 12.4% SED - 13.4% SWD - 18.2% Nelson ES White - 6.9% Peters Canyon ES Asian - 4.5% Hispanic - 19.3% SED - 18.4% SWD - 22.4% Red Hill ES All - 4.2% Tustin Ranch ES SWD - 9.3% Columbus Tustin MS All - 25.7% Hewes MS All - 6.9% EL - 15.1% Hispanic - 11.6% SED - 13.1% SWD - 21.2% Utt MS All - 13.5% White - 12.5%			EL: --18.3% Hispanic: -12.7 % Myford ES All : -7.4% Asian: -10.7% Hispanic: -8.7% SED: -8.6% SWD: -10.0% Nelson ES White: -18.1% Peters Canyon ES Asian: -6.0% Hispanic: -9.0% SED: -10.8% SWD: -4.8% Red Hill ES All : -7.1% Tustin Ranch ES SWD: -18.2% Columbus Tustin MS All: -1.9% Hewes MS All: -6.5% EL: -9.3% Hispanic: -7.0% SED: -11.6% SWD: -9.7% Utt MS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless - 45.5% White - 27.5% Tustin Connect K-12 All - 22.6%	Orchard Hills K-8 Hispanic - 15.7% Sycamore Magnet K-8 Homeless - 36.8% White - 7.0% Tustin Connect K-12 All - 16.1%			All: -7.4% White: -10.0% Orchard Hills K-8 Hispanic: -5.2% Sycamore Magnet K-8 Homeless: -8.7% White: -20.5% Tustin Connect K-12 All: -6.5%
2.4	Suspension Rates	2022-23 (2023 Dashboard) Tustin Unified Suspension Rate: 2.3% Hewes MS EL -17.7% SED - 9.5% Utt MS SWD - 14.6% Beckman HS SWD - 7.5% Foothill HS SWD - 10.5% Hillview HS All - 7.4%	2023-24 (2024 Dashboard) Tustin Unified Suspension Rate: 1.7% Hewes MS EL -11.0% SED - 5.2% Utt MS SWD - 6.0% Beckman HS SWD - 5.6% Foothill HS SWD - 9.7% Hillview HS		Continue to decrease the Suspension Rate for the LEA, Schools, and Student Groups by 1% annually for the next 3 years.	2023 vs 2024 CA Dashboard Tustin Unified Suspension Rate: -0.6% Hewes MS EL: -6.7% SED: -4.3% Utt MS SWD: -8.6% Beckman HS SWD: -1.9% Foothill HS SWD: -0.8% Hillview HS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - 8.1% SED - 7.6% Orchard Hills K-8 EL - 3.2% SWD - 7.3%	All - 1.7% Hispanic - 1.4% SED - 1.8% Orchard Hills K-8 EL - 1.1% SWD - 4.2%			All: -5.7% Hispanic: -6.7% SED: -5.8% Orchard Hills K-8 EL: -2.1% SWD: -3.1%
2.5	Expulsion Rates	2022-2023 (Data Quest) LEA, COE, DOE Comparison Tustin Unified 0 % Orange County 0 % Statewide Total 0.1% LEA Student group Rates English Learners 0 % Foster Youth 0% Homeless Youth 0% Socioeconomically Disadvantaged 0% Students with Disabilities 0%	2023-2024 (Data Quest) LEA, COE, DOE Comparison Tustin Unified 0.02 % Orange County 0.02 % Statewide Total 0.07% LEA Student group Rates English Learners 0 % Foster Youth 0% Homeless Youth 0% Socioeconomically Disadvantaged 0% Students with Disabilities 0%		Continue to maintain Expulsion Rates at 0% for the LEA, Schools, and all Student Groups.	22-23 vs 23-24 +.02 in overall Expulsion Maintained all student group rates at 0% English Learners 0 % Foster Youth 0% Homeless Youth 0% Socioeconomically Disadvantaged 0% Students with Disabilities 0%
2.6	Middle School Dropout Rates	22-23 (CALPADS) ****** 0%	23-24 (CALPADS) ****** 0%		Continue to maintain at 0% for Middle School Dropout Rates for	Maintained at 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					the LEA, Schools, and all Student Groups.	
2.7	High School Dropout Rates	2023 (Data Quest) LEA, COE, DOE Comparison Tustin Unified 1.3% Orange County 4.5% Statewide Total 6.5% LEA Student group Rates English Learners 2.8% Foster Youth 5.9% Homeless Youth 3.2% Socioeconomically Disadvantaged 1.8% Students with Disabilities 5.2% https://dq.cde.ca.gov/dataquest/dqcensus/CohOutcome.aspx?cds=3073643&agglevel=district&year=2022-23&initrow=&ro=y	2024 (Data Quest) LEA, COE, DOE Comparison Tustin Unified 1.1% Orange County 4.5% Statewide Total 6.3% LEA Student group Rates English Learners 2.5% Foster Youth 16.7% Homeless Youth 4.5% Socioeconomically Disadvantaged 1.5% Students with Disabilities 3.6% https://dq.cde.ca.gov/dataquest/dqcensus/CohOutcome.aspx?cds=3073643&agglevel=district&year=2023-24&initrow=&ro=y		Continue to decrease the High School Dropout Rate at the LEA, School, and Student Group level by.5% annually.	2023 vs 2024 Overall declined by .2%
2.8	Student Wellness Service Data	Mental Health Tier 3 Supports	2024-25 (08/14/24 - 05/07/25)		Continue to maintain access to	23-24 vs 24-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		764 Sessions Counseling Services Data by Service Code Attendance - 688 Interactions Behavior - 1154 Interactions Individual Crisis - 142 Interactions Personal/Social Emotional - 7,156 Interactions	School Counseling Power BI Dashboard Mental Health Tier 3 Supports 3,366 Sessions Counseling Services Data by Service Code Attendance - 810 Interactions Behavior - 503 Interactions Individual Crisis - 38 Interactions Personal/Social Emotional - 5,299 Interactions		Tier 2 and Tier 3 wellness and mental health supports based on need or increase services based on need by 1% annually.	Mental Health Tier 3 Supports + 2,602 Sessions Counseling Services Data by Service Code Attendance - 122 Interactions Behavior - -651 Interactions Individual Crisis - -104 Interactions Personal/Social Emotional - -1,857 Interactions
2.9	CA Dashboard Cohort Grad Rate	2022-23 (2023 Dashboard) All Students: 95.7% Economically Disadvantaged: 94.4% English Learners: 90.6% Students with Disabilities: 79.5% Foster Youth: 88.2% Homeless: 91.9% Asian: 98.0% Hispanic: 95.2% White: 96.3%	2023-24 (2023 Dashboard) All Students: 95.5% Economically Disadvantaged: 94.5% English Learners: 90.4% Students with Disabilities: 85.8% Foster Youth: 72.2% Homeless: 88.6%		Increase overall percentage of Cohort Grad Rate annually for all students and all student groups by .5% annually.	2023 vs 2024 All Students: -.2% Economically Disadvantaged: +.1% English Learners: -.2% Students with Disabilities: +6.3% Foster Youth: -16% Homeless: -3.3% Asian: -.6% Hispanic: -.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Asian: 97.4% Hispanic: 94.6% White: 96.4%			White: +.1%
2.10	CA Dashboard CCI Indicator	2022-23 (2023 Dashboard) All Students: 60% Prepared Hillview: 0% SED: 1.4% Hispanic: 0% EL: 0%	2023-24 (2024 Dashboard) All Students: 62.4% Prepared Hillview: 0% SED: 0% Hispanic: 0% EL: 0%		Increase overall % of students prepared by 1% annually for LEA. Increase overall % of students prepared by .3% for Hillview and identified Student Groups.	2023 vs 2024 CA Dashboard All Students: +2.4% Prepared Hillview: Maintained 0% SED: -1.4% Hispanic: Maintained 0% EL: Maintained 0%
2.11	Parent Participation in Programs for Unduplicated Pupils and Individuals with Exceptional Needs	Parent Participation in District Offered Events over the past two years: over 20,000 to date (may be some of the same people attending multiple events) Needs Assessment Parent Survey 2023-24 Question - I know how to access school resources (interpreters and translations) to easily engage in two-way communication using a language that is understandable and	Needs Assessment Parent Survey 2024-25 Question - I know how to access school resources (interpreters and translations) to easily engage in two-way communication using a language that is understandable and accessible to me - 83.1%		Parent Participation in District Offered Events Goal: Maintain or increase annually. Needs Assessment Parent Survey Question - I know how to access school resources (interpreters and translations) to easily engage in	23-24 vs 24-25 Needs Assessment Parent Survey Question - I know how to access school resources (interpreters and translations) to easily engage in two-way communication using a language that is understandable and accessible to me - +1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		accessible to me - 81.20% Title 1 2023-24 Survey Question - If I have a concern, I feel supported by my child's teacher(s) = 97.75% Yes Local Indicator Focus Area LEA's progress in providing families with information and resources to support student learning and development in the home. 2023 Dashboard Rating: 4	Title 1 2024-25 Survey Question - If I have a concern, I feel supported by my child's teacher(s) = 96.91% Agree/Strongly Agree Local Indicator Focus Area LEA's progress in providing families with information and resources to support student learning and development in the home. 2023 Dashboard Rating: TBD		two-way communication using a language that is understandable and accessible to me. Goal: Increase annually by 1%. Title 1 2023-24 Survey Question - If I have a concern, I feel supported by my child's teacher(s) = 97.75% Yes Goal: Maintain at 97.75% or Increase annually by .5%. Local Indicator Focus Area LEA's progress in providing families with information and resources to support student learning and development in the home.	Title 1 2024-25 Survey Question - If I have a concern, I feel supported by my child's teacher(s) = -.84% Agree/Strongly Agree Local Indicator Focus Area LEA's progress in providing families with information and resources to support student learning and development in the home. 2023 Dashboard Rating: TBD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2023 Dashboard Rating: 4 Goal: Maintain or increase to 5.	
2.12	Parent Input in Decision Making	Local Indicator Focus Area LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. 2023 Dashboard Rating: 5 2023-2024 Survey Response Rates LCAP Survey: 6,247 Responses EL Needs Assessment Survey: 571 Responses Title 1 Parent Survey: 1,745 Responses	2024 Dashboard Rating: 5 2024-2025 Survey Response Rates LCAP Survey: 2,193 Responses EL Needs Assessment Survey: 337 Responses Title 1 Parent Survey: 1,214 Responses		Local Indicator Focus Area LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. Goal- Rating: Maintain Rating 5. Survey Response Rates LCAP Survey: Increase response rates by 1% annually. EL Needs Assessment Survey: Increase	2025 Dashboard Rating: TBD 23-24 vs 24-25 Survey Response Rates LCAP Survey: 64.89% Decline in Responses (-4,054). EL Needs Assessment Survey: 40.98% Decline in Responses (-234). Title 1 Parent Survey: 30.42% Decline in Responses (- 531).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					response rates by 1% annually. Title 1 Parent Survey: Increase response rates by 1% annually.	

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.

During the 2024–25 school year, Tustin Unified School District implemented the majority of planned actions under Goal 2 to improve student engagement, wellness, and family involvement. The district prioritized strengthening multi-tiered systems of support (MTSS), expanding mental health services, integrating social-emotional learning (SEL) curriculum, and improving parent communication and engagement, particularly for English Learners (EL), foster youth, homeless students, and students with disabilities (SWD).

There were several notable successes. Chronic absenteeism declined by 6.9%, resulting in a Green rating on the 2024 CA Dashboard. This improvement reflected the impact of redesigned attendance intervention strategies, increased SEL integration, and school-wide efforts to build inclusive climates. Suspension rates also fell from 2.3% to 1.7%, indicating the successful implementation of restorative practices and alternatives to suspension.

The district continued to show progress in college and career readiness. The College/Career Indicator (CCI) was rated Green, with 62.4% of graduates prepared, a “High” performance level. The graduation rate remained strong at 95.5%, with improved outcomes for several student groups.

However, English Learners remain an area of continued focus and need. The percentage of English Learners making progress toward English proficiency declined from 53.3% in 2023 to 46.6% in 2024, per the CA Dashboard. While the EL reclassification rate improved from 7% in 2021 to 10% in 2024, EL students continue to underperform in core academic subjects, AP course participation, and A-G completion:

A-G Completion for ELs increased from 24.1% in 2023 to 25.7% in 2024, but this remains far below the district average of 66.1%.

AP Participation for ELs dropped significantly from 5.9% in 2022 to 2.6% in 2023, showing that increased support for English Learners and LTELs is needed.

Implementation of student and family engagement initiatives largely followed the planned actions to support this goal. The district delivered robust outreach through community liaisons and specialists, mental health professionals, and on-site staff to support engagement through positive behavior supports.

Additionally, based on CA Dashboard indicators, the district continues to be identified for Differentiated Assistance for the Foster Youth student group, due to performance gaps in Chronic Absenteeism, Graduation Rate, and Academic Achievement. This reinforces the importance of sustaining and refining MTSS, site-based supports, and community wrap-around services. TUSD also commits to monitoring the ongoing achievement and growth of all student groups who exited DA, to ensure continued growth.

Overall, the district remained steady in the implementation of planned actions, though ongoing review of overall and student group outcomes and access to academic opportunities has prompted deeper investments in language development support, increased family education, and engagement of all stakeholders. Alight adjustments to actions in Goal 2 for the 2025–26 school year will be made to ensure all students, especially underserved student groups, have equitable opportunities for success.

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.

For Goal 2, the differences between Budgeted Expenditures and Estimated Actual Expenditures were largely due to salary and benefit costs and difficulty fully hiring highly qualified classified and certificated staff for the programs at our schools. The budgeted expenditures for 2024-25 totaled $6,985,967, and the estimated actuals are $6,053,068.

2.2 -$342,541.00 - We had a shift in caseload and needs that reduced the total number of Mental Health Staff needed.
2.4 $55,664.00 - Increased cost largely due to salary and benefit costs and increased hiring of highly qualified classified and certificated staff for the programs at our schools. Therefore cost of stipends and hourly pay increased as well.
2.6 -$501,118.00 - The LEA received the Community Schools Grant after the LCAP for 2024-25 was adopted.
2.7 -$198,038.00 - There was some difficulty with hiring and retaining qualified staff for this focused position.

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

During the 2024–25 school year, the actions implemented under Goal 2 have proven largely effective in advancing student engagement, wellness, and college and career readiness, particularly for the district's targeted student groups. Several key data points support this progress:

Chronic absenteeism decreased by 6.9%, earning a Green indicator on the CA Dashboard. This improvement aligns with increased implementation of site-level attendance teams, integration of Social-Emotional Learning (SEL) curriculum, expansion of mental health supports, and revised MTSS/PBIS frameworks—all planned actions under Goal 2.

Suspension rates decreased from 2.3% to 1.7%, also rated Green on the Dashboard. This reflects the effectiveness of alternatives to suspension and the rollout of Challenge Success programs at the secondary level.

The graduation rate remained high at 95.5%, with improvement noted among students with disabilities (SWD), rising from 79.5% to 85.6%. This indicates success in implementing inclusive strategies, social work services, and targeted student support systems.

College and Career Readiness saw continued growth, with a Green CCI rating and 62.4% of students meeting preparedness benchmarks. This supports the effectiveness of TUSD's expansion of early college credit and career pathways.

However, English Learners (ELs) continue to require focused support:

The percentage of ELs making progress toward English proficiency dropped from 53.3% to 46.6%, despite a slight increase in reclassification rates from 7% (2021) to 10% (2024). This suggests partial effectiveness of current EL support models but signals a need for deeper instructional coaching, clearer reclassification communication, and continued EL-specific interventions.

A-G completion rates for ELs rose from 24.1% to 25.7%, demonstrating modest growth, though still well below the district average of 66.1%.

AP participation for ELs decreased significantly from 5.9% in 2022 to 2.6% in 2023, revealing inequities in advanced course access that must be addressed through intentional outreach and academic guidance.

Stakeholder surveys further affirm effective implementation of parent engagement strategies:

In the 2024–25 Title I Survey, 98.43% of families felt encouraged to engage in their child's education, and 98.35% felt welcomed at school.

However, only 75.82% of EL families reported understanding the reclassification process, highlighting an area for improved communication and outreach.

In summary, TUSD's actions have been effective in improving engagement, wellness, and graduation outcomes, particularly for the broader student population. Targeted supports for English Learners have shown mixed results, pointing to the need for refined instructional strategies, improved access to academic rigor, and stronger communication around reclassification and progress monitoring.

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

Based on analysis of 2024–25 student performance data, CA Dashboard Metrics, and overall engagement, wellness, and stakeholder feedback data, Tustin Unified School District will implement improved or increased services to Goal 2 actions for the 2025–26 school year, including the hiring of additional Social Workers and Community Specialists at newly identified Title I schools. These changes aim to address persistent needs among underserved student populations and build on effective practices.

Several data points guided this shift:

Chronic absenteeism, while improving by 6.9%, remains disproportionately high for vulnerable student groups. For example, homeless students' graduation rate dropped from 91.9% (2023) to 87.6% (2024), and foster youth dropped from 88.2% to 72.2%—highlighting a continued critical need for intensive wraparound supports.

Stakeholder feedback confirmed a continuity of support to expand awareness and access to support services:

-91.76% of families in the 2024–25 Title I survey indicated awareness of available school-based services (e.g., mental health specialists, counselors).

-Among English learner families, just 75.82% reported understanding the reclassification criteria, signaling a broader need for community-facing outreach staff.

While suspension rates and overall graduation rates remain strong (1.7% and 95.5%, respectively), persistent gaps in College/Career Indicator performance and A–G completion rates for English Learners (25.7%), foster youth (7.7%), and SWD (16.6%) underscore the need for stronger site-based student advocacy and intervention coordination, as well as the need for community supports to ensure access to these services and supports.

The success of currently placed Community School Specialists and Social Workers in supporting family engagement, connecting families to resources, and improving attendance and wellness outcomes has informed the decision to expand these roles to additional Title I campuses.

These adjustments reflect TUSD's commitment to using reflection and data to refine strategies, deepen equity-focused supports, and ensure that all students, particularly those most at risk, receive the comprehensive support needed to thrive academically, socially, and emotionally.

Learning Recovery Emergency Block Grant (Unexpended Funds)

The Learning Recovery Emergency Block Grant (LREBG) is a one-time funding initiative by the State of California, allocating approximately $6.8 billion to county offices of education, school districts, and charter schools. This grant aims to support learning recovery efforts through the 2027–28 school year, focusing on both academic advancement and the social-emotional well-being of students and staff. In the 2022-23 school year, Tustin Unified School District received $18,258,934, with a current unexpended balance of $14,168,882 as we end the 2024-25 school year.

The LREBG Grant funds have been strategically allocated under LCAP Goals 1 and 2. The following details the LREBG-funded actions under each goal :

Goal 2 | Student Engagement

Future Action - Mental Health Specialist
LREBG Rationale Alignment: Aligned with EC Section 32526(c)(2)(C), which allows for integrated pupil supports, including mental health services.

Needs Assessment Connection: Surveys and attendance data indicated increased rates of anxiety, depression, and disengagement. The addition of mental health specialists ensures students have access to timely supports that remove emotional and psychological barriers to academic success.

Action 2.9 - Elementary and Middle School Counselors
LREBG Rationale Alignment: Supports EC Section 32526(c)(2)(C), by addressing social-emotional needs and supporting student well-being and engagement during a critical developmental stage.

Needs Assessment Connection: Middle school students demonstrated high rates of absenteeism, behavior referrals, and academic disengagement. Additional counseling staff provide both preventive and responsive services to promote student engagement and school connectedness.

Action 2.10 - School Nurses
LREBG Rationale Alignment: Also aligned with EC Section 32526(c)(2)(C), as school nurses are vital to student health and well-being, removing health-related barriers to learning.

Needs Assessment Connection: The needs assessment revealed chronic health concerns and increased nurse referrals, particularly for students with asthma, diabetes, and unaddressed physical health needs. School nurses play a critical role in managing these issues so that students can attend and fully participate in learning.

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	2.1 Targeted Parent and Student Engagement (Community Liaisons)	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide	$679,855.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Location(s): Title 1 Schools Engaging families of underserved communities and schools is critical to student achievement. The continuation of Community Liasion and counseling staff to support Title 1 school efforts will be critical to improving ongoing engagement and achievement.		
2.2	2.2 Social Emotional Learning and Student Wellness	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: This program is primarily directed towards English Learners, Foster Youth, and low-income youth, but other students will benefit. Scope of Services: LEA-wide Location(s): All Schools Students will be supported with additional resources for Social-Emotional Health and academic support through the following actions: • Continue with Mental Health providers • Addition of Social Workers to serve Title 1 Schools with Highest Needs and Villiage of Hope feeder schools • Offer CareSolace (Addiction Program) • Continue to increase engagement of students and families: District Wellness and Challenge Success • Develop site/teacher capacity to provide instruction and support around students	$2,689,133.00	Yes
2.3	2.3 Increased Counselors and Behaviors Supports	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement	$569,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students to be Served: This program is primarily directed towards English Learners, Foster Youth, and low-income youth, but other students will benefit. Scope of Services: LEA-wide Location(s): High Schools and Elementary COSA Increasing the number of counselors at high schools can significantly benefit unduplicated students by providing them with personalized support and resources tailored to their unique needs. Adding an elementary COSA will support the oversight of our district-wide PBSS support personnel and PBIS systems. Unduplicated students, such as English learners, foster youth, and low-income students, often face additional challenges that can impact their academic success and well-being, the additional supports increase student access and engagement to the instructional day.		
2.4	2.4 Professional Development through Learning Series and Professional Learning Communities to Enhance Standards Implementation	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students will benefit. Scope of Services: LEA-wide Location(s): All Schools This action will ensure we address these disparities by providing ongoing professional learning opportunities for teachers through a blend of Tustin Unified developed Learning Series and hired consultants. The supports and services outlined in this action are: • Professional Development for Staff through TUSD offered Learning Series Focused on CORE Content Areas	$439,898.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Achievement Teams and PLC development training for Staff and Administrators • Professional Development in Culturally Responsive and Inclusive Education • Specialized training in reading for intervention teachers in a specialized reading intervention program (Science of Reading)		
2.5	2.5 Alternative to Suspension	Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Location(s): All Schools The ATS (Alternative to Suspension) program was launched in August 2019 to provide academic and social skills instruction to students in grades 6-12 who would otherwise be suspended from school. Research indicates that Alternative to Suspension programs support students by reducing the negative impact of disciplinary measures on academic achievement and promoting positive behavioral outcomes (Gregory & Weinstein, 2008). Instead of facing suspension, students attend the Alternative to Suspension (ATS) program, located at the Hillview/Tustin Adult School campus. In this program, they are taught by a district office Teacher on Special Assignment (TOSA) and receive counseling support from a Certified Wellness Advocate (CWA) Social Worker or Coordinator of Student Activities (COSA). This allows students to remain engaged in learning while receiving social skills lessons, increasing the likelihood of desired behaviors and re-engagement.	$231,547.00	Yes
2.6	2.6 Community School Specialists	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.	$656,598.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Scope of Services: Engagement and Support Services Location(s): All Title I Sites The purpose of Community School Specialists is to provide comprehensive support to students, families, and communities within the school district. These specialists play a crucial role in fostering collaboration between the school, families, and community organizations to address the various needs of students and ensure their overall success. Community schools and specialists support unduplicated students by providing integrated academic, health, and social services that address the multifaceted needs of students and their families, leading to improved educational outcomes (Dryfoos, 1994; National Education Association, n.d.). Tustin Unified has 10 Community Specialist total, with 8 funded through federal grants that will work on implementing programs to address these needs.		
2.7	2.7 Positive Behavior Support Staff	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: Engagement and Support Services Location(s): All Title I Sites Hiring paraprofessionals to support positive behaviors and respond to student needs is an investment that can significantly impact student engagement and achievement. These paraprofessionals will provide individualized support, implement positive behavior strategies and offer personalized assistance to students, leading to increased engagement and improved academic outcomes. By building relationships with students, providing early intervention and support, and working collaboratively with teachers, paraprofessionals create a positive and inclusive classroom	$1,511,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environment where all students feel valued and supported. Through personalized support, positive reinforcement, and early intervention, paraprofessionals help students stay on track academically, build confidence, and reach their full potential.		
2.8	LREBG Action-Elementary and Middle School Counselors	Action is entirely funded by LREBG funds. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: Engagement and Support Services Location(s): All Schools Description: This action utilizes Learning Recovery Emergency Block Grant (LREBG) funds to provide additional elementary and middle school counselors who offer academic, social-emotional, and behavioral support to students. Counselors focus on addressing the needs of students experiencing learning loss, helping them develop coping strategies, build resilience, and stay engaged in school. Services prioritize unduplicated students—including English learners, foster youth, and low-income students—with the goal of supporting their overall well-being, improving school connectedness, and enhancing academic achievement. Research shows that access to school counselors positively impacts student academic success, attendance, and mental health, and is particularly beneficial in promoting equity for students from historically underserved groups (Reback, 2010). Citation: Reback, R. (2010). Schools' Mental Health Services and Young Children's Emotions, Behavior, and Learning. Journal of Policy Analysis and Management, 29(4), 698–725. https://doi.org/10.1002/pam.20528	$554,613.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics Monitored: 2.14, 2.3, 2.4, 2.8		
2.9	LREBG Action-Additional School Nurses	Action is entirely funded by LREBG funds. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: Engagement and Support Services Location(s): All Schools Description: This action uses Learning Recovery Emergency Block Grant (LREBG) funds to support the placement of school nurses who address the physical and mental health needs of students, ensuring they are healthy, safe, and ready to learn. School nurses play a critical role in supporting attendance, managing chronic conditions, providing health education, and offering immediate care. Research has shown that access to school nurses is linked to reduced absenteeism, improved management of chronic health conditions, and better academic outcomes (Wang et al., 2014). This action promotes student wellness, reduces barriers to learning, and supports academic engagement, particularly for unduplicated student groups who may face greater health-related challenges. Citation: Wang, L. Y., Vernon-Smiley, M., Gapinski, M. A., Desisto, M., Maughan, E., & Sheetz, A. (2014). Cost-Benefit Study of School Nursing Services. JAMA Pediatrics, 168(7), 642–648. https://doi.org/10.1001/jamapediatrics.2013.5441 In Addition to funds allocated for this Goal in the 2025-2026 School Year, expenditures are planned for years 2026/27 - 2027/28 in the amount of 486,210.00	$423,790.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics Monitored: 2.14, 2.3, 2.4, 2.8		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions of Learning - All students will participate in a broad course of study through a standards-aligned curriculum taught by highly qualified teachers in safe conditions of learning. Increasing access to a broad course of study is vital for future college and career achievement for all students. By ensuring that every student participates in a standards-aligned curriculum taught by highly qualified teachers in safe learning environments, we provide them with the essential foundation they need to succeed. Access to a diverse range of subjects and experiences not only cultivates well-rounded individuals but also equips students with the knowledge, skills, and critical thinking abilities necessary for success in higher education, the workforce, and beyond. This goal guarantees that all students have the opportunity to reach their full potential through increased access to standards-aligned teaching and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Tustin Unified is dedicated to promoting increased student achievement through its commitment to being a highly functional organization. The district recognizes that providing strong basic services is crucial in supporting student learning and ensuring equitable opportunities for every student. To achieve this, Tustin Unified's actions directly contribute to improved academic outcomes.

The district supports increased student achievement by increasing access to school texts. During the 2024-25 school year, TUSD students accessed 236,065 books. Recognizing the significance of a robust and diverse range of instructional materials, Tustin Unified ensures that students have ample access to relevant and engaging reading materials. By expanding the availability of school texts, students can develop their reading skills, expand their knowledge base, and enhance their overall academic performance.

Class size reduction strategies enhance student achievement through increased classroom access. By reducing class sizes, the district aims to create a more personalized learning environment, enabling teachers to provide individualized attention and support to each student. Smaller class sizes foster increased student engagement, collaboration, and participation, leading to improved academic outcomes and a more inclusive learning experience.

Furthermore, Tustin Unified recognizes the value of kindergarten paraprofessionals in supporting student achievement. These dedicated professionals work alongside teachers to provide additional instructional support and individualized attention to young learners. By having kindergarten paraprofessionals in classrooms, the district ensures that students receive the necessary guidance and support during their formative years, laying a solid foundation for their future academic success.

Moreover, Tustin Unified employs attendance support staff to address attendance-related challenges that may hinder student achievement. These staff members collaborate with families, educators, and community partners to identify and address barriers to regular school attendance. By promoting consistent attendance, the district aims to maximize instructional time and minimize learning gaps, thereby increasing student achievement.

During the 2024-2025 school year, the district was able to stabilize the overall attendance rate of students to 95.4%, which remains steady when compared to 2023-24. However, this is an area of focus, and TUSD hopes to improve in this area continually.

In summary, Tustin Unified's commitment to being a highly functional organization is reflected in its efforts to support increased student achievement. Through increased access to school texts, reduced class size, kindergarten paraprofessionals, and dedicated attendance support staff, the district ensures that students have the necessary resources, support, and opportunities to thrive academically, fostering a culture of excellence and equity in education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Misassignments (SARC)	Total Teacher Misassignments 2022-23: 6.10%	2023-24 pending CDE release of data		Maintain or reduce the total number of teacher Misassignments by .5% annually.	Pending
3.2	Teacher Subject Area Competence (SARC)	Percent Teaching Outside Subject Area of Competence (with full credential) 2022-23: 5.20%	2023-24 pending CDE release of data		Maintain or Reduce percent teaching staff outside the Subject Area of Competence (with full credential) by .5% annually.	Pending

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Highly Qualified Teachers (SARC)	Highly Qualified Teachers - All Schools in District 2022-23: 88.70%	2023-24 pending CDE release of data		Maintain or increase High Qualified Teachers by .5% annually.	Pending
3.4	Teacher Vacancies (SARC)	Unfilled Vacancies 2022-23: 0	2023-24 pending CDE release of data		0 - Maintain	Pending
3.5	Instructional Materials (SARC)	Percent of Students Lacking Own Assigned Copy of Textbook 2023-24: 0%	Percent of Students Lacking Own Assigned Copy of Textbook 2024-25: 0%		0% - Maintain	Pending
3.6	Facilities (SARC)	Percent of Schools with Overall Facility Rating of Exemplary 2023-24: 100%	Percent of Schools with Overall Facility Rating of Exemplary 2024-25: 100%		100% - Maintain	23-24 vs 24-25 0% change - Maintained status at 100%
3.7	Implementation of State Standards	LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks. 2023 Local Indicator Ratings: ELA CCSS - 4 ELD - 4 Mathematics CCSS - 4	LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks.		Desired Outcomes Local Indicator Rating: Maintain or make growth towards Level 5-Full Implementation in the following areas: ELA CCSS - 5 ELD - 5 Mathematics CCSS -5 NGSS -4	LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NGSS - 4 History-Social Science - 4	2024 Local Indicator Ratings: ELA CCSS - 4 ELD - 4 Mathematics CCSS - 4 NGSS - 4 History-Social Science - 4		History-Social Science - 4	2024 Local Indicator Ratings: ELA CCSS - No Change, 0 ELD - No Change, 0 Mathematics CCSS - No Change, 0 NGSS - No Change, 0 History-Social Science - No Change, 0

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.

During the 2024–25 school year, Tustin Unified School District made substantial progress in implementing key actions outlined under Goal 3 to promote increased student achievement through the delivery of strong basic services.

Overall, the district implemented all planned actions with high levels of fidelity. Successes included increased student access to instructional materials, improved teacher collaboration through the PLC model, and enhanced instructional support in early grades. Staffing shortages in specific areas presented minor delays but were mitigated through strategic recruitment and onboarding. TUSD’s foundational investments continue to support equitable, high-quality learning environments for all students.

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

For Goal 3, the differences between Budgeted Expenditures and Estimated Actual Expenditures were largely due to salary and benefit costs and increased hiring of highly qualified classified and certificated staff for the programs at our schools. The budgeted expenditures for 2024-25 were $8,792,058, and the estimated actuals are $8,827,014. A factor that contributed to increased costs was the mid-year salary increase of 1%, and the increase of certificated support positions to match student needs.

3.3 -$136,056.00 - The difference was largely due to difficulties with hiring and retaining staff.
3.6 -$72,140.00 - The Total cost of employees charged to the LCAP for this action was less than projected.

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

1. Increased Access to School Libraries and Texts
The district saw significant gains in student engagement with library and instructional texts. During the 2024–25 school year, TUSD students accessed over 150,000 books across both physical and digital platforms. This action was fully implemented and particularly benefited English Learners and Students with Disabilities by increasing language exposure and literacy development.

2. Class Size Reduction
Class size reduction was successfully implemented in targeted grade spans (TK–3), lowering ratios at various schools and for various grade spans. This allowed teachers to provide more personalized support and improve student engagement.

3. Hiring of Kindergarten Paraprofessionals
TUSD hired kindergarten paraprofessionals to support instructional quality in early learning classrooms. These staff members enhanced small group instruction, individualized support, and classroom management. While the overall implementation was successful, a competitive labor market posed initial hiring delays in a small number of classrooms.

4. LEA Attendance Secretary
The district's investment in a dedicated LEA Attendance Secretary helped stabilize and monitor attendance across schools. The 2024–25 district-wide attendance rate improved to 95.4%, up from 92.95% the previous year. The attendance secretary supported LEA and site coordination and parent communication, helping reduce chronic absenteeism among identified student groups.

5. PLC Model through Elementary Physical Education Release Time
TUSD implemented a Professional Learning Community (PLC) model by using Elementary Physical Education as structured release time. This allowed elementary teachers to engage in regular, focused collaboration on student progress, assessments, and best instructional practices in ELA and Mathematics. Feedback from staff highlighted this model as a highly effective structure for improving coherence and data-driven instruction across grade levels.

6. Expansion of Elementary Music Program to Second Grade
The district expanded its elementary music education program to include all second-grade students, increasing access to arts learning and supporting creativity and cognitive development. This initiative not only enriched the student experience but also served as an additional release time for classroom teachers, supporting instructional balance and planning.

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.

The district plans to ensure continuity in this goal. There will be no changes made to the planned goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increased Access to School Library and Texts	Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All Schools In support of increased access and strong literacy development, continue site-level funding for library books and increase SORA digital text access.	$150,000.00	Yes
3.2	Class Size Reduction	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All Schools Based on current practice, reducing class sizes allows for more individualized attention and tailored instruction, addressing the unique learning needs of these students more effectively. Teachers can provide more targeted support, build stronger relationships, and engage in more meaningful interactions with each student. This personalized approach can lead to improved academic outcomes, greater student confidence, and a	$6,605,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
		more inclusive classroom environment where unduplicated students feel seen and supported. Class size reduction can support increased access to best-first instruction by facilitating greater teacher-student interaction, promoting personalized learning approaches, and improving overall academic engagement and achievement (Chetty, Friedman, & Rockoff, 2011). This action will reduce class sizes at the Elementary, Middle, and High School levels. This class size reduction will support increased access to best first instruction with teachers. The CSR will increase access to highly qualified teachers for our unduplicated pupils.		
3.3	Kindergarten Para Professionals	Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All Schools Kindergarten para professionals support unduplicated students in early literacy by providing targeted interventions, facilitating small group instruction, and offering personalized support that enhances foundational literacy skills crucial for academic success (National Association for the Education of Young Children, 2009). In TUSD, all kinder classrooms have a paraprofessional, focusing on strong early literacy and math by supporting student engagement and instruction. The additional support staff will increase opportunities for targeted and small-group instruction students for our unduplicated pupils.	$1,130,840.00	Yes
3.4	LEA Attendance Secretary	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement	$94,299.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: LEA-wide Location(s): All Schools The LEA Attendance Clerk/Secretary will support re-engagement by supporting students and families of students who are chronically absent or have low engagement. This action more close relates to Conditions of Learning, because the clerk will focus on connecting with school sites and families to support district re-engagement efforts in order to understand more deeply what conditions for learning need to be considered based on family/student feedback. This feedback is then shared with site teams and the appropriate departments in order to address the various conditions that may need enhancement in order to better meet the needs of our unduplicated students.		
3.5	Elementary Teacher PLC Model through Physical Education Program	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: Location(s): LEA-wide at all Elementary Schools TUSD will be Implementing an elementary physical education (PE) program not only to promote students' physical health but also to provide teachers with valuable time for professional learning and data analysis. Although these practices will benefit all students, the focus will primarily be on our unduplicated student groups. By incorporating PE into the elementary curriculum, students receive essential physical activity, contributing to their overall well-being and	$214,382.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic success. Simultaneously, this initiative allows PE teachers to collaborate in Professional Learning Communities (PLCs), facilitating deeper dives into data analysis and curriculum development. During these PLC opportunities, teachers will primarily focus on data analysis of student group performance and design strategies to address the specific needs of English learners, foster youth, homeless, and SED students. This model enhances teacher collaboration, enables the sharing of best practices, and ensures that instruction is data-driven and aligned with student needs. The benefits are twofold: students receive vital physical education, while teachers have dedicated time for professional development, leading to improved teaching practices and better outcomes for all students.		
3.6	Elementary Music Program focused on Intro to Music in Second Grade	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit. Scope of Services: Location(s): LEA-wide at all Elementary Schools Music education ncreases student engagement, fosters creativity, and supports emotional and social growth. Additionally, it ensures equitable access to quality educational experiences, benefiting all students, including those from diverse and underserved backgrounds.	$541,664.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Improved Pupil Outcomes for Students with Disabilities (SWD) TUSD will continue to provide a rigorous and appropriate academic program for all students with disabilities to prepare them for college and career opportunities. By 2026-27, the TUSD SWD student group will: Increase proficiency in English by 3% annually as measured by local assessments Increase students making growth annually in grades 3-8, and 11 in ELA, MATH, and SCIENCE on the CAASPP and CAA by 3% annually Increase the CA Dashboard Grad Rate of the SWD Student Group by 1% annually	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Strong achievement for all special education students continues to be a priority for Tustin Unified School District. Tustin will continue to provide a rigorous and appropriate academic program for all students with disabilities to prepare them for college and career opportunities.

Tustin Unified has an SWD population of 13.5% or 2,911 students. On the 2024 CA Dashboard, the SWD student group was rated at Very Low performance level for English Language Arts and 73 points below standard compared to the ALL students group at 28.3 points above standard. Additionally, the SWD student group was rated at Low Performance for Mathematics and 95.6 points below standard compared to the ALL students group at 0.4 above standard. Due to this performance gap, TUSD believes implementing inclusion strategies to support SWD will begin closing this performance gap and supporting all students in progressing toward state standards.

Inclusion is paramount as it ensures equal educational opportunities and fosters a sense of belonging for all students, including those with special education needs. The Tustin Unified School District recognizes the significance of this principle and remains committed to achieving success for every student.

To uphold this commitment, the district has dedicated inclusion staff who play a pivotal role in supporting and facilitating an inclusive

education environment. These highly trained professionals work collaboratively with teachers, administrators, and families to ensure that students with disabilities receive the necessary support to thrive academically, socially, and emotionally.

The inclusion staff employs a multifaceted approach to bolster student achievement. They provide specialized instructional strategies tailored to individual student needs, offering differentiated instruction, accommodations, and modifications as required. Through ongoing collaboration with general education teachers, they promote inclusive practices within the classroom, fostering an environment where all students can learn from and support one another.

A few of the actions outlined in Goal 4 are:

- Special Education Inclusion Coordinator
- Inclusion Para Educators and SAI Para Educators
- Increased Specialized Academic Instructor Supports
- UDL and Inclusive Practice Coach/Teacher on Special Assignment

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	SBAC ELA Performance as Measured by % Met and Exceeded Standard and Distance From Standard	22-23 ELA CAASPP Results % Met or Exceeded Standard All students: 60.19% ALL Distance from standard: 23.8 points Above standard Students with Disabilities: 22.21% SWD Distance from standard: 74.4 points Below standard DISTANCE FROM STANDARD (dfs)	23-24 ELA CAASPP Results % Met or Exceeded Standard All students: 61.39% ALL Distance from standard: 28.3 points Above standard Students with Disabilities: 23.66% SWD Distance from standard:		Maintain or increase Students with Disabilities % Met or Exceed Standard by .3% annually. Maintain or increase Students with Disabilities Student Group at the LEA and for each school by 1 DFS points annually.	22-23 vs 23-24 ELA CAASPP Results % Met or Exceeded Standard All students: +1.2% ALL Distance from standard: +4.5 points Above standard Students with Disabilities: +1.45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Beswick ES SWD -106.4 dfs Loma Vista ES SWD -76.4 dfs Utt MS SWD -101.7 dfs Beckman HS SWD -64.9 dfs Tustin HS SWD -101.1 dfs Sycamore Magnet K-8 SWD -137.3 dfs	73.0 points Below standard DISTANCE FROM STANDARD (dfs) Beswick ES SWD - 85.2 below dfs Loma Vista ES SWD - 102.5 below dfs Utt MS SWD - 91.4 below dfs Beckman HS SWD - 49.9 below dfs Tustin HS SWD - 76.6 below dfs Sycamore Magnet K-8 SWD - 131.1 below dfs			SWD Distance from standard: -1.4 points Below standard Beswick ES SWD - improved 21.2 points dfs Loma Vista ES SWD - declined 26.1 points dfs Utt MS SWD - improved 10.3 points dfs Beckman HS SWD - improved 15.0 points dfs Tustin HS SWD - improved 24.5 points dfs Sycamore Magnet K-8 SWD - improved 6.2 points dfs
4.2	SBAC MATH Performance as Measured by % Met and Exceeded Standard and Distance From Standard	22-23 MATH CAASPP Results % Met or Exceeded Standard	23-24 MATH CAASPP Results % Met or Exceeded Standard		Maintain or increase Students with Disabilities % Met or Exceed Standard by .3% annually.	22-23 vs. 23-24 MATH CAASPP Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students: 49.44% All Distance from standard: 7.6 points below standard Students with Disabilities: 18.43% SWD Distance from standard: 101.6 points below standard DISTANCE FROM STANDARD (dfs) Columbus Tustin MS SWD -174.6 dfs Beckman HS SWD - 153.5 dfs Tustin HS SWD -208.9 dfs	All students: 52.16% All Distance from standard: 0.4 points above standard Students with Disabilities: 19.80% SWD Distance from standard: 95.6 points below standard DISTANCE FROM STANDARD (dfs) Columbus Tustin MS SWD - 158.9 below dfs Beckman HS SWD - 144.9 below dfs Tustin HS SWD - 177.6 below dfs		Maintain or increase Students with Disabilities Student Group at the LEA and for each school by 1 DFS points annually.	% Met or Exceeded Standard All students: +2.72% All Distance from standard: +7.2 points Students with Disabilities: +1.37% SWD Distance from standard: +6 points Columbus Tustin MS SWD - improved 15.7 points dfs Beckman HS SWD - improved 8.6 points dfs Tustin HS SWD - improved 31.3 points dfs
4.3	SBAC CAST Performance as Measured by % Met and	22-23 Science Test results	23-24 Science Test results		Maintain or increase Students with Disabilities % Met or Exceed	22-23 vs 23-24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Exceeded Standard and Distance From Standard	% Met or Exceeded Standard Students with Disabilities: 12.88%	% Met or Exceeded Standard Students with Disabilities: 14.44% 2024 CA Dashboard All Students: -3.7 dfs SWD: -23.6 dfs		Standard by .3% annually.	% Met or Exceeded Standard Students with Disabilities: 1.56%
4.4	Overall Percentage of Students Meeting or Exceeding State Alternate Assessments in ELA	22-23 Alternate ELA Test results 14.47% Met Level 3 Understanding	23-24 Alternate ELA Test results 13.97% Met Level 3 Understanding		Maintain or increase student % of student performance at Met Level 3 Understanding on the Alternate ELA Test by .3% annually for the next 3 years.	22-23 vs 23-24 Alternate ELA Test results -0.5% Met Level 3 Understanding
4.5	Overall Percentage of Students Meeting or Exceeding State Alternate Assessments in MATH	22-23 Alternate MATH Test results 11.95% Met Level 3 Understanding	23-24 Alternate MATH Test results 8.15% Met Level 3 Understanding		Maintain or increase student % of student performance at Met Level 3 Understanding on the Alternate MATH Test by .3% annually for the next 3 years.	22-23 vs 23-24 Alternate MATH Test results -3.8% Met Level 3 Understanding
4.6	Overall Percentage of Students Meeting or Exceeding	22-23 Alternate Science Test results	23-24 Alternate Science Test results		Maintain or increase student % of student	22-23 vs 23-24 Alternate Science Test results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Alternate Assessments in SCIENCE	14.29% Met Level 3 Understanding	15.69% Met Level 3 Understanding		performance at Met Level 3 Understanding on the Alternate SCIENCE Test by .3% annually for the next 3 years.	+1.4% Met Level 3 Understanding
4.7	STAR Reading Assessment	Spring 2024 Overall Performance Level MOY SWD Grades 3-5 Level 4 - 19.5% Level 3 - 15.2% Level 2 - 15.6% Level 1 - 49.7% SWD Grades 6-8 Level 4 - 11.9% Level 3 - 18.1% Level 2 - 24.0% Level 1 - 46.1%	Spring 2025 Overall Performance Level MOY SWD Grades 3-5 Level 4 - 15.5% Level 3 - 15.5% Level 2 - 15.3% Level 1 - 53.7% SWD Grades 6-8 Level 4 - 4.5% Level 3 - 17.6% Level 2 - 21.8% Level 1 - 56.2%		SWD students in grades 3-8 will continue to make growth towards goals and progress towards grade level standards by increasing % of students performing at Level 4 by .3% annually for the next 3 years.	Spring 2024 vs 2025 Overall Performance Level MOY SWD Grades 3-5 Level 4: -4.0% Level 3: +0.3% Level 2: -.03% Level 1: +4.0% SWD Grades 6-8 Level 4: -7.4% Level 3: -0.5% Level 2: -2.2% Level 1: +10.1%
4.8	STAR Math Assessment	Spring 2024 Overall Performance Level MOY SWD Grades 3-5 Level 4 - 19.3% Level 3 - 14.2% Level 2 - 22.0% Level 1 - 44.5% SWD Grades 6-8 Level 4 - 9.5% Level 3 - 11.6%	Spring 2025 Overall Performance Level MOY SWD Grades 3-5 Level 4 - 19.9% Level 3 - 13.8% Level 2 - 17.7% Level 1 - 48.6% SWD Grades 6-8 Level 4 - 7.5%		SWD students in grades 3-8 will continue to make growth towards goals and progress towards grade level standards by increasing % of students performing at Level 4 by .3% annually for the next 3 years.	Spring 2024 vs 2025 Overall Performance Level MOY SWD Grades 3-5 Level 4: +0.6% Level 3: -0.4% Level 2: -4.3% Level 1: +4.1% SWD Grades 6-8 Level 4: -2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 2 - 16.7% Level 1 - 62.2%	Level 3 - 7.6% Level 2 - 16.0% Level 1 - 68.9%			Level 3: -4.0% Level 2: -0.7% Level 1: +6.7%
4.9	Least Restrictive Environment	The District received updated LRE data for the 2022-23 school year (most recent data set from CDE). The District met and nearly met LRE statewide targets related to the percentage of time students with disabilities are in school with typical peers during their school day for students with disabilities in grades K-12. The three data targets and outcomes for grades K-12 are as follows: LRE Regular Class 80% or more: The statewide target required more than 62% of students with disabilities in a general education class with typical peers for 80% or more of the school day, and Tustin met the target with 66.53% of	The District received updated LRE data for the 2023-24 school year (most recent data set from CDE). The District met and met LRE statewide targets related to the percentage of time students with disabilities are in school with typical peers during their school day for students with disabilities in grades K-12. The three data targets and outcomes for grades K-12 are as follows: LRE Regular Class 80% or more: The statewide target required more than 62% of students with disabilities in		The three data targets and outcomes for grades K-12 are as follows: LRE Regular Class 80% or more. Goal: Maintain or increase goal by .5% annually for the next 3 years. LRE Regular Class less than 40%: Tustin nearly met the target with 16.66% of students with disabilities away from typical peers for 40% (or less than 40%) of the school day. Goal: Make growth by .5% annually or met target in the next 3 years. LRE Separate Schools:	Difference from Baseline: The District met LRE statewide targets related to the percentage of time students with disabilities are in school with typical peers during their school day for students with disabilities in grades K-12. The three data targets and outcomes for grades K-12 are as follows: LRE Regular Class 80% or more: Decline of .57%, but TUSD still met the statewide target. LRE Regular Class less than 40%: Increased by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students with disabilities in grades K-12 with typical peers for 80% or more of their school day. LRE Regular Class less than 40%: The statewide target required less than 16.5% of students with disabilities away from typical peers for 40% (or less than 40%) of the school day. Tustin nearly met the target with 16.66% of students with disabilities away from typical peers for 40% (or less than 40%) of the school day. LRE Separate Schools: The statewide target required less than 3.0% of students with disabilities attending a separate school away from typical peers. Tustin met the target with 1.04% of students with disabilities attending a separate school away from typical peers.	a general education class with typical peers for 80% or more of the school day, and Tustin met the target with 65.96% of students with disabilities in grades K-12 with typical peers for 80% or more of their school day. LRE Regular Class less than 40%: The statewide target required less than 16.5% of students with disabilities away from typical peers for 40% (or less than 40%) of the school day. Tustin nearly met the target with 17.44% of students with disabilities away from typical peers for 40% (or less than 40%) of the school day. LRE Separate Schools: The statewide target		Goal: Maintain or make growth by .5% annually for the next 3 years. The targets for pre-school age students (ages 3 and 4) are as follows: a. A minimum of 41% of students with disabilities ages three and four must be in a general education early childhood learning program with typical peers. TUSD did not meet this target, with only 13.82% of students with disabilities ages three through four in a general education early childhood learning program with typical peers. Goal: Maintain or increase by .5% annually for the next 3 years.	.78%, not meeting statewide targets. LRE Separate Schools: +.87% increase. For the 2023-24 school year, the targets for pre-school age students (ages 3 and 4) are as follows: a. A minimum of 45% of students with disabilities ages three and four must be in a general education early childhood learning program with typical peers. -.93% decline b. Less than 27% of students with disabilities ages three and four can attend an early childhood learning program separated from typical peers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		For the 2022-23 school year, the targets for pre-school age students (ages 3 and 4) are as follows: a. A minimum of 41% of students with disabilities ages three and four must be in a general education early childhood learning program with typical peers. TUSD did not meet this target, with only 13.82% of students with disabilities ages three through four in a general education early childhood learning program with typical peers. b. Less than 31% of students with disabilities ages three and four can attend an early childhood learning program separated from typical peers. TUSD did not meet this target. 63.18% of students with disabilities ages three and four	required less than 3.0% of students with disabilities attending a separate school away from typical peers. Tustin met the target with 1.91% of students with disabilities attending a separate school away from typical peers. For the 2023-24 school year, the targets for pre-school age students (ages 3 and 4) are as follows: a. A minimum of 45% of students with disabilities ages three and four must be in a general education early childhood learning program with typical peers. TUSD did not meet this target, with only 12.89% of students with		b. Less than 31% of students with disabilities ages three and four can attend an early childhood learning program separated from typical peers. TUSD did not meet this target. 63.18% of students with disabilities ages three and four attend an early childhood learning program separated from typical peers. Goal: Maintain or decrease by .5% annually for the next 3 years. c. Less than 3.5% of students with disabilities ages three and four can receive their special education services in the home. TUSD met this target with 1.32% of students with	-8.03 decline, which brings TUSD close to Statewide Targets c. Less than 3.5% of students with disabilities ages three and four can receive their special education services in the home. -.8% Decline, which is an improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		attend an early childhood learning program separated from typical peers. c. Less than 3.5% of students with disabilities ages three and four can receive their special education services in the home. TUSD met this target with 1.32% of students with disabilities ages three and four receiving special education services in the home.	disabilities ages three through four in a general education early childhood learning program with typical peers. b. Less than 27% of students with disabilities ages three and four can attend an early childhood learning program separated from typical peers. TUSD did not meet this target. 55.15% of students with disabilities ages three and four attend an early childhood learning program separated from typical peers. c. Less than 3.5% of students with disabilities ages three and four can receive their special education services in the home. TUSD met this target with .52% of students with disabilities ages three and		disabilities ages three and four receiving special education services in the home. Goal: Maintain or increase by .5% annually for the next 3 years.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			four receiving special education services in the home.			
4.10	California Dashboard Cohort Graduation Rate	2022-23 (2023 Dashboard) Students with Disabilities: 79.5%	2023-24 (2024 Dashboard) Students with Disabilities: 85.6%		Maintain prior years rate or increase the percent of students with disabilities cohort graduation rate annually by .3% annually.	22-23 vs 23-24 CA Dashboard Students with Disabilities: +6.1%

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.

Under Goal 4, there were actions fully implemented, and actions that did not come to fruition due to various factors. Actions implemented: 4.1 Special Education Inclusion Coordinator, 4.2 Inclusion Para Educators, 4.4 Professional Learning for Certificated and Classified Staff. The Action not implemented is Action 4.5, Teachers on Special Assignment for Inclusion and UDL.

Challenges: The team was not able to find the right personnel to carry out the goals and objectives of this role.

Successes: The special education team, with the support of the Special Education Inclusion Coordinator, developed systems for inclusive support and implementation across grade levels.

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

The Action not implemented is Action 4.5, Teachers on Special Assignment for Inclusion and UDL. The team was not able to find the right personnel to carry out the goals and objectives of this role. Below are explanations of material differences between the budgeted and estimated actuals:

4.2 -$204,625.00 - This action was not implemented.
4.3 -$50,000.00 - This action was not implemented.
4.4 -$155,888.00 - This action was not implemented.

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

The Tustin Unified School District has made significant and effective progress toward the goal of fostering an inclusive and equitable learning environment, as outlined in Goal 4. The district's targeted actions—centered on increasing inclusive practices and specialized support—have proven impactful in promoting student achievement and access to the general education curriculum for students with disabilities.

Special Education Inclusion Coordinator
The addition of a dedicated Special Education Inclusion Coordinator has been highly effective in guiding the implementation of inclusive models across school sites. Through structured coaching cycles, inclusive scheduling support, and staff development, the coordinator has helped schools increase the percentage of students with IEPs served in general education settings. Internal data shows that *data pending*% of students with disabilities were included in general education classrooms for 80% or more of the day, a marked improvement from *data pending*% the prior year.

Inclusion and SAI Paraeducators
The hiring of additional Inclusion Paraeducators and Specialized Academic Instruction (SAI) Paraeducators has led to increased instructional support for students with IEPs. This has resulted in more consistent access to accommodations and reduced time out of the general education setting. Teacher feedback and site administrator surveys reflect improved classroom management, stronger student engagement, and enhanced support for differentiated instruction.

Increased SAI Teacher Supports
With increased SAI teacher staffing, schools have been able to reduce caseload sizes, provide more frequent push-in support, and implement co-teaching models more effectively. This shift has supported the district’s broader Universal Design for Learning (UDL) efforts and has resulted in more equitable access to grade-level content for students with disabilities.

UDL and Inclusive Practices TOSA
This action was not implemented, however, the LEA has continued this action with the intention to develop a co-teaching model in support of expanding and supporting inclusive practices.

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.

For the 2025-26 LCAP, no changes made to the planned goal, metrics, target outcomes, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Special Education Support Certificated Staff	Students to be Served: Program is primarily directed toward Students with Disabilities, but other students may benefit. Scope of Services: LEA-wide Location(s): All Schools The following instructional and support staff will be staffed to support strong achievement for all special education students: • Special Education Inclusion Coordinator to support access to a broad course of study • Increase Engagement for Students with Disabilities • Highly Qualified Staff Professional Development Opportunities • Targeted Support Tools and Supplemental Programs for Students with Disabilities Action directly addresses the needs of student groups identified as low-performing (Red) at the district and school levels.	$241,405.00	No
4.2	Special Education Classified Support Staff	Students to be Served: This program is primarily directed towards Students with Disabilities, but other students may benefit. Scope of Services: LEA-wide Location(s): All Schools The following instructional and support staff will be staffed to support strong achievement for all special education students:	$127,054.00	No

Action #	Title	Description	Total Funds	Contributing
		• Inclusion Para Educators to support students and classrooms in implementing inclusion best practices Action directly addresses the needs of student groups identified as low-performing (Red) at the district and school levels.		
4.3	Increase Opportunity and Access for Students with Disabilities	Students to be Served: This program is primarily directed towards Students with Disabilities, but other students may benefit. Scope of Services: LEA-wide Location(s): All Schools Increase Opportunity and Access for Students with Disabilities through the implementation of the following: -New pathways to earning diplomas -Credit recovery platforms This action is in response to Differentiated Assistance (Student Achievement and Graduation Rate for SWD Student Group). Action also directly addresses the needs of student groups identified as low-performing (Red) at the district and school levels. No LCFF Funding required for this action.		No
4.4	4.4 Professional Learning for Certificated and Classified Staff	Students to be Served: This program is primarily directed towards Students with Disabilities, but other students may benefit. Scope of Services: LEA-wide Location(s): All Schools	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Develop alignment between general education and special education systems, curriculum and instruction, and instructional practices through the implementation of professional learning opportunities. • Professional development and Data Analysis focusing on SWD achievement monitoring • Professional Learning Communities focused on Inclusive and UDL Practices • Professional Learning for Middle and High School Counselors on best practices to support students with executive functioning development • Train Specialized Academic Instruction Teachers (SAIs) on strategies to support students on assessments (local, state) • Implement ongoing Achievement Teams PLC Models at all schools, and include Special Education Instructional Staff (TK-12, by Grade Level or Department) This action is in response to Differentiated Assistance (Student Achievement and Graduation Rate for SWD Student Group). Action also directly addresses the needs of student groups identified as low-performing (Red) at the district and school levels.		
4.5	Instructional Teacher on Special Assignment in Support of Tier 1, UDL, and Inclusive Practices	Students to be Served: This program is primarily directed towards Students with Disabilities, but other students may benefit. Scope of Services: LEA-wide Location(s): All Schools In order to develop alignment between general education and special education systems,the following staff will provide ongoing support and coaching to teachers on curriculum and instruction, UDL Strategies, best practices for Inclusive education, and how to best support a student with	$359,893.00	Yes

Action #	Title	Description	Total Funds	Contributing
		an IEP. • UDL and Inclusive Practices TOSA to support the implementation of effective Tier 1 instruction, UDL, and inclusive practices Action directly addresses the needs of student groups identified as low-performing (Red) at the district and school levels.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Multilingual Learner Supports Supporting the growth and development of multilingual learners is crucial for creating an inclusive and equitable educational environment. By developing programs and support systems that increase access to quality education for multilingual learners, we ensure that all students have the opportunity to succeed. These increased and supplemental supports not only focus on language acquisition but also on providing culturally responsive instruction and support services that address the unique needs of multilingual learners. By doing so, we promote academic achievement while celebrating linguistic and cultural diversity, preparing students to thrive in an increasingly interconnected world. Providing adequate support for multilingual learners is essential for closing achievement gaps and fostering a learning environment where every student feels valued and empowered to reach their full potential. By 2026-27 English learner (EL) students in grades K–12: • Increase proficiency in Reading by 3% annually as measured by local assessments By 2026-27 English learner (EL) students in grades 3-8, and–11: • Decrease Distance from Standards for EL student group by 3% annually • Increase the percent of English learner students in grades 3–8 and 11 meeting or exceeding standard in ELA by 3%	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The goal of supporting the growth and development of multilingual learners is of paramount importance to Tustin Unified, as evidenced growth and achievement data of our English Learners (ELs) student group. According to recent data, ELs make up a significant portion of the student population within the district, with approximately 17% of students identified as English Learners.

Given this sizable demographic, it is imperative that Tustin Unified develops focused programs and support systems to ensure the academic success of multilingual learners. By providing access to quality education, culturally responsive instruction, and support services tailored to the unique needs of ELs, Tustin Unified not only fosters academic achievement but also promotes equity and inclusivity within the district. Furthermore, investing in the growth and development of multilingual learners not only benefits the students themselves but also contributes to the overall strength and diversity of the Tustin Unified community.

Below is an overview of English Learner growth and performance on the 2022 and 2023 CA Dashboard compared to 2024 CA Dashboard, as well as current local literacy and math growth data:

CAASPP English Language Arts assessment
2022 All students distance from standard: 20.4 points Above standard and 59.14% Met/Exceeding standard
2023 All students distance from standard: 23.8 points Above standard and 60.19% Met/Exceeding standard
2024 All students distance from standard: 28.3 points Above standard and 61.39% Met/Exceeding standard

2022 English Learners distance from standard: 56.4 points Below standard and 13.72% Met/Exceeding standard
2023 English Learners distance from standard: 53.3 points Below standard and 13.44% Met/Exceeding standard
2024 English Learners distance from standard: 73.0 points Below standard and 23.66% Met/Exceeding standard

CAASPP Mathematics assessment
2022 All students distance from standard: 11.6 points Below standard and 47.67% Met/Exceeding standard
2023 All students distance from standard: 7.6 points Below standard and 49.44% Met/Exceeding standard
2024 All students distance from standard: 0.4 points Above standard and 52.16% Met/Exceeding standard

2022 English Learners distance from standard: 84.7 points Below standard and 11.47% Met/Exceeding standard
2023 English Learners distance from standard: 84.9 points Below standard and 12.42% Met/Exceeding standard
2024 English Learners distance from standard: 95.6 points Below standard and 19.80% Met/Exceeding standard

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard English Learner Progress	The baseline for this metric is being set using data from the 2023 Dashboard. Number of EL students: 2,952 53.3% - ELs making progress toward English language proficiency Beswick ES 40.1% making progress 12.8% decline from 21/22 Myford ES 40.0% making progress 16.3% decline from 21/22	2024 Dashboard Number of EL students: 2,672 46.6% - ELs making progress toward English language proficiency NEW BASELINE Number of LTEL students: 41.8% - LTELs making progress toward English language proficiency Beswick ES - now Green 45.2% making progress 5.1% increase from 22/23 Myford ES - now Blue 69.4% making progress 29.4% increase from 22/23		LEA Increase % of ELs making progress toward English language proficiency by .5% annually. Increase % of LTELs making progress toward English language proficiency by .5% annually. Beswick and Myford Increase % of ELs making progress toward English language proficiency by .5% annually.	When comparing the 2023 Dashboard to 2024: TUSD EL students showed a decline in progress of 6.7%. This is mostly dude in part to a district reorganization of the reclassification process. Beswick ES increased 5.1% and now has a Green indicator on the current dashboard. Myford ES increased 29.4% and now has a Blue indicator on the current dashboard.
5.2	CA Dashboard English Learner Progress Indicator for Summative	The baseline for this metric is being set using data from the 2023 Dashboard.	2024 Dashboard ELPI		For ELPI based on Summative ELPAC, make growth for EL's	When comparing the 2023 Dashboard to 2024:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELPAC and Summative Alternate ELPAC	ELPI 47.8% - ELs who Progressed at least one ELPI level Summative Alternate ELPAC 25.4% - ELs who Progressed at least one ELPI level	44.1% - ELs who Progressed at least one ELPI level Summative Alternate ELPAC 35.6% - ELs who Progressed at least one ELPI level		who progressed at least one ELPI level from baseline data by 1% annually. For ELPI based on Summative Alternate ELPAC, make growth for EL's who progressed at lease one ELPI level from baseline data by .5% annually.	EL students making progress at least one ELPI level on the ELPAC decreased 3.7%. This is mostly dude in part to a district reorganization of the reclassification process. Special Education students taking the Alternative ELPAC reflected a 10.2% increase.
5.3	4 Year Cohort Graduation Rate	The baseline for this metric is being set using data from the 2023 Dashboard. % Students graduated All students - 95.7% EL students - 90.6%	2024 Dashboard % Students graduated All students - 95.5% EL students - 90.2% NEW BASELINE LTEL students - 92.5%		Maintain or make growth from baseline data by 1.0 p.pts annually for All students, EL, and LTEL students.	When comparing the 4 year cohort graduation rate for EL students from the 2023 Dashboard to 2024: In comparison to All Students grad rate decline of 0.2%, the EL Students grad rates had a similar marginal decline of 0.4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	SBAC ELA Distance from Standard	The baseline for this metric is being set using 2022-23 Data. New data will be available for the 2023-24 school year following SBAC Administration in the Spring of 2024. 2023 Baseline All students distance from standard: 23.8 points Above standard English Learners distance from standard: 53.3 points Below standard Current EL - distance from standard: 90.3 points Below standard Recently Reclassified EL - distance from standard: 48.0 points Above standard DISTANCE FROM STANDARD (dfs) Loma Vista ES EL -76.2 dfs Hewes MS	SBAC Spring of 2024 All students distance from standard: 28.3 points Above standard English Learners distance from standard: 49.1 points Below standard Current EL - distance from standard: 95.3 points Below standard Recently Reclassified EL - distance from standard: 37.4 points Above standard DISTANCE FROM STANDARD (dfs)		Increase DFS by 3 points annually. Above goal is for LEA, LEA Student groups, Schools, and School Student Groups listed in Metric.	When comparing EL students ELA Distance from Standard from 2023 to 2024: All Students distance from standard: improved 4.5 points English Learner distance from standard: improved 4.2 points Current EL distance from standard: decreased 5.0 points Recently Reclassified distance from standard decreased 10.6 points Loma Vista ES declined 26.3 points dfs Hewes MS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL -86.4 dfs Utt MS EL -76.6 dfs	Loma Vista ES EL - 102.5 dfs Hewes MS EL - 78.3 dfs Utt MS EL - 58.7 dfs			improved 8.1 points dfs Utt MS improved 17.9 points dfs
5.5	SBAC Math Distance from Standard	The baseline for this metric is being set using 2022-23 Data. New data will be available for the 2023-24 school year following SBAC Administration in the Spring of 2024. 2023 Baseline All students distance from standard: 7.6 points Below standard English Learners distance from standard: 84.9 points Below standard Current EL - distance from standard: 120.9 points Below standard Recently Reclassified EL - distance from	SBAC Spring of 2024 All students distance from standard: 0.4 points Above standard English Learners distance from standard: 76.7 points Below standard Current EL - 116.6 distance from standard: points Below standard Recently Reclassified EL - distance from		Increase DFS by 3 points annually. Above goal is for LEA, LEA Student groups, Schools, and School Student Groups listed in Metric.	2023 Baseline vs. 2024 All students distance from standard: increase 8.0 points English Learners distance from standard: improved 8.2 points Current EL distance from standard: improved 4.3 points Recently Reclassified EL distance from standard: decreased 11.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard: 13.3 points Above standard DISTANCE FROM STANDARD Hewes MS EL -127.6 dfs Utt MS EL -123.7 dfs Sycamore Magnet K-8 EL -141.3 dfs	standard: 1.4 points Above standard DISTANCE FROM STANDARD Hewes MS EL - 102.3 dfs Utt MS EL - 108.0 dfs Sycamore Magnet K-8 EL - 132.0 dfs			Hewes MS improved 25.3 points dfs Utt MS improved 15.7 points dfs Sycamore Magnet K-8 improved 9.3 points dfs
5.6	LEA Reclassification Rate	The baseline for this metric is being set using 2022-23 Data from DataQuest based on CALPADS Fall 1 submission data. 22-23 Students Redesignated FEP*: 8% *23-24 ELPAC Data TBD	23-24 Student Redesignated FEP 12.5% 24-25 Data TBD		Make growth by .5% annually from baseline data.	22-23 vs 23-24 Student Redesignated FEP +4.5% 24-25 Data TBD
5.7	DELAC Participation	DELAC Participation 2023-24 had 30 DELAC representatives, with	DELAC Participation 2024-25 had 30 DELAC		Maintain or increase DELAC representatives or members	Maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		one identified for each school.	representatives, with one identified for each school.		attending by 1% annually.	
5.8	CA Dashboard CCI Indicator for English Learner Student Group	The baseline for this metric is being set using data from the 2023 Dashboard. % Percent Prepared All Students: 60.0% English Learners: 20.2%	2024 Dashboard % Percent Prepared All Students: 62.4% English Learners: 19.4%		Increase English learner % prepared by .3% annually.	2023 vs 2024 CA Dashboard -2.4%

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.

Tustin Unified School District (TUSD) has prioritized the academic success and well-being of multilingual learners through a strategic and equity-driven approach. With English Learners (ELs) comprising approximately 17% of the student population, our efforts have focused on expanding access to high-quality instruction, culturally responsive practices, and targeted language development support.

TUSD successfully implemented a range of planned actions to support multilingual learners, including:

-Expansion of designated and integrated ELD (English Language Development) instruction across all grade levels.
-Ongoing professional development for teachers and administrators on culturally and linguistically responsive pedagogy.
-Strengthening data monitoring systems to track EL progress and inform instruction.
-Increased support for site-based EL coordinators and instructional coaches.

While most planned actions were implemented as intended, adjustments were made based on real-time needs and stakeholder feedback. For example, while initial plans focused on standardizing integrated ELD strategies across all content areas, implementation varied slightly across sites due to differences in staffing capacity and instructional schedules. As a result, additional support and coaching were provided to build site-specific capacity, driven by student needs.

Some of the key challenges encountered included:

-Staffing limitations in fully executing consistent ELD support across all schools.
-Variability in implementation of integrated ELD strategies and ELD standards, requiring differentiated professional development.
-Balancing reclassification rigor with support, ensuring that students are not reclassified prematurely while still accelerating their access to core curriculum.

Successes and Impact

-Despite these challenges, TUSD experienced significant growth in English Learner outcomes:
-ELA CAASPP scores for ELs increased from 13.44% Met/Exceeded in 2022–23 to 23.66% in 2023–24.
-Math CAASPP scores improved from 12.42% to 19.80% in the same period.
-44.11% of ELs demonstrated measurable progress on the English Language Proficiency Indicator (ELPI).
-The district achieved a 12.5% reclassification rate in 2023–24, reflecting both language development and readiness for academic success in English-only settings.

These gains underscore the effectiveness of the district's targeted investments and strategic shifts, especially in the areas of professional learning, instructional support, and progress monitoring. Furthermore, they highlight the success of a districtwide commitment to equity and excellence for multilingual learners.

The implementation of multilingual learner supports in Tustin Unified has led to measurable improvements in student achievement and language development. While some planned actions required adaptation, the district remained responsive and focused on continuous improvement. These efforts not only support the academic success of multilingual learners but also strengthen the overall inclusivity and cultural richness of the TUSD community.

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.

For Goal 5, the differences between Budgeted Expenditures and Estimated Actual Expenditures was largely due to hiring and retention of highly qualified classified and certificated staff for the programs at our schools. The budgeted expenditures for 2024-25 was $ 2,831,961.00 , and the estimated actuals are
$ 2,740,897.00. This difference is mainly due to difficulties with staffing.

5.1 -$32,571.00 - Increase in cost of staff salary and benefits.
5.2 $15,604.00 - Transition in personnel that causes a gap in salary and benefits.
5.3 -$75,678.00 - Increase in cost of staff salary and benefits.
5.6 -$19,998.00 - Anticipated cost of stipends for EL site leads came in lower than budgeted.

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

Tustin Unified School District remains committed to supporting the academic growth and language development of multilingual learners. While there was a slight decline in some performance metrics compared to the previous year, this shift is largely due to the implementation of a more rigorous and aligned reclassification process. This updated system ensures that students reclassified as fluent English proficient are fully prepared for academic success in English-only settings.

In 2024–25, TUSD achieved a reclassification rate of 12.5%, indicating that a significant number of English Learners demonstrated readiness to transition out of EL services. As a result of this progress, the remaining EL population now includes a higher concentration of students who require more intensive language and academic support, including Long-Term English Learners (LTELs) and students not making adequate progress.

While growth was still evident on local assessments and through reclassification, ELA CAASPP scores for English Learners declined slightly from the previous year, with 23.66% meeting or exceeding standards in 2023–24, down from 24.38% in 2022–23. In mathematics, 19.80% of ELs met or exceeded standards in 2023–24, a small decrease from 20.11% in the prior year. Additionally, 44.11% of ELs made progress on the English Language Proficiency Indicator (ELPI), demonstrating continued momentum in language development. This shift can be attributed to the shifting student population, which includes an increase in newcomers or immigrant students at the beginning of their proficiency levels.

In response to these shifts, TUSD has refined its focus to ensure greater access and targeted support for ELs not making adequate progress, including LTELs. Key strategies include:

Enhanced intervention systems informed by ELPI and formative data to identify and address specific learning gaps.

Professional development focused on meeting the needs of LTELs and accelerating progress for students with persistent language development challenges.

Expanded, integrated, and designated ELD supports, particularly in content areas at the secondary level.

Although slight declines were observed in some areas, these data points reflect the impact of a higher reclassification rate and a shifting EL student profile. Tustin Unified remains focused on continuous improvement, ensuring that every multilingual learner, especially those furthest from reclassification, receives the support needed to succeed academically and thrive in an inclusive, equitable learning environment.

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

Based on reflection and analysis of implementation and outcomes from the 2024–25 school year, Tustin Unified School District is maintaining its overarching goal of supporting the academic growth and language development of multilingual learners. The existing metrics and target outcomes remain unchanged, as they continue to align with district priorities and student needs.

However, for the 2025–26 school year, the district is making a strategic enhancement to its planned actions by increasing support for newcomer English Learners. Specifically, TUSD will be expanding Newcomer Classes and adding Newcomer Paraeducators at targeted school sites. This adjustment is in response to the growing number of newly arrived English Learners entering the district, as well as the need to provide more structured, differentiated support during the critical early stages of language acquisition.

These additional resources aim to accelerate access to foundational English skills, improve engagement, and support a smoother transition into the U.S. school system for our newcomer population, ultimately contributing to stronger academic outcomes and long-term success.

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	5.1 Newcomer Classes	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: English Learners Scope of Services: LEA-wide Location(s): Location at various Elementary sites, Middle School, and comprehensive High School. Provide Newcomer programs at the elementary, middle, and high school levels to support English learners who have been in the US for less than 12 months. Academic support will provide a successful transition into English-only courses, and focus on developing English language development in an academic setting. Classes will have a fully credentialed teacher and a support aide(s) based on total number of enrolled students.	$983,443.00	Yes
5.2	5.2 Services and Supports for English Learners	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: English Learners	$930,715.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Scope of Services: LEA-wide Location(s): All Sites In support of student and family engagement, provide services and supports to English Learner families through the Office of Language Acquisition Staff. Services include interpreters, sign language, translation of district and school documents. Actions under this goal include: -Staffing of OLA Center Employees to support English Learners -Costs for interpretation, sign language, and translation services		
5.3	5.3 Increase District and Site Supports and Services for Unduplicated students, English Learners and Redesignated English Learners	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards English Learners Scope of Services: LEA-wide Location(s): All Schools District and Site Supplemental funds to increase support efforts for Multilingual learners. These supports include supplemental funding to improve the programs, staff to increase services and supports, increased practices and access to student achievement data, and a district social worker to connect English Learners to supports and Services. This action is primarily serving English Learners, but other student groups may benefit.	$1,164,665.00	Yes
5.4	Long Term English Learner Access to Broad Course of	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement		No

Action #	Title	Description	Total Funds	Contributing
	Study through Language Support Classes - High School ELDAS and Middle School AVID Language Development	Students to be Served: Program primarily directed towards Long Term English Learners Scope of Services: LEA-wide Location(s): Secondary Schools English Learner (EL) students will benefit significantly from ELDAS and Middle School AVID courses/classes designed to help students meet the English language standards. By aligning instructional practices with the California English Development Standards and Framework, EL students will receive targeted support that addresses their language acquisition needs while also accessing grade-level content. This approach ensures that EL students not only develop their English language proficiency but also have equitable access to the curriculum. With the support of specialized instruction and differentiated strategies, EL students will be better equipped to engage in learning, participate actively in the classroom, and achieve academic success. Overall, these courses with integrated instructional practices create an environment where EL students can thrive academically, develop language skills, and reach their full potential. English Learner (EL) students will benefit significantly from ELDAS and Middle School AVID courses/classes designed to help students meet the English language standards. By aligning instructional practices with the California English Development Standards and Framework, EL students will receive targeted support that addresses their language acquisition needs while also accessing grade-level content. This approach ensures that EL students not only develop their English language proficiency but also have equitable access to the curriculum. With the support of specialized instruction and differentiated strategies, English Learner (EL) students are better equipped to engage in learning, participate actively in the classroom, and achieve academic success (Cummins, 2008; Genesee, Lindholm-Leary, Saunders, & Christian, 2006). Overall, these courses designed for LTEL students with integrated		

Action #	Title	Description	Total Funds	Contributing
		instructional practices create an environment where EL students can thrive academically, develop language skills, and reach their full potential. 5.1, 5.2 ,5.3, 5.4, 5.5, 5.6, 5.7, 5.8 No LCFF funding is required for this action.		
5.5	Comprehensive Data Analysis and Monitoring of Unduplicated Pupil Progress	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards Designated and Redesignated English Learners Scope of Services: LEA-wide Location(s): All Schools Dashboard Indicators indicate that there are disparities in Grad Rate, Academic Performance, and CCI for unduplicated pupils. Specifically, our EL student group performed at 28.1 pts Below Standard on the Academic ELA Indicator. Due to the specific language and linguistic needs of EL students, it is important for all teaching staff to engage in learning about the root causes of our EL studnets' academic achievement disparities. A data-driven Professional Learning Community (PLC) is crucial for English Learner (EL) and Long-Term English Learner (LTEL) students, as it facilitates targeted interventions and evidence-based instructional strategies, significantly enhancing their language development and academic achievement (Vaughn et al., 2014). At all TUSD schools, administrators, teacher leaders, and teachers will engage in the review of student growth data, which includes targeted data reviews for unduplicated student groups. Metrics: 5.1, 5.2,5.3, 5.4, 5.5, 5.6, 5.7, 5.8	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		No LCFF funding is required for this action.		
5.6	English Learner Support Site Leads	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards Designated and Redesignated English Learners Scope of Services: LEA-wide Location(s): All Schools As indicated by our 2023 CA Dashboard, our English Learner students have shown growth in Academic Indicators and ELPI scores; nevertheless, they still demonstrate lower performance in ELA and Math when compared to their non-EL peers and the All Student group. Teachers serving as instructional site leads will play a crucial role in supporting professional learning and providing targeted support for English learner (EL) students within Tustin Unified School District at each individual school site. These instructional site leads will be responsible for facilitating professional development sessions, coordinating instructional support for EL students, and ensuring that the above-mentioned supports are effectively implemented and sustained throughout the academic year. As instructional site leads, these teachers will collaborate with administrators, instructional coaches, and other staff members to develop and deliver targeted professional learning opportunities focused on best practices for supporting EL students. They will also serve as mentors to their fellow educators, providing guidance, resources, and ongoing support to ensure that instructional practices are aligned with the needs of EL students.	$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
		By leveraging the expertise of instructional site leads, TUSD can ensure that the work of supporting EL students is targeted, ongoing, and effectively integrated into the fabric of each school site's instructional program. Research has shown that teacher leadership roles, such as instructional site leads, can significantly impact professional development and instructional quality for students (Harris & Muijs, 2005). Metrics: 5.1, 5.2 ,5.3, 5.4, 5.5, 5.6, 5.7, 5.8		
5.7	Multilingual Learner Teachers on Special Assignment	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: Program primarily directed towards Designated and Redesignated English Learners Scope of Services: LEA-wide Location(s): All Schools Multilingual TOSAs will improve academic outcomes for Multilingual Learners (MLs) by providing professional development and coaching on inclusive practices, the California English Development Framework, and co-teaching models. They will ensure that instructional practices are aligned with grade-level standards and coherent across all content areas, supporting MLs' academic growth and language development. By expanding the implementation of the California English Development Standards and offering targeted professional development on differentiation strategies, teachers will be better equipped to meet the diverse needs of MLs and ensure their full participation and success in the classroom.	$181,695.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Equity Multiplier Focus Goal The Equity Multiplier goal for Hillview Continuation School is that all student groups whose performance is in the red: All students, Hispanic, English Learners and SED, will improve by the 2026-27 school year through the implementation of the actions identified within the Equity Multiplier focus goal. Within 3 years Hillview Continuation High School will: • Reduce chronic absenteeism by 3% annually by implementing actions that promote relationships and student connectedness • Increase Graduation Rate by 1% annually by increasing supports and services that engage students in strategies to meet graduation requirements • Increase the percentage of participation for families of English learners, low-income students, foster youth, and students experiencing homelessness in school-wide engagement activities and events that promote student access to resources and supports needed to succeed academically. • Increase the percentage of students making growth by 1 performance level in reading as measured by Local Assessments	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

TUSD has been allocated Equity Multiplier funds for Hillview Continuation School. The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Under California Education Code (EC) 42238.024, Equity Multiplier funding is required to be used to provide evidence-based services and support for students at these school sites. LEAs are also required to document the efforts to improve outcomes for students at these schools beginning with the 2024–25 Local Control and Accountability Plan (LCAP).

The goal was developed to address unduplicated student needs and all student groups in the red at Hillview Continuation School.

The Educational Services Department met with the Administration at Hillview High School to discuss implementing and using the Equity Multiplier Funds. A root cause and data study session was conducted with the team to develop actions that will best serve the identified needs. The Hillview team then discussed plans with their School Site Council and gathered feedback from their school site council towards actions planned under the Equity Multiplier funds.

In collaboration with the Hillview team's educational partners, metrics were reviewed and discussed, and actions to be implemented through the EM funds were planned. During the discussion, stakeholders provided feedback on the increased needs of students to ensure they are engaged in learning, attending school, having access to college-going programs and opportunities, and interventions to remediate towards graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CA DataQuest Indicator Chronic Absenteeism	Baseline data from 2022-23 (2023 Dashboard) All Students Rate: 16.8% Hillview HS Rate: 75.4%	2023-24 (2024 Dashboard) All Students Rate: 9.9% Hillview HS Rate: 72.1%		Maintain or decline from baseline data by 1% annually for Equity Multiplier Schools: Hillview HS.	When comparing the CA DataQuest Chronic Absenteeism rates between 2023 to 2024, the difference from the baseline is as follows: 2023 vs. 2024 All Student Rate: improved by a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						9.9% decline in chronically absent students. Hillview HS Rate: improved by a 3.3% decline in chronically absent students. For the 2024 CA DataQuest Indicator on Chronic Absenteeism, the Hillview percentage of chronically absent students did not decrease as significantly as the All Student rate for TUSD. However, the data still reflects a positive trend toward improvement.
6.2	CA Dashboard Indicator Graduation Rate	Baseline data from 2022-23 (2023 Dashboard) All Students Graduation Rate: 95.7% Hillview HS Graduation Rate: 86.8%	2023-24 (2024 Dashboard) All Students Graduation Rate: 95.5%		Maintain or increase from baseline data by 1% annually for Equity Multiplier Schools: Hillview HS.	When comparing the CA Dashboard between 2023 to 2024, the difference from the baseline is as follows:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hillview HS Graduation Rate: 81.8%			2023 vs. 2024 All TUSD Student Graduation Rate: declined 0.2%. Hillview HS Graduation Rate: declined 5.0%.
6.3	CA Dashboard Indicator CCI	% of Students Prepared ALL 1.1% EL 0% SED 0% HI 1.4%	% of Students Prepared in 2024: ALL 0% EL 0% SED 0% HI 0%		Increase % of students prepared annually by 1%.	When comparing the Hillview CA Dashboard between 2023 to 2024, the difference from the baseline is as follows: 2023 vs. 2024 All students: declined 1.1% EL: remained the same at 0% SED: remained the same at 0% HI: remained the same at 0% Hillview is working with the TUSD College and Career Coordinator to create attainable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						pathways and courses for students at Hillview.
6.4	CA Dashboard Indicator CAASPP ELA	The baseline for this metric is being set using 2022-23 Data. New data will be available for the 2023-24 school year following SBAC Administration in the Spring of 2024. 22-23 CAASPP English Language Arts State Assessment Hillview HS students distance from standard: 69.3 points below - Hillview HS students DFS	23-24 CAASPP English Language Arts State Assessment Hillview HS All students distance from standard: 88.7 points below Hillview EL students distance from standard: 104.6 points below standard Hillview Hispanic students distance from standard: 88.0 points below Hillview SED students distance from standard: 93.4 points below		Increase baseline data by 1pt. DFS annually for the next 3 years for Equity Multiplier Schools: Hillview HS.	When comparing the CA Dashboard for Hillview between 2023 to 2024, the difference from the baseline is as follows: 2023 vs. 2024 Distance from standard: All students: 19.4 points decline EL: 1.6 points decline Hispanic: 16.8 points decline SED: 21.5 points decline
6.5	CA Dashboard Indicator CAASPP MATH DFS	The baseline for this metric is being set using 2022-23 Data. New data will be available for the 2023-24 school year following SBAC	23-24 CAASPP - Met or Exceeded Standard Mathematics State Assessment		Increase baseline data by 1pt. DFS annually for the next 3 years for Equity Multiplier Schools: Hillview	When comparing the CA Dashboard for Hillview between 2023 to 2024, the difference from the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Administration in the Spring of 2024. 22-23 CAASPP - Met or Exceeded Standard Mathematics State Assessment Hillview HS students distance from standard: 193.6 points below - Hillview HS students DFS Hillview Hispanic students Met/Exceeding Standard - 194.3 points below Hillview SED students Met/Exceeding Standard - 192.5 points below	Hillview HS All students distance from standard: 202.7 points below Hillview EL students distance from standard: 217.4 points below standard Hillview Hispanic students distance from standard: 201.2 points below Hillview SED students distance from standard: 205.7 points below		HS, Hispanic student group, and SED student group.	baseline is as follows: 2023 vs. 2024 Distance from standard: All students: 9.1 points decline EL: 3.7 points increase Hispanic: 6.8 points decline SED: 13.1 points decline
6.6	Average GPA of Enrolled Students	2023-24 Baseline Data 10th Grade - 1.88 11th Grade - 1.85 12th Grade - 2.52	2024-25 Baseline Data 10th Grade - results pending 11th Grade - results pending 12th Grade - results pending		Increase average GPA of enrolled students by .02 points at each grade annually.	Evaluation pending 24/25 final grades.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.7	Credits Completed by Enrolled Students	Credits Completed by Grade 10th Grade - 791.5 11th Grade - 2,181 12th Grade - 2,833	2024-25 Credits Completed by Grade 10th Grade - results pending 11th Grade - results pending 12th Grade - results pending		For Credits completed by enrolled students, maintain or make growth from baseline annually by 1%.	Evaluation pending 24/25 final credits posted.
6.8	Local Reading and Math Assessment Data	No Current Data. Baseline data will be collected Fall 2024.	STAR Reading BOY Level 4 - 1.3% Level 3 - 20.8% Level 2 - 33.8% Level 1 - 44.2% EOY Level 4 - 3.3% Level 3 - 10.9% Level 2 - 32.6% Level 1 - 53.3% STAR Math BOY Level 4 - 0.7% Level 3 - 0% Level 2 - 3.6% Level 1 - 95.7% EOY Level 4 - 1.8% Level 3 - 1.2% Level 2 - 3.7% Level 1 - 93.3%		For the local reading and math assessments, maintain or make growth from baseline annually by 1%.	When comparing BOY data to EOY data: Reading: Level 4: +2.0% Level 3: -9.9% Level 2: -1.2% Level 1: +9.1% Math: Level 4: +1.1% Level 3: +1.2% Level 2: +0.1% Level 1: -2.4% Our local data reflects the same trends in our state indicators, showing a need for further development and attention to ELA and Reading.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.9	Parent Attendance/Engagement at School-wide Events	2023-24 Baseline Data Fall/Spring Conference Attendance by Parents 82.5%	2024-25 Data Fall/Spring Conference Attendance by Parents 72%		Maintain or increase parent engagement at school-wide events from baseline annually by 1%.	When comparing 23/24 parent conference attendance to 24/25 attendance: Hillview saw a decline in participation. This may have to do with the active involvement and consistent lines of communication that have been established with our counseling and support staff and students and parents. More daily interactions results in less need for a formal semester conference.
6.10	Counseling Sessions Provided to Students	A total of 263 counseling sessions have been provided to Hillview Students.	2024-25 as of 05/12/2025 A total of 445 counseling sessions have been provided to Hillview Students. (Session include: 504, attendance, behavior, college/career,		Maintain prior years counseling sessions or increase sessions by .5% annually.	When comparing 23/24 counseling data to 24/25 counseling data: Hillview counseling staff met with over 400 students in the 24/25 school year. This reflects a 69.2% year-over-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			conflict resolution, consultation, mental health, social emotional, and other misc. *Academic support session excluded and listed below) Academic support sessions = 1394			year growth in support services from 23/24 to 24/25.
6.11	Rate of Completion of Student Senior Portfolios, an Evidence Based Culmination of Student Work	2023-24 Baseline Data 100% Completion	2024-25 Data 100% Completion		Maintain the rate of completion of Senior Portfolios at 100% .	100% of Hillview students continue to complete their senior portfolios and participate in student exit interview panels.
6.12	Educator Equity SARC Data Monitoring for Schools Identified for Equity Multiplier	2022-23 Educator Equity SARC Data Avg. Student/Teacher ratio is 18.5:1 Ineffective/ Misassigned Teachers is 0% Inexperienced Teachers is 9.09%	2023-24 Educator Equity SARC Data Avg. Student/Teacher ratio is 19.25:1 Ineffective/ Misassigned Teachers is pending CDE data release. Inexperienced Teachers is pending CDE data release.		Avg. Student/Teacher ratio maintained. Ineffective/ Misassigned Teachers is 0% maintained annually. Inexperienced Teachers will decline by .5% annually for the next 3 years.	When comparing 2023 Educator Equity data to 2024: The average student/teacher ration is slightly higher by 1 student. Ineffective/Misassigned and Inexperienced teacher data has not been released yet for the 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						school year. But, based on our staffing rosters, there should be little to no change to any of these areas.

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.

Hillview Continuation School has actively implemented the Equity Multiplier Focus Goal to address performance gaps among key student groups. The planned actions—targeting chronic absenteeism, graduation rates, family engagement, academic achievement, and social-emotional support—have largely been implemented as intended, with both progress and challenges observed.

While the school has made meaningful strides in several areas, including student support services and ELA performance, challenges persist in absenteeism, math achievement, graduation rates, and family engagement. Continuous refinement of implementation strategies and targeted interventions is critical for meeting Equity Multiplier goals by 2026–27.

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 estimated actuals.

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

The action implemented was the hiring of an additional full time counselor and full time MTSS TOSA to support supplemental and intervention programs to increase achievement, access, and to build a bridge between the comprehensive high school and local community colleges.

Below is a reflection of the monitored metrics:

Chronic Absenteeism: While chronic absenteeism declined from 75.4% to 72.1%, the rate remains significantly high, indicating partial success. Continued emphasis on relationship-building is necessary.

Graduation Rate: The graduation rate decreased slightly from 86.8% to 81.8%, diverging from the goal of annual 1% improvement. This presents a key challenge and highlights the need for enhanced academic support and re-engagement strategies.

Academic Progress: English Language Arts scores improved notably (DFS from -88.7 to -69.3), but Mathematics scores declined (DFS worsened to -202.7), requiring focused intervention. Local assessments showed minimal progress, with some regression in reading levels, despite targeted efforts.

Student Support Services: Counseling sessions increased significantly (from 263 to 445), reflecting a successful expansion of socio-emotional and behavioral support.

Family Engagement: Parent attendance at conferences declined from 82.5% to 72%, contrary to goals, identifying a need for renewed outreach strategies.

Other Metrics: The school maintained 100% senior portfolio completion and increased student credit accumulation and average GPA slightly, in line with targets. Teacher equity metrics remained stable.

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.

The progress indicates that the actions were effective in impacting student learning. However, due to decreased allocations for the 2025-26 school year, Hillview Continuation will no longer fund the MTSS TOSA position and only fund the full time counselor.

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
6.1	Full Time Student Engagement and Intervention Teacher on Special Assignment	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: All Students Scope of Services: Site Specific Location(s): Hillview Continuation School	$158,070.00	No

Action #	Title	Description	Total Funds	Contributing
		As a continuation school, the identified needs of the students require additional time, focus, and attention above and beyond. As evidenced on the CA Dashboard, Hillview has a great academic disparity of proficiency for students enrolled with 0% of students who Met or Exceeded on the CAASPP Math. The Engagement and Intervention Teacher on Special Assignment will analyze root causes, determine strategies with the school team, and oversee the implementation of the programs/strategies to support students. Educational research indicates that instructional support staff enhances student learning by ensuring that instructional materials and teaching strategies align with current educational standards and best practices, which have been shown to enhance student achievement and engagement (Glatthorn, Boschee, Whitehead, & Boschee, 2018). The TOSA will work closely with teachers to provide job-embedded professional development, model effective instructional practices, and support the implementation of research-based strategies to meet the diverse needs of students, including English learners. They collaborate with teachers to analyze student data, identify areas for growth, and develop targeted interventions to support struggling students. The instructional TOSA will primarily focus on servicing unduplicated pupils, but other pupils may benefit. Equity Multipler funds will be used for this action. Metric(s) to Monitor Effectiveness: Metrics 6.1 - 6.12		
6.2	Full Time Counselor	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement Students to be Served: All Students Scope of Services: Site Specific Location(s): Hillview Continuation School	$176,453.00	No

Action #	Title	Description	Total Funds	Contributing
		As a continuation school, the identified needs of the students require additional time, focus, and attention which is above and beyond. DA Dashboard 2023 indicates that student engagement is a critical focus for Hillview, as evidenced by the Chronic Absenteeism (75.4%) and Grad Rate (86.5%) indicators. Students attending a continuation high school and Unduplicated students, which include English learners, foster youth, and low-income students, share similar needs. Both groups often face significant academic challenges and require additional support to succeed. They benefit from tailored instructional strategies, personalized learning plans, and access to resources such as counseling and tutoring. Socio-emotional support is crucial for both groups, as they may experience higher levels of stress and instability. Programs designed to foster engagement, resilience, and a sense of community are essential in helping them achieve their educational goals. Research demonstrates that counselors play a crucial role in helping continuation high school students by providing targeted academic, career, and personal guidance, which significantly improves their academic performance, graduation rates, and post-secondary success (Reimer and Cash, 2003). Counselors provide academic, social-emotional, and college and career readiness support to all students, with a particular focus on those facing academic, social, or emotional challenges. They work collaboratively with teachers, administrators, and families to identify students in need of additional support, develop individualized plans to address their needs and connect them with appropriate resources and services. The counselor will primarily focus on servicing unduplicated pupils, but other pupils may benefit. Equity Multipler funds will be used for this action. Metric(s) to Monitor Effectiveness: Metrics 6.1 - 6.12		

Action #	Title	Description	Total Funds	Contributing

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
$24,948,096.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.350%	0.000%	$0.00	10.350%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** 1.1 AVID Program **Need:** Historically, unduplicated pupils have had disproportionate outcomes in Grad Rate, CCI Completers, and students meeting a-g requirements. Among unduplicated students and their peers who do not face the same	Research shows that the AVID (Advancement Via Individual Determination) program benefits unduplicated students—such as those who are economically disadvantaged, English learners, and foster youth—by providing structured support systems, including rigorous academic training, mentorship, and skill-building activities, which significantly increase their college readiness and academic performance (Watt, Huerta, & Alkan, 2012).	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17,

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
	factors. Increased instructional support for unduplicated students. Based on CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school level. This action will directly support DA, ATSI schools, and any student groups identified as low-performing. **Scope:** LEA-wide	AVID will be implemented at all Middle and High Schools with hopes to close the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. AVID courses will continue to be offered at all middle and high schools based on the percent of FRLP, EL, and Foster Youth. Middle schools expanded the implementation of AVID Excel to support EL students in reading and writing skills. (Tutors).	
1.2	**Action:** 1.2 AVID TOSA **Need:** Students need the AVID (Advancement Via Individual Determination) program because it provides essential academic and social support through structured tutorials, college-readiness activities, and skill-building in areas such as critical thinking, organization, and time management, which collectively enhance their ability to succeed in rigorous coursework and pursue higher education opportunities. Based on CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school level. This action will directly support DA, ATSI schools, and any student groups identified as low-performing.	AVID programs continue to be offered at all middle and high schools based on the percent of FRLP, EL, and Foster Youth. Middle schools expanded the implementation of AVID Excel to support EL students in reading and writing skills. The addition of an AVID TOSA will support program coordination and implementation, as well as student and parent engagement. Having an AVID coordinator will ensure the effective implementation and sustainability of the AVID program by providing leadership, organizing professional development for teachers, and facilitating data-driven decision-making, which together enhance the overall academic performance and college readiness of students (Watt, Huerta, & Lozano, 2007).	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17

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		
1.3	**Action:** 1.3 Curriculum, Instruction, and Intervention Teachers on Special Assignment **Need:** Based on CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school level. This action will directly support DA, ATSI schools, and any student groups identified as low-performing. Students need high-quality teachers who can design and implement effective Tier 1 instruction and support. Instructional support, coaching, and professional development will lead to increased academic success of unduplicated pupils. **Scope:** LEA-wide	Curriculum and intervention teacher leads are important because they play a critical role in enhancing instructional quality and student outcomes by providing specialized expertise, supporting the implementation of evidence-based practices, and facilitating targeted interventions for struggling students, leading to improved academic achievement (Bean, Swan Dagen, Ippolito, & Kern, 2018). The Teachers on Special Assignment will support district-wide efforts to develop curricular systems, tools, and resources for K-12 instructional staff to increase the success of all students. TOSAs will also work closely with site-based teachers and paraprofessionals to plan and provide direct intervention services to at-risk students. These services will be primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17
1.4	**Action:** 1.4 Highly Qualified Interventionist to Lead Intervention Programs and Strategies **Need:** Based on CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school level, specifically the academic indicators in ELA and Math had great	Math and Literacy Specialist Teachers (MLS) and Middle School Research indicates that intervention lead teachers support the achievement of struggling students by implementing targeted instructional strategies, providing individualized support, and using data-driven approaches to address specific learning gaps, which collectively contribute to significant improvements in student performance (Vaughn, Wanzek, Woodruff, & Linan-Thompson, 2007).	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10

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
	disparities. This action will directly support DA, ATSI schools, and any student groups identified as low-performing. Increased academic supports for schools who serve high levels of unduplicated and at-risk student populations will strengthen the instructional programs that students engage in. **Scope:** LEA-wide	The MLS and MAST teachers will support with fidelity such as research-based intervention programs, tutoring, and professional development on supplemental materials, designed to address gaps in student learning for all unduplicated student groups including English learners, students in foster youth, and students experiencing low income.	
1.5	**Action:** 1.5 Secondary Intervention Coordinator **Need:** Based on CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school level. This action will directly support DA, ATSI schools, and any student groups identified as low-performing, but specifically for unduplicated pupils. In order to overcome learning gaps, students need instructional staff to focus on addressing unfinished learning and implementing targeted interventions aimed at increasing credit completion and the successful completion of learning pathways for all students. This position will primarily benefit English learners, foster youth, and low-income students in receiving on-time support in order to close the achievement and resource gaps.	A secondary intervention coordinator can help with graduate success by coordinating targeted support programs, facilitating early identification of at-risk students, and implementing evidence-based interventions, all of which have been shown to significantly improve graduation rates and post-secondary outcomes (Dynarski et al., 2008) The key responsibilities of the Intervention Coordinator include: -Coordinating district-wide intervention efforts to address unfinished learning and support credit completion. -Collaborating with the Educational Services team to identify and implement evidence-based interventions. -Offering professional development opportunities to instructional staff through Learning Series and other training initiatives. -Providing support and guidance to instructional staff in the implementation of interventions to meet the diverse needs of students.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17

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	The systems and practices implemented by the Intervention Coordinator will help improve secondary graduation rates, increase access to educational opportunities, and enhance College and Career Indicator (CCI) outcomes for all students in the district.	
1.6	**Action:** 1.6 PSAT Assessments **Need:** A goal of TUSD is to expand college and career readiness efforts by providing additional support in areas that support students in making growth towards college and career readiness. Based on the CA Dashboard, unduplicated students received a low performance level on CCI. **Scope:** LEA-wide	Students need access to the PSAT (Preliminary SAT) because it serves as an important preparatory tool for the SAT, providing valuable practice in standardized testing formats and content, identifying areas for academic improvement, and offering opportunities for scholarship consideration and college readiness planning (College Board, n.d.). This action provides free PSAT exams for all interested students to ensure that students, principally those from low-income backgrounds, can access college going opportunities.	1.17
1.7	**Action:** 1.7 Access to AP Test and Language Test for State Seal of Biliteracy **Need:** Based on CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school level. Specifically, the CCI Indicator and local a-g completer data. This action will directly support DA, ATSI schools, and any student groups identified as low-performing.	This action will support the expansion of college and career readiness efforts by providing additional support for Advanced Placement (AP) and State Seal of Biliteracy courses and exams. The funds will help pay for nearly the entire cost of exam fees. This action benefits unduplicated pupils who have historically lacked access to college-level courses due to financial barriers. Access to AP courses and earning the State Seal of Biliteracy have been shown to benefit underserved students by expanding their	1.13, 1.14

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
	Offering AP tests supports the needs of unduplicated pupils by providing rigorous academic opportunities that can enhance their college readiness, increase their access to advanced coursework, and potentially earn them college credit, thereby leveling the playing field and promoting equitable educational outcomes **Scope:** LEA-wide	academic opportunities, improving college readiness, and promoting cultural and linguistic proficiency (Californians Together, 2018).	
1.8	**Action:** 1.8 Professional Development and Continuity of Learning Itinerant Roving Teachers **Need:** Based on CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school level. Specifically, the ELA, Math, and ELPI indicators. This action will directly support DA, ATSI schools, and any student groups identified as low-performing. Students need access to high quality instructional programs and effective teaching strategies to increase content access and engagement. This action will provide opportunities for instructional staff to engage in ongoing learning to improve teaching and learning. **Scope:**	The hiring of roving PD substitutes will allow schools to release teachers for cycles of ongoing professional development which focus on rigorous curriculum design, the implementation of the best first instruction, and the ongoing assessment and monitoring of student growth for our unduplicated pupil groups, particularly those identified through DA and ATSI. Instructional release time for Professional Learning is important for teachers and students because it allows educators dedicated time to collaborate, analyze student data, share best practices, and design targeted interventions, which collectively lead to improved instructional quality and student achievement (DuFour, Eaker, & Many, 2010).	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15

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
	LEA-wide		
1.9	**Action:** Highly Effective Leaders, Teachers, and Staff Professional Learning Opportunities **Need:** Based on the CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school levels. Unduplicated pupils often have greater academic needs due to factors such as interrupted schooling, language barriers, limited access to educational resources, and socio-economic challenges, all of which can impact their ability to achieve academic success (California Department of Education, 2020). TUSD strives to continually build the capacity of all staff to demonstrate best practices, cultural proficiency, empathy, and care that will enable them to provide student-centered and responsive service to our District's unduplicated students, including English learners, foster youth, and low-income students. Research shows that when educators are trained in cultural proficiency and responsive teaching practices, it significantly benefits unduplicated students by addressing their unique needs and barriers to learning (Ladson-Billings, 1995). The skills and strategies developed during professional learning opportunities will transfer into supporting all students in our classrooms.	Professional development is crucial for all instructional staff as it enhances teaching effectiveness, improves student outcomes, and keeps educators abreast of current research and best practices in education (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). TUSD continue to implement a strategic professional development system with various pathways and an accountability system will offer professional learning opportunities that support the goals for student achievement and equitable access to high-quality learning for all students, empowering them as active global citizens and enabling them to pursue college and career paths aligned with their interests and needs.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17

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
	However, unduplicated students stand to gain the most from these targeted efforts as they directly address the specific challenges these students face, ultimately leading to improved academic outcomes and equity in education (Gay, 2000; Hammond, 2015). **Scope:** LEA-wide		
2.1	**Action:** 2.1 Targeted Parent and Student Engagement (Community Liaisons) **Need:** Engaging families of underserved communities and schools is critical to student achievement. Our unduplicated students continue to perform at lower achievement levels on State and Local Indicators. Engaging families from underserved communities and schools is crucial for enhancing student achievement. Unduplicated students have historically performed at lower levels on State and Local Indicators, and boosting their and their families' involvement in the educational community will expand access to resources and support academic success. **Scope:** Schoolwide	Community liaisons support Title 1 schools by fostering positive relationships between schools and families, promoting family engagement, and connecting students and families with community resources, which collectively enhance academic achievement and school success (National Education Association, n.d.). The continuation of Community Liaison to support Title 1 school efforts will be critical to improving ongoing engagement and achievement. Our Title 1 Family Survey indicates growth of engagement at our Title 1 schools, and the continued implementation of this strategy will ensure continuity of supports.	2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 2.12
2.2	**Action:**	The research underscores the importance of mental wellness for unduplicated pupils, as it	2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2.2 Social Emotional Learning and Student Wellness **Need:** Based on the CA Dashboard 2023, our unduplicated student groups received low performance on many indicators at the LEA and school levels, and research shows that wellness and mental health are linked to student achievement. In 2022-23 California Healthy Kids Survey Data showed a decline in student connectedness to school, with greater declines at our Title 1 Schools. For example, at one Title 1 school, only 48% of students responded TRUE to, "There is a teacher or some other adult from my school...who really cares about me" compared to 60% of students district-wide who responded TRUE. This action will address this need so all students can feel connected and supported. However, the impact is especially significant for unduplicated students, who frequently lack access to mental health and socio-emotional support outside of school, making in-school resources critical to their overall well-being and academic success (Anderson-Butcher et al., 2010; Taylor et al., 2017). By focusing on these supports, TUSD aims to create a more inclusive and effective learning environment for all, with unduplicated students reaping the most substantial benefits.	positively correlates with improved academic performance, attendance, and overall well-being, crucial for equitable educational outcomes (Kataoka et al., 2012). Supporting students with additional resources like mental health professionals and counselors for social-emotional health, as well as academic support, leads to increased student achievement. Research indicates that providing these resources is particularly beneficial for unduplicated students, who often experience higher levels of stress and trauma that can impede their academic progress (Cholewa et al., 2014; Brunzell et al., 2016). The implementation of this action will include: Continuation of Mental Health Providers: By continuing to provide mental health services, students will have access to support and resources to address their social-emotional needs, enabling them to better focus on their academic success. Addition of Social Worker for Village of Hope feeder schools: Introducing a social worker specifically for Village of Hope feeder schools will ensure that students in these areas receive targeted support, helping them to navigate challenges and obstacles that may impede their academic progress. Offering CareSolace (Addiction Program): By providing access to CareSolace, an addiction program, students struggling with addiction will	

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	receive the support they need to overcome their challenges and focus on their academic goals. Increasing engagement of students and families through District Wellness and Challenge Success: Engaging students and families in wellness programs and initiatives like Challenge Success will foster a supportive school environment that promotes student well-being and academic success. Developing site/teacher capacity to provide instruction and support around students: By enhancing the capacity of school sites and teachers to provide targeted instruction and support tailored to students' individual needs, we can ensure that students receive the academic support necessary to excel in their studies. This personalized approach will address the diverse learning needs of students, ultimately leading to increased achievement outcomes.	
2.3	**Action:** 2.3 Increased Counselors and Behaviors Supports **Need:** Unduplicated students, such as English learners, foster youth, and low-income students, often face additional challenges that can impact their academic success and well-being, the additional supports increase student access and engagement to the instructional day. At one of our high-impact elementary Title 1 sites with 91% unduplicated students, the	Research demonstrates that counselors play a pivotal role in supporting unduplicated students by providing crucial academic, social-emotional, and college readiness guidance, which significantly enhances their educational attainment and post-secondary success (Morgan, S., et al., 2013). Here's how increased counselors will serve unduplicated students: Individualized Support: Additional counselors can provide individualized support to unduplicated students, offering guidance on academic planning,	2.1, 2.4, 2.8, 2.9, 2.10, 2.11, 2.12

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
	counseling team provided over 2,000 sessions alone for 454 students enrolled. That is nearly 4 sessions per student enrolled compared to a non-title 1 site with 23% unduplicated with the same enrollment that provided 156 sessions. Additionally, our 2022-23 California Healthy Kids Survey Data showed a decline in student connectedness to school. This action will address this need so all students can feel connected and supported, primarily targeting unduplicated pupils. Increasing the number of counselors at high schools can significantly benefit unduplicated students by providing them with personalized support and resources tailored to their unique needs. Adding an elementary COSA will support the oversight of our district-wide PBSS support personnel and PBIS systems. **Scope:** Schoolwide	college and career exploration, and personal development. Emotional and Mental Health Support: Counselors can offer emotional and mental health support to unduplicated students, helping them navigate challenges such as stress, anxiety, and trauma that may affect their academic performance and overall well-being. Access to Resources: Counselors can connect unduplicated students with resources and services both within the school and in the community, such as tutoring, mentoring, mental health services, food assistance programs, and financial aid resources. Advocacy and Empowerment: Counselors can advocate for unduplicated students, ensuring that they have access to equitable opportunities and resources. They can also empower students to advocate for themselves and their needs within the school community. College and Career Readiness: Counselors can support unduplicated students in exploring post-secondary education and career options, assisting with college applications, financial aid forms, and career planning. Crisis Intervention: Counselors can provide crisis intervention and support to unduplicated students experiencing personal or family crises, ensuring they receive the assistance they need to remain focused on their academic goals.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** 2.4 Professional Development through Learning Series and Professional Learning Communities to Enhance Standards Implementation **Need:** Our 2023 CA Dashboard data indicates that there continue to be disparities in academic performance, graduation rates, suspension rates, and College/Career Indicator (CCI) for our unduplicated student groups. TUSD aims to address the specific needs of unduplicated students by fostering cultural competence, equitable instruction, and targeted academic support. These efforts not only benefit all students but are especially impactful for unduplicated pupils, directly addressing their unique challenges and promoting their academic and social-emotional well-being (Hammond, 2015; Brunzell et al., 2016). To address these disparities, TUSD is implementing several key professional development initiatives. Below describes the need for unduplicated pupils: Professional Development for Staff through TUSD-offered Learning Series Focused on CORE Content Areas: This training ensures that teachers are well-equipped to deliver high-quality instruction in essential subjects, which is particularly beneficial for unduplicated	Professional development of teachers addresses diverse needs of unduplicated pupils, including cultural competence, equitable instruction, language development, and enhancing family and community engagement, to support their academic success (Darling-Hammond et al., 2009; National Education Association, n.d.). The supports and services outlined in this action will build the capacity of instructional staff and support staff through the following: • Professional Development for staff through TUSD-offered Learning Series throughout the school year • Achievement Teams and PLC development training for Staff and Administrators implemented during release days or designated banking minutes days • Community Building and Leadership professional development for administrators, which includes conference attendance • Professional Development in Culturally Responsive and Inclusive Education offered as needed • Specialized training in reading for intervention teachers in a specialized reading intervention program (Science of Reading)	1.1,1.2, 1.3, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11

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
	students who may require additional support in foundational academic skills. Achievement Teams and PLC Development Training for Staff and Administrators: By fostering collaboration and data-driven instruction among teachers and administrators, this initiative helps identify and address the specific academic needs of unduplicated students, promoting tailored interventions and support. Professional Development in Culturally Responsive and Inclusive Education: Training teachers in culturally responsive and inclusive education practices helps them better understand and meet the diverse needs of unduplicated students. Research indicates that such approaches can significantly improve engagement and academic outcomes for students from diverse cultural backgrounds (Gay, 2000; Ladson-Billings, 1995). Specialized Training in Reading for Intervention Teachers in a Specialized Reading Intervention Program (Science of Reading): This specialized training equips teachers with effective strategies to support students struggling with reading. For unduplicated students, who often face greater challenges in literacy due to interrupted schooling or language barriers, such targeted intervention is crucial for academic success (García & Kleifgen, 2018).		

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		
2.5	**Action:** 2.5 Alternative to Suspension **Need:** The ATS (Alternative to Suspension) program was launched in August 2019 to provide academic and social skills instruction to students in grades 6-12 who would otherwise be suspended from school. This ensures that students receive necessary reentry counseling and support, as well as targeted behavioral coaching to intervene in undesirable behaviors. On the 2023 CA Dashboard, our unduplicated student groups were at the yellow performance level. The ATS program will be implemented to support growth towards the blue performance level. **Scope:** LEA-wide	Research indicates that Alternative to Suspension programs support students by reducing the negative impact of disciplinary measures on academic achievement and promoting positive behavioral outcomes (Gregory & Weinstein, 2008). Instead of facing suspension, students attend the Alternative to Suspension (ATS) program, located at the Hillview/Tustin Adult School campus. In this program, they are taught by a district office Teacher on Special Assignment (TOSA) and receive counseling support from a Certified Wellness Advocate (CWA) Social Worker or Coordinator of Student Activities (COSA). This allows students to remain engaged in learning while receiving social skills lessons, increasing the likelihood of desired behaviors and re-engagement.	2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9
2.6	**Action:** 2.6 Community School Specialists **Need:** Our unduplicated student groups and Title 1 schools continue to experience learning disparities in all CA Dashboard Indicators. Our unduplicated students and their families need	Community schools and specialists support unduplicated students by providing integrated academic, health, and social services that address the multifaceted needs of students and their families, leading to improved educational outcomes (Dryfoos, 1994; National Education Association, n.d.).	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11

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
	ongoing and targeted engagement in school-wide support in order to increase access to academic programs. Increased community support will increase engagement and student achievement at Title 1 Schools. **Scope:** Schoolwide	Our Community Specialist implement programs that provide comprehensive support to students, families, and communities within the school district. These specialists play a crucial role in fostering collaboration between the school, families, and community organizations to address the various needs of students and ensure their overall success.	
2.7	**Action:** 2.7 Positive Behavior Support Staff **Need:** Although we did not have any students performing the red for Suspensions, our unduplicated student groups along with other student groups have either maintained or increased in suspension on the CA Dashboard Suspension Indicator. Students benefit from education on correct social skills and school behaviors as a preventive measure before resorting to disciplinary actions. **Scope:** Schoolwide	Research shows that behavior support personnel implementing Positive Behavioral Interventions and Supports (PBIS) effectively support student behaviors by creating a positive school climate, teaching and reinforcing expected behaviors, and providing consistent, targeted interventions that reduce disciplinary incidents and improve overall student outcomes (Bradshaw et al., 2008; Horner et al., 2009). These paraprofessionals will provide individualized support, implement positive behavior strategies, and offer personalized assistance to students, leading to increased engagement and improved academic outcomes	1.1,1.2,1.3, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11
3.1	**Action:** Increased Access to School Library and Texts **Need:** CA Dashboard continues to indicate that our unduplicated pupils perform at lower levels than their non unduplicated peers on the Academic ELA indicator. Unduplicated students—those who are English learners,	Increased access to libraries and texts supports learning for unduplicated students by enhancing literacy skills, promoting academic achievement, and narrowing achievement gaps (Neuman & Celano, 2001). In support of increased access and strong literacy development, continue site-level funding for library books and increase SORA digital text access for	1.1, 1.2, 1.3, 1.6, 1.7, 3.6, 3.8

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
	foster youth, or come from low-income backgrounds—require more access to texts to bridge educational gaps and foster academic success. Increased access to diverse and engaging texts can enhance their literacy skills, critical thinking, and overall academic performance. Additionally, exposure to a variety of texts can promote cultural awareness and empathy, empowering these students to connect with different perspectives and narratives. By providing more resources, we can create a more equitable learning environment that suports the unique needs and potentials of unduplicated students. **Scope:** LEA-wide	all students, but primarily our unduplicated student groups.	
3.2	**Action:** Class Size Reduction **Need:** Reducing class sizes increases students' access to direct instruction and meaningful interactions with teachers. English learners, foster youth, and socioeconomically disadvantaged students often benefit from more frequent feedback, clarification, and opportunities for guided practice. In smaller class settings, teachers can more effectively tailor instruction, monitor student progress, and adjust lessons to meet individual learning needs. This focused support helps students stay engaged, participate more actively, and build	Across TUSD, reduction to Elementary, Middle, and High School class sizes will support increased access to instruction for our unduplicated students. Class size reduction can support increased access to best first instruction by facilitating greater teacher-student interaction, promoting personalized learning approaches, and improving overall academic engagement and achievement (Chetty, Friedman, & Rockoff, 2011).	1.1, 1.2, 1.3, 1.6, 1.7, 3.3, 3.4, 3.6, 3.8

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
	stronger academic connections. Increased teacher-student interaction leads to greater classroom participation, stronger relationships, and improved access to content, ultimately supporting better learning outcomes for students who may require additional instructional time and attention. CAASPP ELA ALL 28.3 Points Above Standard FY - 91.4 Point Below Standard EL - 49.1 Points Below Standard SED - 17.9 Points Below Standard **Scope:** LEA-wide		
3.3	**Action:** Kindergarten Para Professionals **Need:** Based on our Local Reading and Early Literacy Assessments, our unduplicated students have made great growth in foundational literacy skills, which is essential to becoming strong readers. Our unduplicated students continue to need increased access to foundational literacy standards at the earliest educational years to help students develop as strong readers, writers, and mathematicians. **Scope:** LEA-wide	Kindergarten para professionals support unduplicated students in early literacy by providing targeted interventions, facilitating small group instruction, and offering personalized support that enhances foundational literacy skills crucial for academic success (National Association for the Education of Young Children, 2009). In TUSD, all kinder classrooms have a paraprofessional, focusing on strong early literacy and math by supporting student engagement and instruction. The additional support staff will increase opportunities for targeted and small-group instruction students for our unduplicated pupils.	1.1, 1.2, 1.3, 1.6, 1.7, 3.8

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
3.4	**Action:** LEA Attendance Secretary **Need:** This action is related to Differentiated Assistance and supports unduplicated students. Unduplicated students, including English learners, foster youth, and low-income students, often face barriers such as unstable housing and lack of transportation that can lead to chronic absenteeism (Chang & Romero, 2008). Dedicated attendance monitoring staff can identify and address these barriers, providing early intervention and connecting families with necessary resources (Balfanz & Byrnes, 2012). By building strong relationships and providing personalized support, attendance staff helps unduplicated students feel connected and engaged with the school community, which supports positive conditions of learning (Sheldon & Epstein, 2004). This targeted support improves attendance rates and enhances academic outcomes, creating a more conducive learning environment for all students (Gottfried, 2010). Attendance staff will directly monitor and support unduplicated students primarily, in addition to homeless and SWD who are chronically absent. This data will be shared	Research underscores the importance of supporting families on attendance concerns because consistent school attendance is strongly correlated with academic achievement and long-term educational success for students (Gottfried, 2010; Hattie, 2009). The LEA Attendance Clerk/Secretary will support re-engagement by supporting students and families of students who are chronically absent or have low engagement. The clerk will focus on connecting with school sites and families to support district re-engagement efforts in order to understand more deeply what conditions for learning need to be considered based on family/student feedback.	3.8

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
	with schools in order to provide timely responses and support on a weekly basis. **Scope:** LEA-wide		
3.5	**Action:** Elementary Teacher PLC Model through Physical Education Program **Need:** The CA Dashboard indicates that our unduplicated pupils at the elementary level continue to face difficulties in ELA, Math, and the ELPI. In order to address student needs, teachers need ongoing opportunities to address their needs and develop action plans for response. During these PLC opportunities, teachers will primarily focus on data analysis of student group performance and design strategies to address the specific needs of English learners, foster youth, homeless, and SED students. While achieving the promotion of health, this action simultaneously increases teacher PLC time to focus on instructional differentiation for unduplicated pupils. **Scope:**	TUSD will be Implementing an elementary physical education (PE) program not only to promote students' physical health but also to provide teachers with valuable time for professional learning and data analysis. Although these practices will benefit all students, the focus will primarily be on our unduplicated student groups through targeted instructional planning and design. A teacher release model for PLCs is important because it provides dedicated time for collaboration, data analysis, and instructional planning, which has been shown to improve teaching practices, student achievement, and school culture (DuFour, Eaker, & Many, 2010). This model enhances teacher collaboration, enables the sharing of best practices, and ensures that instruction is data-driven and aligned with student needs. The benefits are twofold: students receive vital physical education, while teachers have dedicated time for professional development, leading to improved teaching practices and better outcomes for all students. TUSD will be Implementing an elementary physical education (PE) program not only to promote students' physical health but also to	1.1, 1.2, 1.3, 1.6, 1.7, 3.8

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
	LEA-wide	provide teachers with valuable time for professional learning and data analysis. Although these practices will benefit all students, the focus will primarily be on our unduplicated student groups.	
3.6	**Action:** Elementary Music Program focused on Intro to Music in Second Grade **Need:** The CA Dashboard indicates that our unduplicated pupils at the elementary level continue to face difficulties in ELA, Math, and the ELPI. Our unduplicated students need to have access to a broad course of study, allowing them to engage in literacy and mathematics across content areas, increasing real-life application of skills. Additionally, unduplicated students historically enter school with fewer experiences and less background knowledge. Before the implementation of our Elementary Music Program, our Title 1 Schools and Unduplicated students received arts instruction if there was funding or if there was an outside consultant who was hired to provide music education. At best, this instruction was provided by trimester, and not every week. This ensures that all students, regardless of their background or socioeconomic status, have equal opportunities to engage in cultural experiences, develop diverse skill sets, and	Arts instruction supports academics by fostering creativity, critical thinking, and problem-solving skills, which are essential for academic success across various subjects (Deasy, 2002). Out Elementary Music Program enhances student engagement by making learning interactive and enjoyable, which can increase participation and motivation across various subjects. Providing a comprehensive music program ensures that all students, including those who are unduplicated (such as English learners, low-income students, and foster youth), have equal access to enriching educational experiences that support their overall development and academic success.	1.1, 1.2, 1.3, 1.6, 1.7, 3.4, 3.8

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
	improve their academic performance and social-emotional well-being. **Scope:** LEA-wide		
4.5	**Action:** Instructional Teacher on Special Assignment in Support of Tier 1, UDL, and Inclusive Practices **Need:** English learners, foster youth, and socioeconomically disadvantaged students continue to face persistent opportunity and achievement gaps, often exacerbated by instructional approaches that are not responsive to their diverse needs. Many classrooms lack universally designed instructional strategies that proactively support all learners from the outset. This results in increased disengagement, lower academic performance, and underutilization of accommodations or supports. Implementing a Universal Design for Learning (UDL) framework is a research-based, proactive approach to address these inequities. A dedicated UDL TOSA is needed to build teacher capacity to design inclusive lessons, use formative assessment effectively, and implement Tier 1 strategies that reduce the need for reactive interventions. This support is essential for ensuring that all students—especially those furthest from	Universal Design for Learning (UDL) TOSAs (Teachers on Special Assignment) will play a critical role in improving academic outcomes for English learners, foster youth, and socioeconomically disadvantaged students by providing targeted professional development and coaching grounded in Universal Design for Learning principles. These TOSAs will support educators in designing inclusive, flexible instructional environments that proactively address barriers to learning and ensure equitable access to grade-level content. By modeling UDL-aligned practices—such as differentiated instruction, multiple means of engagement, and varied ways for students to show what they know—UDL TOSAs help teachers create classrooms where all students, particularly those historically underserved, can thrive. They will also guide staff in implementing responsive strategies that align with California's equity initiatives and state standards. When teachers are equipped to meet the diverse needs of students through UDL, they are better prepared to engage English learners, foster youth, and low-income students in meaningful learning that promotes academic success and long-term	4.1,4.2,4.3,4.7,4.8

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
	opportunity—have access to high-quality, grade-level instruction that is engaging, meaningful, and tailored to their strengths and needs. CAASPP ELA ALL 28.3 Points Above Standard FY - 91.4 Point Below Standard EL - 49.1 Points Below Standard SED - 17.9 Points Below Standard SWD - 73 Points Below Standard **Scope:** LEA-wide	achievement (CAST, 2018). Citation: CAST (2018). Universal Design for Learning Guidelines version 2.2. http://udlguidelines.cast.org	
5.7	**Action:** Multilingual Learner Teachers on Special Assignment **Need:** As indicated by our 2023 CA Dashboard, our English Learner students have shown growth in Academic Indicators and ELPI scores; nevertheless, they still demonstrate lower performance in ELA and Math when compared to their non-EL peers and the All Student group. **Scope:** LEA-wide	Multilingual TOSAs (Teachers on Special Assignment) will enhance academic outcomes for Multilingual Learners (MLs) through targeted professional development and coaching in inclusive practices, the California English Development Standards, and co-teaching models. They ensure that instructional practices are aligned with grade-level standards and consistent across all subjects, thereby fostering MLs' academic progress and language proficiency. Additionally, they will focus on promoting the widespread adoption of the California English Development Standards and providing focused training on differentiation strategies. When teachers have access to these supports and resources, teachers are better prepared to meet the diverse needs of multilingual learners, ensuring their active engagement and	5.1, 5.2 ,5.3, 5.4, 5.5, 5.6, 5.7, 5.8

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
		achievement in the classroom (California Department of Education, 2020).	

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
5.1	**Action:** 5.1 Newcomer Classes **Need:** With an increase in enrollment of newcomer students with varying backgrounds, academic, social, and cultural needs, the Newcomer Program is specifically designed to support newcomer students in transitioning into our school programs. **Scope:** Limited to Unduplicated Student Group(s)	Newcomer designated classes support newcomer English Learner (EL) students by providing specialized instruction that addresses their linguistic and academic needs, facilitating quicker language acquisition and smoother integration into mainstream academic settings (Short & Boyson, 2012). TUSD will provide Newcomer Programs at the elementary, middle, and high school levels to support English learners who have been in the US for less than 12 months. Academic support will provide a successful transition into English-only courses, and focus on developing English language development in an academic setting. Classes will have a fully credentialed teacher and a support aide(s) based on total number of enrolled students.	5.1, 5.2, 5.3, 5.4, 5.5
5.2	**Action:** 5.2 Services and Supports for English Learners	Engagement In support of student and family engagement, provide services and supports to English Learner families through the Office of Language Acquisition Staff. Services include	5.1, 5.2 ,5.3, 5.4, 5.5, 5.6, 5.7, 5.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: As an LEA, we strive to engage all families in order to increase communication, knowledge and access to district programs, and ensure all families are supported. English Learner families have more difficulty engaging due to the language barriers, and this action directly address the language barrier. Additionally, participation on our annual surveys shows a disparity between EL and non EL families. This action will increase engagement through communication supports and services to families of English learners. **Scope:** Limited to Unduplicated Student Group(s)	interpreters, sign language, translation of district and school documents. Actions under this goal include: -Staffing of OLA Center Employees to support English Learners -Costs for interpretation, sign language, and translation services	
5.3	**Action:** 5.3 Increase District and Site Supports and Services for Unduplicated students, English Learners and Redesignated English Learners **Need:** CA Dashboard indicates that when compared to non EL peers, our EL student group had performance disparities on all indicators. One specific data point is EL students performed 28 pts. below standards in ELA while our all student population performed at 28 pts. above standard. Our EL students and their families need additional resources and support to engage in the school community and access academic support. **Scope:**	Increased funding for English Learner (EL) student support will provide specialized language instruction, bilingual resources, and culturally responsive teaching practices, which are crucial for fostering academic achievement, language proficiency, and overall educational equity (National Education Association, n.d.). The funding also includes the hiring of LEA staff to increase services and support for EL families, increase data practices and access to student achievement data, and a district social worker to connect English Learners to supports and Services. This action is primarily serving English Learners, but other student groups may benefit.	5.1, 5.2 ,5.3, 5.4, 5.5, 5.6, 5.7, 5.8

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

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.

Tustin Unified School District does not receive additional concentration add-on funding.

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

2025-26 Total 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	241,052,865.00	24,948,096.00	10.350%	0.000%	10.350%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$28,240,562.00	$2,857,837.00	$0.00	$70,000.00	$31,168,399.00	$30,249,315.00	$919,084.00

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	1.1 AVID Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle School and High Schools 6-12		$36,230.00	$22,600.00	$58,830.00				$58,830.00	
1	1.2	1.2 AVID TOSA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 6-12		$156,792.00	$0.00	$156,792.00				$156,792.00	
1	1.3	1.3 Curriculum, Instruction, and Intervention Teachers on Special Assignment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Title 1 Schools TK-12		$2,362,310.00	$0.00	$2,362,310.00				$2,362,310.00	
1	1.4	1.4 Highly Qualified Interventionist to Lead Intervention Programs and Strategies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools and Title 1 Secondary Schools		$3,934,109.00	$0.00	$3,934,109.00				$3,934,109.00	
1	1.5	1.5 Secondary Intervention Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12		$204,091.00	$0.00	$204,091.00				$204,091.00	
1	1.6	1.6 PSAT Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: High Schools		$0.00	$30,000.00	$30,000.00				$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	11th Graders									
1	**1.7**	1.7 Access to AP Test and Language Test for State Seal of Biliteracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools 9-12		$0.00	$75,000.00	$75,000.00				$75,000.00	
1	**1.8**	1.8 Professional Development and Continuity of Learning Itinerant Roving Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and High Schools 6-12		$1,082,327.00	$0.00	$1,082,327.00				$1,082,327.00	
1	**1.9**	Highly Effective Leaders, Teachers, and Staff Professional Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,188,324.00	$13,000.00	$1,201,324.00				$1,201,324.00	
1	**1.10**	LREBG Action - Extended Learning for Middle School and High School Students	All	No			All Schools		$172,006.00	$0.00		$172,006.00			$172,006.00	
1	**1.11**	LREBG Action- Hire and Train Short Term Staff to Support within School Day Intervention Programs and Strategies for Students Experiencing Learning Loss in Reading or Mathematics in Grades TK-5	All	No			All Schools		$637,753.00	$0.00		$637,753.00			$637,753.00	
1	**1.12**	LREBG Action- School-Based Intervention Supports for Students Experiencing Learning Loss in Grades 6-12	All	No			All Schools		$316,693.00	$0.00		$316,693.00			$316,693.00	
1	**1.13**		All	No			All Schools									
2	**2.1**	2.1 Targeted Parent and Student Engagement (Community Liaisons)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Title 1 Schools Tk-12		$679,855.00	$0.00	$679,855.00				$679,855.00	
2	**2.2**	2.2 Social Emotional Learning and Student Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Title 1		$2,663,133.00	$26,000.00	$2,689,133.00				$2,689,133.00	

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
							Schools									
2	2.3	2.3 Increased Counselors and Behaviors Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Tustin High School, Foothill High School, Beckman High School K-5 for Elementary COSA		$569,650.00	$0.00	$569,650.00				$569,650.00	
2	2.4	2.4 Professional Development through Learning Series and Professional Learning Communities to Enhance Standards Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$334,898.00	$105,000.00	$439,898.00				$439,898.00	
2	2.5	2.5 Alternative to Suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12		$231,547.00	$0.00	$231,547.00				$231,547.00	
2	2.6	2.6 Community School Specialists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Title I Schools based on unduplicated student %		$656,598.00	$0.00	$656,598.00				$656,598.00	
2	2.7	2.7 Positive Behavior Support Staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools TK-5		$1,511,590.00	$0.00	$1,511,590.00				$1,511,590.00	
2	2.8	LREBG Action-Elementary and Middle School Counselors	All	No			All Schools		$554,613.00	$0.00		$554,613.00			$554,613.00	

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	2.9	LREBG Action-Additional School Nurses	All	No			All Schools		$423,790.00	$0.00		$423,790.00			$423,790.00	
3	3.1	Increased Access to School Library and Texts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$150,000.00	$150,000.00				$150,000.00	
3	3.2	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$6,605,912.00	$0.00	$6,605,912.00				$6,605,912.00	
3	3.3	Kindergarten Para Professionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,130,840.00	$0.00	$1,130,840.00				$1,130,840.00	
3	3.4	LEA Attendance Secretary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$94,299.00	$0.00	$94,299.00				$94,299.00	
3	3.5	Elementary Teacher PLC Model through Physical Education Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools		$214,382.00	$0.00	$214,382.00				$214,382.00	
3	3.6	Elementary Music Program focused on Intro to Music in Second Grade	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools		$514,664.00	$27,000.00	$541,664.00				$541,664.00	
4	4.1	Special Education Support Certificated Staff	All Students with Disabilities	No			All Schools		$241,340.00	$65.00		$241,405.00			$241,405.00	
4	4.2	Special Education Classified Support Staff	Students with Disabilities	No			All Schools		$127,054.00	$0.00		$127,054.00			$127,054.00	
4	4.3	Increase Opportunity and Access for Students with Disabilities	Students with Disabilities	No			9-12									
4	4.4	4.4 Professional Learning for Certificated and Classified Staff	All Students with Disabilities	No			All Schools		$50,000.00	$0.00		$50,000.00			$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	Instructional Teacher on Special Assignment in Support of Tier 1, UDL, and Inclusive Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$359,893.00	$0.00	$359,893.00				$359,893.00	
5	5.1	5.1 Newcomer Classes	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hicks Canyon Elementary, Estock Elementary, CT Middle School, and Tustin High School Grades 1-12		$983,443.00	$0.00	$983,443.00				$983,443.00	
5	5.2	5.2 Services and Supports for English Learners	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$870,715.00	$60,000.00	$930,715.00				$930,715.00	
5	5.3	5.3 Increase District and Site Supports and Services for Unduplicated students, English Learners and Redesignated English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$754,246.00	$410,419.00	$1,164,665.00				$1,164,665.00	
5	5.4	Long Term English Learner Access to Broad Course of Study through Language Support Classes - High School ELDAS and Middle School AVID Language Development	English Learners	No			All Schools Specific Schools: Secondary Schools 6-12									
5	5.5	Comprehensive Data Analysis and Monitoring of Unduplicated Pupil Progress	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.6	English Learner Support Site Leads	English Learners	No			All Schools		$70,000.00	$0.00				$70,000.00	$70,000.00	

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
5	**5.7**	Multilingual Learner Teachers on Special Assignment	English Learners	Yes	LEA-wide	English Learners	All Schools		$181,695.00	$0.00	$181,695.00				$181,695.00	
6	**6.1**	Full Time Student Engagement and Intervention Teacher on Special Assignment	Unduplicated	No			Specific Schools: Hillview		$158,070.00	$0.00	$0.00	$158,070.00			$158,070.00	
6	**6.2**	Full Time Counselor	Unduplicated	No			Specific Schools: Hillview		$176,453.00	$0.00		$176,453.00			$176,453.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
241,052,865.00	24,948,096.00	10.350%	0.000%	10.350%	$28,240,562.00	0.000%	11.716 %	**Total:**	$28,240,562.00
								LEA-wide Total:	$21,744,046.00
								Limited Total:	$3,078,823.00
								Schoolwide Total:	$3,417,693.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	1.1 AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle School and High Schools 6-12	$58,830.00	
1	**1.2**	1.2 AVID TOSA	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 6-12	$156,792.00	
1	**1.3**	1.3 Curriculum, Instruction, and Intervention Teachers on Special Assignment	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Title 1 Schools TK-12	$2,362,310.00	
1	**1.4**	1.4 Highly Qualified Interventionist to Lead Intervention Programs and Strategies	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary schools and Title 1 Secondary Schools	$3,934,109.00	
1	**1.5**	1.5 Secondary Intervention Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12	$204,091.00	

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	1.6	1.6 PSAT Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools 11th Graders	$30,000.00	
1	1.7	1.7 Access to AP Test and Language Test for State Seal of Biliteracy	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools 9-12	$75,000.00	
1	1.8	1.8 Professional Development and Continuity of Learning Itinerant Roving Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Middle Schools and High Schools 6-12	$1,082,327.00	
1	1.9	Highly Effective Leaders, Teachers, and Staff Professional Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,201,324.00	
2	2.1	2.1 Targeted Parent and Student Engagement (Community Liaisons)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Title 1 Schools Tk-12	$679,855.00	
2	2.2	2.2 Social Emotional Learning and Student Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Title 1 Schools	$2,689,133.00	
2	2.3	2.3 Increased Counselors and Behaviors Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Tustin High School, Foothill High School, Beckman High School K-5 for Elementary COSA	$569,650.00	
2	2.4	2.4 Professional Development through Learning Series and Professional Learning Communities to Enhance Standards Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$439,898.00	
2	2.5	2.5 Alternative to Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12	$231,547.00	
2	2.6	2.6 Community School Specialists	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: All Title I Schools	$656,598.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	based on unduplicated student %		
2	2.7	2.7 Positive Behavior Support Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools TK-5	$1,511,590.00	
3	3.1	Increased Access to School Library and Texts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
3	3.2	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,605,912.00	
3	3.3	Kindergarten Para Professionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,130,840.00	
3	3.4	LEA Attendance Secretary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,299.00	
3	3.5	Elementary Teacher PLC Model through Physical Education Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools	$214,382.00	
3	3.6	Elementary Music Program focused on Intro to Music in Second Grade	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Elementary Schools	$541,664.00	
4	4.5	Instructional Teacher on Special Assignment in Support of Tier 1, UDL, and Inclusive Practices	Yes	LEA-wide	English Learners Foster Youth Low Income		$359,893.00	
5	5.1	5.1 Newcomer Classes	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Hicks Canyon Elementary, Estock Elementary, CT Middle School, and Tustin High School	$983,443.00	

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 (%)
						Grades 1-12		
5	**5.2**	5.2 Services and Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$930,715.00	
5	**5.3**	5.3 Increase District and Site Supports and Services for Unduplicated students, English Learners and Redesignated English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,164,665.00	
5	**5.7**	Multilingual Learner Teachers on Special Assignment	Yes	LEA-wide	English Learners	All Schools	$181,695.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$27,797,760.00	$26,875,216.00

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**	1.1 AVID Program	Yes	$51,398.00	64,884.00
1	**1.2**	1.2 AVID TOSA	Yes	$154,576.00	155,979.00
1	**1.3**	1.3 Curriculum, Instruction, and Intervention Teachers on Special Assignment	Yes	$1,868,539.00	2,004,876.00
1	**1.4**	1.4 Highly Qualified Interventionist to Lead Intervention Programs and Strategies	Yes	$3,199,719.00	3,520,576.00
1	**1.5**	1.5 Secondary Intervention Coordinator	Yes	$195,978.00	197,795.00
1	**1.6**	1.6 PSAT Assessments	Yes	$30,000.00	35,124.00
1	**1.7**	1.7 Access to AP Test and Language Test for State Seal of Biliteracy	Yes	$75,000.00	86,875.00
1	**1.8**	1.8 Professional Development and Continuity of Learning Itinerant Roving Teachers	Yes	$1,364,643.00	1,347,027.00
1	**1.9**	Highly Effective Leaders, Teachers, and Staff Professional Learning Opportunities	Yes	$1,099,353.00	1,120,766.00
2	**2.1**	2.1 Targeted Parent and Student Engagement (Community Liaisons)	Yes	$620,139.00	663,015.00
2	**2.2**	2.2 Social Emotional Learning and Student Wellness	Yes	$2,924,900.00	2,582,359.00

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)
2	2.3	2.3 Increased Counselors and Behaviors Supports	Yes	$557,301.00	564,621.00
2	2.4	2.4 Professional Development through Learning Series and Professional Learning Communities to Enhance Standards Implementation	Yes	$383,979.00	439,643.00
2	2.5	2.5 Alternative to Suspension	Yes	$187,914.00	190,852.00
2	2.6	2.6 Community School Specialists	Yes	$804,960.00	303,842.00
2	2.7	2.7 Positive Behavior Support Staff	Yes	$1,506,774.00	1,308,736.00
3	3.1	Increased Access to School Library and Texts	Yes	$150,002.00	150,002.00
3	3.2	Class Size Reduction	Yes	$6,662,121.00	6,895,851.00
3	3.3	Kindergarten Para Professionals	Yes	$1,312,330.00	1,176,274.00
3	3.4	LEA Attendance Secretary	Yes	$95,728.00	90,748.00
3	3.5	Elementary Teacher PLC Model through Physical Education Program	Yes	$191,921.00	206,323.00
3	3.6	Elementary Music Program focused on Intro to Music in Second Grade	Yes	$379,956.00	307,816.00
4	4.1	Special Education Support Certificated Staff	No	$238,163.00	240,441.00

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)
4	4.2	Special Education Classified Support Staff	No	$333,469.00	128,844.00
4	4.3	Increase Opportunity and Access for Students with Disabilities	No		0
4	4.4	4.4 Professional Learning for Certificated and Classified Staff	No	$50,000.00	0
4	4.5	Instructional Teacher on Special Assignment in Support of Tier 1, UDL, and Inclusive Practices	Yes	$155,888.00	0
5	5.1	5.1 Newcomer Classes	Yes	$746,768.00	714,197.00
5	5.2	5.2 Services and Supports for English Learners	Yes	$756,767.00	772,371.00
5	5.3	5.3 Increase District and Site Supports and Services for Unduplicated students, English Learners and Redesignated English Learners	Yes	$1,156,035.00	1,080,357.00
5	5.4	Long Term English Learner Access to Broad Course of Study through Language Support Classes - High School ELDAS and Middle School AVID Language Development	No		0
5	5.5	Comprehensive Data Analysis and Monitoring of Unduplicated Pupil Progress	No	$0.00	0
5	5.6	English Learner Support Site Leads	No	$70,000.00	50,002.00
5	5.7	Multilingual Learner Teachers on Special Assignment	Yes	$172,391.00	173,972.00
6	6.1	Full Time Student Engagement and Intervention Teacher on Special Assignment	No	$141,438.00	141,438.00
6	6.2	Full Time Counselor	No	$159,610.00	159,610.00

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)

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)
24,561,356.00	$26,805,080.00	$26,154,881.00	$650,199.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 AVID Program	Yes	$51,398.00	64,884.00		
1	1.2	1.2 AVID TOSA	Yes	$154,576.00	155,979.00		
1	1.3	1.3 Curriculum, Instruction, and Intervention Teachers on Special Assignment	Yes	$1,868,539.00	2,004,876.00		
1	1.4	1.4 Highly Qualified Interventionist to Lead Intervention Programs and Strategies	Yes	$3,199,719.00	3,520,576.00		
1	1.5	1.5 Secondary Intervention Coordinator	Yes	$195,978.00	197,795.00		
1	1.6	1.6 PSAT Assessments	Yes	$30,000.00	35,124.00		
1	1.7	1.7 Access to AP Test and Language Test for State Seal of Biliteracy	Yes	$75,000.00	86,875.00		
1	1.8	1.8 Professional Development and Continuity of Learning Itinerant Roving Teachers	Yes	$1,364,643.00	1,347,027.00		
1	1.9	Highly Effective Leaders, Teachers, and Staff Professional Learning Opportunities	Yes	$1,099,353.00	1,120,766.00		
2	2.1	2.1 Targeted Parent and Student Engagement (Community Liaisons)	Yes	$620,139.00	663,015.00		

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	2.2	2.2 Social Emotional Learning and Student Wellness	Yes	$2,924,900.00	2,582,359.00		
2	2.3	2.3 Increased Counselors and Behaviors Supports	Yes	$557,301.00	564,621.00		
2	2.4	2.4 Professional Development through Learning Series and Professional Learning Communities to Enhance Standards Implementation	Yes	$383,979.00	439,643.00		
2	2.5	2.5 Alternative to Suspension	Yes	$187,914.00	190,852.00		
2	2.6	2.6 Community School Specialists	Yes	$804,960.00	303,842.00		
2	2.7	2.7 Positive Behavior Support Staff	Yes	$1,506,774.00	1,308,736.00		
3	3.1	Increased Access to School Library and Texts	Yes	$150,002.00	150,002.00		
3	3.2	Class Size Reduction	Yes	$6,662,121.00	6,895,851.00		
3	3.3	Kindergarten Para Professionals	Yes	$1,312,330.00	1,176,274.00		
3	3.4	LEA Attendance Secretary	Yes	$95,728.00	90,748.00		
3	3.5	Elementary Teacher PLC Model through Physical Education Program	Yes	$191,921.00	206,323.00		
3	3.6	Elementary Music Program focused on Intro to Music in Second Grade	Yes	$379,956.00	307,816.00		
4	4.5	Instructional Teacher on Special Assignment in Support of Tier 1, UDL, and Inclusive Practices	Yes	$155,888.00	0.00		
5	5.1	5.1 Newcomer Classes	Yes	$746,768.00	714,197.00		
5	5.2	5.2 Services and Supports for English Learners	Yes	$756,767.00	772,371.00		

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)
5	**5.3**	5.3 Increase District and Site Supports and Services for Unduplicated students, English Learners and Redesignated English Learners	Yes	$1,156,035.00	1,080,357.00		
5	**5.7**	Multilingual Learner Teachers on Special Assignment	Yes	$172,391.00	173,972.00		

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)
239,307,092.00	24,561,356.00	0.00	10.264%	$26,154,881.00	0.000%	10.929%	$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, Statues 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:

Total Projected LCFF Supplemental and/or Concentration Grants

- 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


Tustin Unified
School District
2025-26 Proposed Budget
Public Hearing
June 9, 2025
A Legacy of Excellence in Education

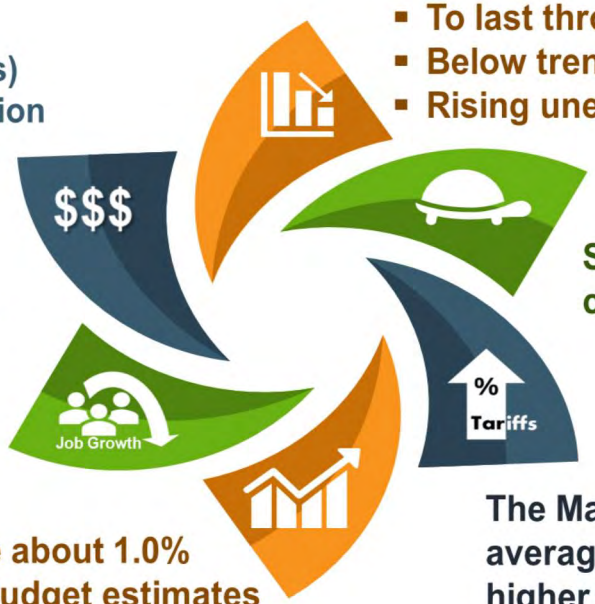
Agenda

1. State Economy & Budget Overview
2. 2025-26 Budget and Multi-Year Projections
3. Next Steps

The May Revision and the Economy

The "Big Three" sources of state revenue (i.e., personal income, corporation, and sales and use taxes) are projected to be lower by $4.8 billion over the three-year budget window when compared to January

The May Revision assumes a "Growth Recession"
- To last through the first three quarters of 2025
- Below trend growth
- Rising unemployment



Slow growth is expected to continue through 2028

Job growth has been downgraded due to weaker labor market conditions and federal policy changes

Inflation assumptions are about 1.0% higher than Governor's Budget estimates

The May Revision forecasts a 27.0% average California tariff rate, significantly higher than the 2.4% tariff rate in 2024

Current State Budget Issues and Considerations

Projected growth and deficits in budget areas outside of TK-14 education place pressure on resources needed to fulfill education funding obligations



State Budget assumptions may not fully account for the impact of unpredictable federal policy changes and the need to backfill potential federal funding cuts to California

The tax filing extensions for Los Angeles County due to the January 2025 wildfires have delayed revenue collections and complicate budget projections

Major Budget Proposals for Education

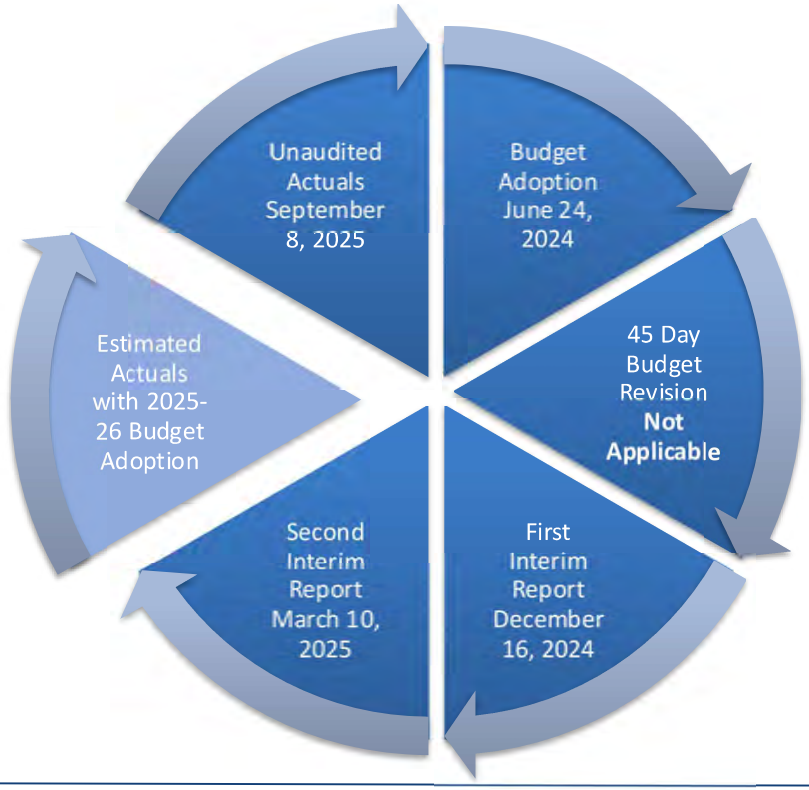
Budget Proposal	January Budget Proposal	Governor's May Revision	Legislative Proposal	2025-26 Proposed Budget
Cost of Living Adjustment (COLA)	2.43%	2.30%	2.30%	2.30%
One Time Discretionary Block Grant	$1.8 billion	$1.7 billion	$500 million	Not reflected
TK Add On	$1.5 billion	$1.2 billion	Rejected	Not reflected
Learning Recovery Block Grant Repayment	$378.6 million	$378.6 million	Rejected	Not reflected
Expanded Tier 1 Funding for Expanded Learning	$400 million	$500 million	Delayed	Not reflected



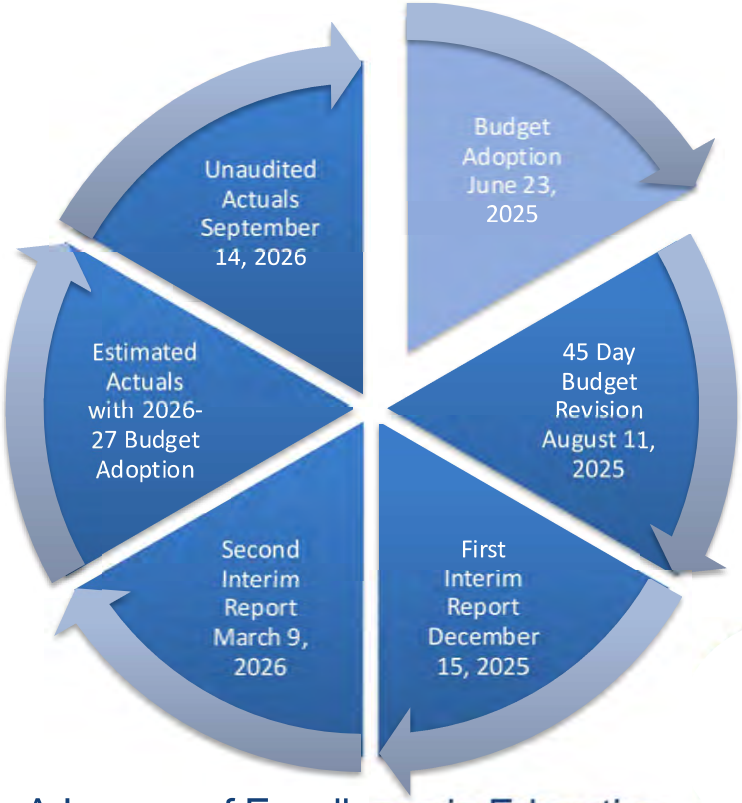
2025-26 Budget and Multi-Year Projections

Budget Cycle

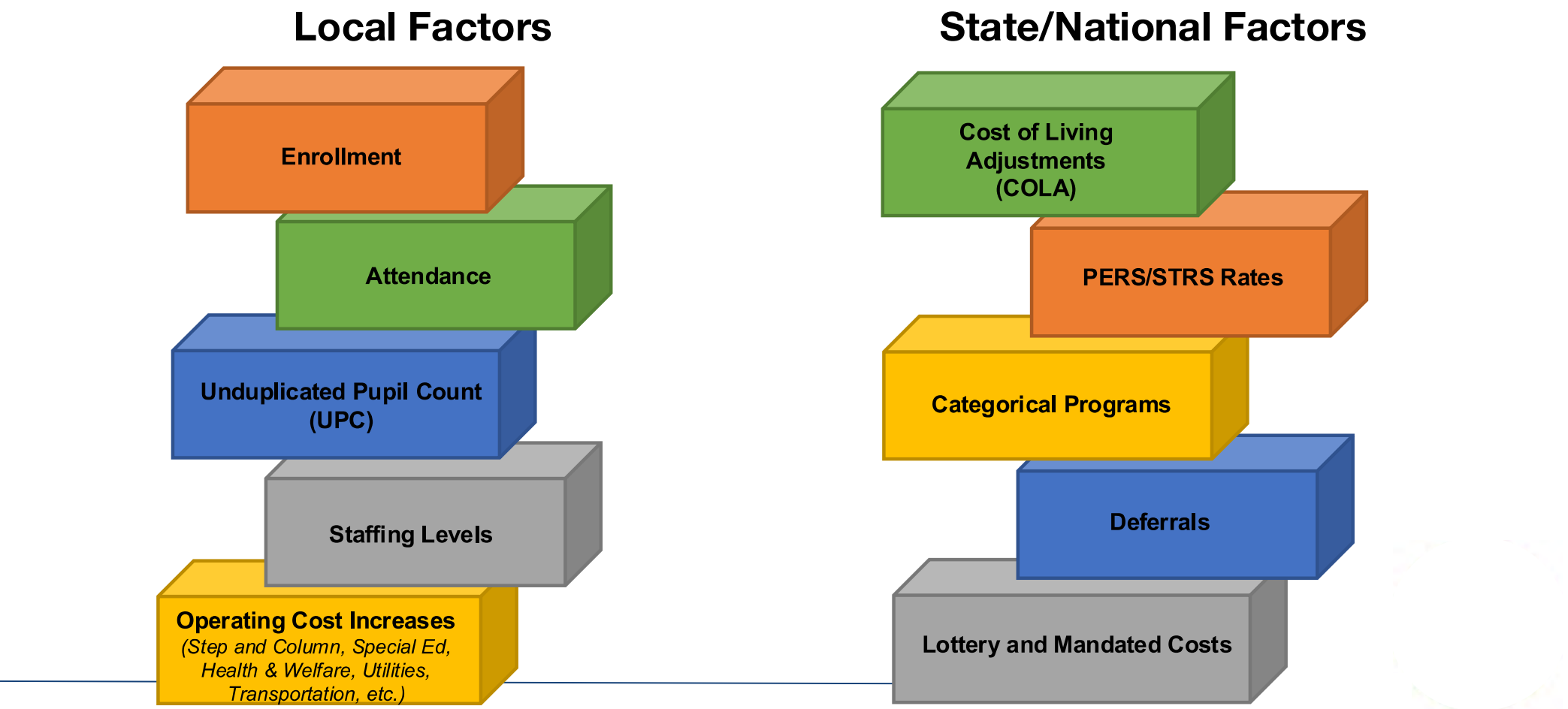
2024-25



2025-26



Budget Building Blocks



Proposed 2025-26 Budget

	Unrestricted	Restricted	Total
Beginning Fund Balance	$143,367,523	$71,761,824	$215,129,347
Total Revenues	285,429,891	72,841,015	358,270,906
Total Expenditures and Other Outgo	248,957,008	132,046,961	381,003,969
Total Other Financing Sources/Uses	(53,456,448)	49,956,448	(3,500,000)
Change in Fund Balance	(16,983,565)	(9,249,498)	(26,233,063)
Projected Ending Fund Balance	**$126,383,958**	**$62,512,326**	**$188,896,284**

Proposed 2025-26 Budget

	Unrestricted	Restricted	Total
Beginning Fund Balance	$143,367,523	$71,761,824	$215,129,347
Total Revenues	**285,429,891**	**72,841,015**	**358,270,906**

Change from 2024-25 EA to 2025-26 B1 (in millions)

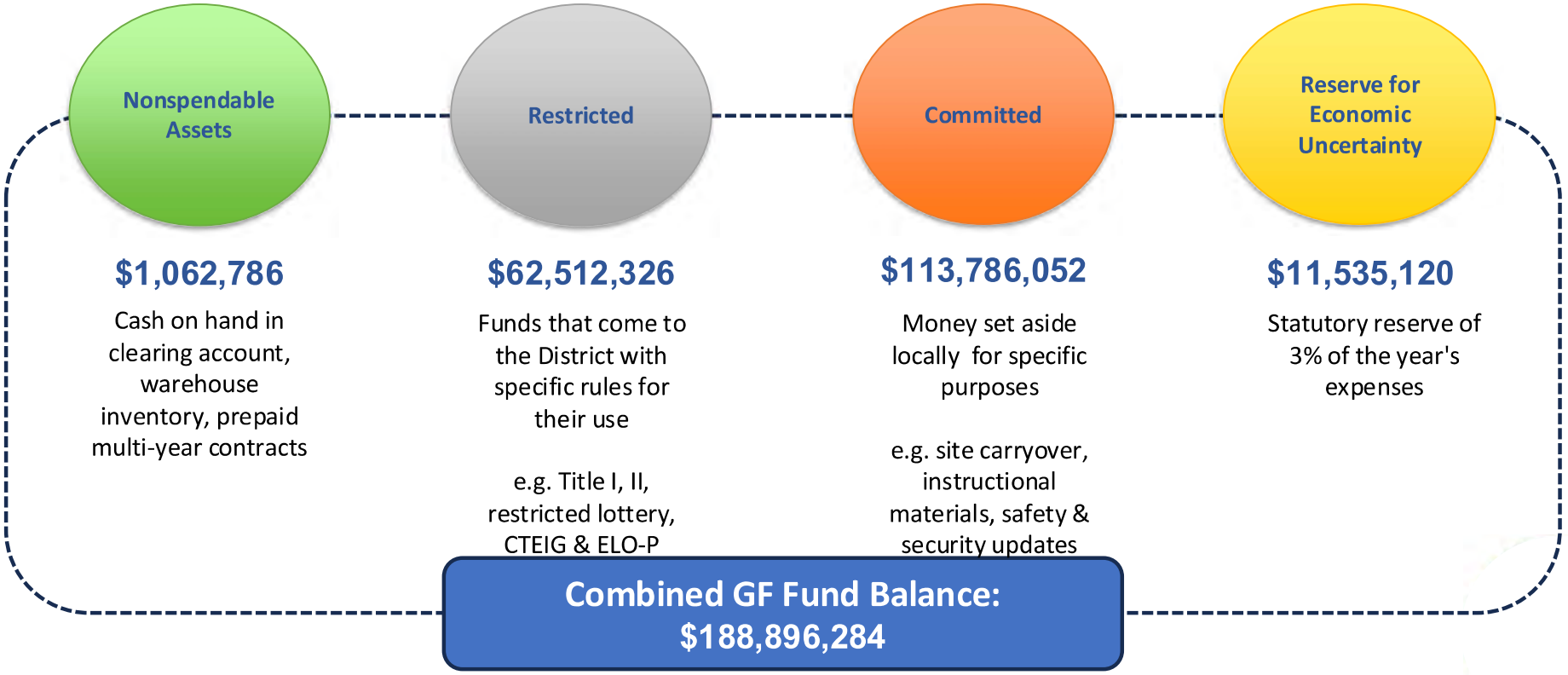
	Unrestricted Revenues	Restricted Revenues
LCFF	$2.1	N/A
Federal Revenues	N/A	$(0.0)
Other State Revenues	$0.7	$(0.9)
Local Revenues	$(10.3)	$(0.1)
Net Change	**$(7.5)**	**$(1.0)**

Proposed 2025-26 Budget

	Unrestricted	Restricted	Total
Beginning Fund Balance	$143,367,523	$71,761,824	$215,129,347
Total Revenues	285,429,891	72,841,015	358,270,906
Total Expenditures and Other Outgo	**248,957,008**	**132,046,961**	**381,003,969**

	Unrestricted Expenditures	Restricted Expenditures
Certificated Salaries	$2.1	$1.7
Classified Salaries	$1.6	$2.8
Benefits	$7.1	$0.8
Books & Supplies	$1.2	$1.7
Services and Other Operating	$2.4	$(4.4)
Capital Outlay	$(2.6)	$4.4
Other Outgo	$0.1	$(1.4)
Net Change	**$11.9**	**$5.6**

Components of Ending Balance



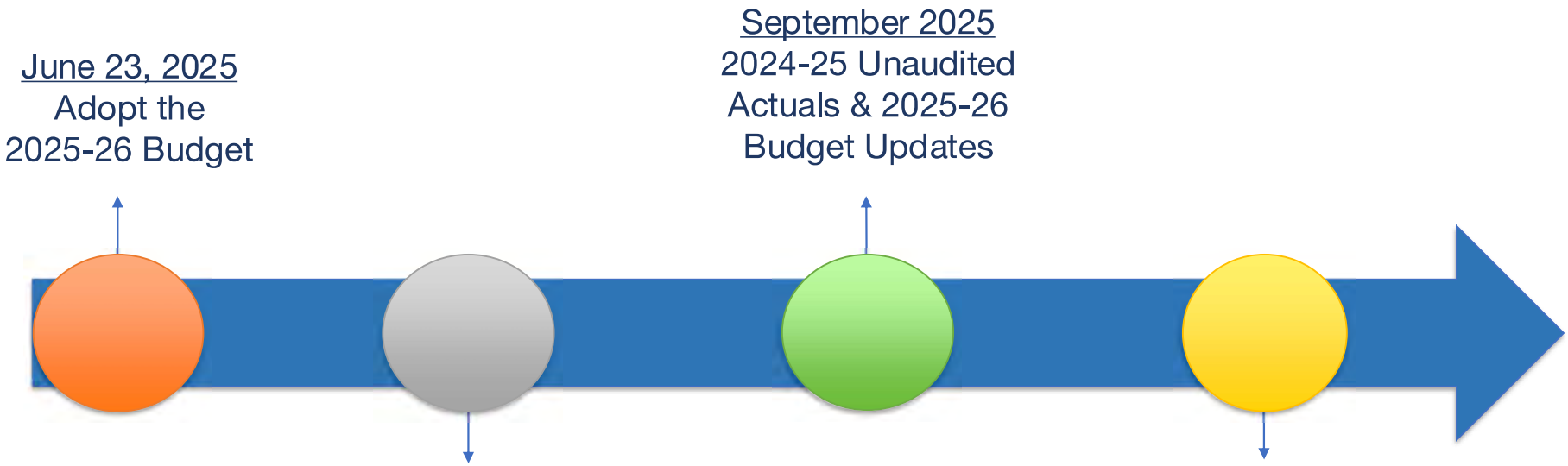
Multi-Year Unrestricted General Fund

	2025-26	2026-27	2027-28
Beginning Fund Balance	$143,367,523	$126,383,958	$108,551,232
Total Revenues	285,429,891	288,754,811	293,408,240
Total Expenditures and Other Outgo	248,957,008	250,296,391	257,098,469
Total Other Financing Sources/Uses	(53,456,448)	(56,291,146)	(58,919,432)
Change in Fund Balance	(16,983,565)	(17,832,726)	(22,609,661)
Projected Ending Fund Balance	**$126,383,958**	**$108,551,232**	**$85,941,571**



NEXT STEPS

Timeline


June 23, 2025
Adopt the
2025-26 Budget
July-August 2025
Close 2024-25
Fiscal Year
September 2025
2024-25 Unaudited
Actuals & 2025-26
Budget Updates
December 2025
2025-26 First
Interim Updates

SSC School District and Charter School Financial Projection Dartboard
2025-26 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor's 2025-26 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. SSC relies on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	**2024-25**[1]	**2025-26**[2]	**2026-27**	**2027-28**	**2028-29**
Department of Finance Statutory COLA	1.07%	2.30%	3.02%	3.42%	3.31%

LCFF GRADE SPAN FACTORS FOR 2025-26				
Entitlement Factors per ADA*	**TK-3**	**4-6**	**7-8**	**9-12**
2024-25 Base Grants	$10,025	$10,177	$10,478	$12,144
Statutory COLA of 2.30%	$231	$234	$241	$279
2025-26 Base Grants	$10,256	$10,411	$10,719	$12,423
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	$1,067	–	–	$323
2025-26 Adjusted Base Grants[3]	$11,323	$10,411	$10,719	$12,746
Transitional Kindergarten (TK) Add-On[4]	$5,545	–	–	–

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**
California CPI		3.07%	3.42%	2.98%	2.77%	2.90%
California Lottery	Unrestricted per ADA	$191	$191	$191	$191	$191
	Restricted per ADA	$82	$82	$82	$82	$82
Mandate Block Grant (District)	Grades K-8 per ADA	$38.21	$39.09	$40.27	$41.65	$43.03
	Grades 9-12 per ADA	$73.62	$75.31	$77.58	$80.23	$82.89
Mandate Block Grant (Charter)	Grades K-8 per ADA	$20.06	$20.52	$21.14	$21.86	$22.58
	Grades 9-12 per ADA	$55.76	$57.04	$58.76	$60.77	$62.78
Interest Rate for Ten-Year Treasuries		4.23%	4.56%	4.58%	4.50%	4.40%
CalSTRS Employer Rate[5]		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate[5]		27.05%	26.81%	26.90%	27.80%	27.40%
Unemployment Insurance Rate[6]		0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage[7]		$16.50	$16.90	$17.40	$17.80	$18.30

STATE MINIMUM RESERVE REQUIREMENTS FOR 2025-26	
Reserve Requirement	**District ADA Range**
The greater of 5% or $88,000	0 to 300
The greater of 4% or $88,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and higher

[1]Applies to Adults in Correctional Facilities Program in the 2025-26 fiscal year.
[2]Applies to Equity Multiplier, Special Education, Child Nutrition, Youth in Foster Care, Mandate Block Grant, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program. California State Preschool Program is proposed to be excluded in 2025-26.
[3]Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.
[4]Funding is based on TK ADA only and is in addition to the adjusted base grant amount. Further, the funding is adjusted by statutory COLA each year.
[5]California State Teachers' Retirement System (CalSTRS) and California Public Employees' Retirement System (CalPERS) rates are subject to change based on determination by the respective governing boards.
[6]Unemployment insurance rate in 2025-26 is final, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).
[7]Minimum wage rates are effective January 1 of the respective year.

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