



Trinity County Office of Education

Fabio Robles, Ed.D.
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256

MINUTES

Trinity County Board of Education Regular Board Meeting May 21, 2025

WHERE HELD: Douglas City Elementary School, Room 2
100 School House Rd.,
Douglas City, CA 96024

MEMBERS PARTICIPATING: Randy Spencer, Area I
Vacant, Area II
Sally Aldinger, Area III
Arina Erwin, Area IV
Steve Canale, Area V

COUNTY OFFICE: Fabio Robles, Superintendent of Schools
Anthony Rebelo, Assistant Superintendent of Special
Education/SELPA Director
Liz McIntosh, HR/Payroll Director
Cindy Blanchard, Chief Business Official
Jeff Morris, Safety/Communications Specialist & Facilities
Fiscal Analyst
Kaila Arnold, Executive Secretary

PUBLIC: Peggy Canale
Stacie Smith, Human Response Network

1.0 Formal Opening

- 1.1 Call to Order
Sally Aldinger called the meeting to order at 4:30 p.m.
- 1.2 Roll Call
- 1.3 Pledge of Allegiance
- 1.4 Additions or Changes to Agenda
There were no additions or changes to the agenda.

2.0 Public Communication: Persons wishing to address the Board on any item except personnel are invited to do so at this time. In the interest of time and order, presentations

from the public are limited to three minutes per person, 20 minutes per topic, pursuant to Board policy. Please state your name and address before speaking. In accordance with the Brown Act, unless an item has been placed on the agenda, there shall be no action taken. The Board may: 1) acknowledge receipt of the information; 2) refer to staff for further study; 3) refer the matter to the next agenda.

3.0 Accept Open Session Agenda

Sally asked the board for a motion to accept the Open Session Agenda.

MOTION: A motion was made by Steve, with a second by Randy, to accept the Open Agenda. Motion passed. Aye-4, (Aldinger, Canale, Erwin, Spencer), No-0, Absent-0, Abstain-0.

4.0 Consent Agenda: The following consent agenda items are considered routine by the County Board and will be enacted with one motion. There will be no separate discussion of items unless a Board member so requests, in which event the item(s) will be considered following approval of the Consent Agenda.

- 4.1 Minutes – April 16, 2025
- 4.2 Warrants – April 2025
- 4.3 Payroll – April 2025
- 4.4 BP 5141.52 – Suicide Prevention *Second Reading*
- 4.5 BB 9320 – Meetings and Notices *Second Reading*
- 4.6 BB/E1 9323.2 – Actions by The Board *Second Reading*
- 4.7 BB 9224 – Oath or Affirmation *Second Reading*

Sally Aldinger asked the Board if there was a motion to pull any items from the Consent Agenda. Hearing none, Sally asked the board for a motion to accept the Consent Agenda.

MOTION: A motion was made by Arina, with a second by Steve, to accept the Consent Agenda. The motion passed unanimously. Aye-4, (Aldinger, Canale, Erwin, Spencer), No-0, Absent-0, Abstain-0.

5.0 Information Items

- 5.1 Human Response Network: Alps View State Preschool Program Self-Evaluation
Stacie Smith from HRN shared the Program Self-Evaluation (PSE) with the board.

6.0 Action Items

- 6.1 Approval of the Assistant Superintendent of Educational Services and Superintendent as ongoing representatives for the Shasta/Tehama/Trinity Adult Education Consortium District
Fabio spoke briefly on item 6.1.
MOTION: A motion was made by Arina, with a second by Randy. The motion passed unanimously. Aye-4, (Aldinger, Canale, Erwin, Spencer), No-0, Absent-0, Abstain-0.
- 6.2 Set Public Hearing Meeting for Trinity County Office of Education 2025-2026 Budget, Local Control and Accountability Plan (LCAP) and Budget Overview

For Parents on June 17, 2025, at 1:00 pm, and the Budget and LCAP Adoption Meeting on June 18, 2025, at 1:00 pm.

MOTION: A motion was made by Steve, with a second by Arina. The motion passed unanimously. Aye-4, (Aldinger, Canale, Erwin, Spencer), No-0, Absent-0, Abstain-0.

6.3 Review and Approve Resolution #24-25-13 Establishing Funding Eligibility with the State of CA Office of Public School Instruction

MOTION: A motion was made by Randy, with a second by Steve. The motion passed unanimously. Aye-4, (Aldinger, Canale, Erwin, Spencer), No-0, Absent-0, Abstain-0.

7.0 Reports

7.1 Financial Report and Oversight Update

Cindy Blanchard provided the financial report and oversight update, which was included in the board packet for the members to review.

7.1.1 School Facilities Report from Jeff Morris

The school facilities report was included in the packet for the members to review. Jeff spoke briefly on item 7.1.1.

7.2 Cabinet Report – includes Trinity COE and District LCAP Updates, Anthony Rebelo, and Liz McIntosh shared their cabinet report with the board.

8.0 Correspondence

9.0 Superintendent's Report

9.1 Fabio

- Took a moment to acknowledge the work of Superintendent Jim French, Superintendent Bob Gravette, as well as Superintendent Don Stewart on their hard work for the schools within Trinity County during their time as Superintendent.
- Updated the board on the change in plans for the retirement Party for Cassie Telles and Melanie Holmes.
- Shared the support that TCOE is providing the staff to process the news of Megan Koeller's diagnosis.
- Shared details of his trip to Washington D.C., where he advocated for Secure Rural Schools, I.D.E.A., and support for HR BILL 619. He will be attending the THS and HHS Scholarship nights.
- Shared updates on the progress of transitioning CHYBA to begin the process of being authorized by SCOE.
- Shared details of the upcoming 2025 Trinity County Education Leadership Summit happening in July.
- Shared news on staffing changes and the structure of his Leadership Team, and welcomed feedback from the board regarding staff presentations and reports..

10.0 Board Reports/Announcements/Comments

11.0 Adjournment

MOTION: A motion was made by Steve, with a second by Arina, to adjourn the meeting. The motion passed unanimously. Aye-4, (Aldinger, Canale, Erwin, Spencer), No-0, Absent-0, Abstain-0.
The meeting adjourned at 5:28 p.m.

Respectfully submitted,

Fabio Robles, Ex-Officio Secretary
Trinity County Office of Education

ka

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

Board Meeting Date Tuesday, June 17th, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5256620	05/07/2025	Katherine Strouse	01-5800	NHD-Lodging,Mileage,PDiem Reimbursment		558.00
5256621	05/07/2025	Holmes, Melanie R	01-5200	M. Holmes Parking Fuel Fleet PASCO Apr 25	175.35	
				M. Holmes Per Deim PASCO Apr 25	191.78	367.13
5256622	05/07/2025	Rebelo, Anthony J	01-5200	A. Rebelo Lodging & Trans SELPA Meeting Apr 25	1,224.17	
				A. Rebelo Per Diem SELPA Meeting Apr 25	322.50	1,546.67
5256623	05/07/2025	Wright, Tiffany L	01-5200	T. Wright Per Deim Statewide Conf May 25		143.62
5256624	05/07/2025	Maclaren, Dawn J	01-4300	D. MACLAREN AMENITY FEE PASCO APR 25	40.00	
				D. Maclaren Per Diem PASCO Apr 25	156.52	196.52
5256625	05/07/2025	Dixon, Julia M	01-4300	J. Dixon Mileage to LES		11.90
5256626	05/07/2025	Bayley, Courtney K	01-4300	C. Bayley Lodging FCMAT May 25	196.53	
				C. Bayley Per Diem FCMAT May 25	113.52	310.05
5256627	05/07/2025	Henson, Elizabeth	01-4300	E. Henson RISE Rewards Apr 25	203.92	
				E. Henson RISE Rewards May 25	130.83	334.75
5256628	05/07/2025	Bayless, Steven D	01-4300	S. Bayless RISE Rewards Apr 25	322.08	
				S. Bayless RISE Rewards May 25	95.15	417.23
5256629	05/07/2025	Tapia Lara, Eugenio A	01-5200	E. Tapia Per Diem Rural Summit Apr 2025	610.45	
				E. Tapia Transportation & Parking Apr 25	166.78	777.23
5256630	05/07/2025	ACCU-Print	01-5840	24/25 Fingerprint Fees-Accu		144.00
5256631	05/07/2025	Autum McGlynn	12-5800	A. McGlynn College Reim Summer 2025		176.50
5256632	05/07/2025	Breslin Occupational Service	01-5800	24/25 OT Services		8,946.41
5256633	05/07/2025	Burnt Ranch School District	01-5100	C-Stem Stipends		4,117.20
5256634	05/07/2025	Carrel's Office Solutions	01-4300	Check Printer MICR Ink PR179		710.46
5256635	05/07/2025	Com-Pair Services	01-5920	24/25 Com-Pair Monthly Expenses		1,650.00
5256636	05/07/2025	California School Boards Assoc	01-4300	Arina Erwin CCBE Trustee Handbook		27.00
5256637	05/07/2025	Dee Hankins	01-5800	Define Resilience T-Shirts PR124		754.25
5256638	05/07/2025	Frontier Fuel	01-4300	Speech Fuel Purchases		223.60
5256639	05/07/2025	Connection	01-4300	Gemini Education Flexible Plan-Monthly Plan		22.53
5256640	05/07/2025	101Voice	01-5920	Business Phone licensing		582.48
5256641	05/07/2025	Jenna Rae Johnson	01-5800	Jenna Johnson Triadic Supervision Apr 2025		1,520.00
5256642	05/07/2025	JM Subs Noth Four, LP Jersey Mikes Subs	01-4300	Meals ADR Traning in Shasta County PR181		294.75
5256643	05/07/2025	Mendes Supply Co.	01-4300	24/25 Maintenance Supplies		237.41

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

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

Board Meeting Date Tuesday, June 17th, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5256644	05/07/2025	Stacey Neill Mountain Kids Therapy	01-5800	OT Services April 2025		5,590.00
5256645	05/07/2025	North State Grocery, Inc	01-4300	CPR Training Refreshments Apr 25		160.67
5256646	05/07/2025	Parallax Inc	01-4300	Microchips for Math, Science & Computer Science PR176		799.05
5256647	05/07/2025	Plotzke Ace Hardware	01-4300	24/25 maintenance supplies		44.22
5256648	05/07/2025	ProCare Therapy TTF Holdings Lockbox	01-5800	24/25 Behavior Specialist		4,800.00
5256649	05/07/2025	Sacramento Co Office Of Ed	01-5800	NHD - CA Charter Fee PR188		250.00
5256650	05/07/2025	Taqueria Los Gordos	01-5710	Meals ADR Training in Shasta County PR180		241.15
5256651	05/07/2025	Trinity Co Dept Of Transport	01-4300	24/25 Monthly Fuel		1,480.97
5256652	05/07/2025	Trinity Co Clerk/Rec/Assessor	01-5800	Parcel/TRA Spreadsheet PR128		600.00
5256653	05/07/2025	Trinity Co. Solid Waste	01-5550	25-/26 solid waste fees		100.00
5256654	05/07/2025	Trinity PUD	01-5510	24/25 monthly electricity		886.69
5256655	05/07/2025	NAPA Weaverville Auto Parts	01-4300	24/25 NAPA Auto Parts		18.42
5256792	05/14/2025	Kelly Sheen	01-5200	Spelling Bee Lodging & Travel Reimbursement		532.00
5256793	05/14/2025	Holmes, Melanie R	01-4300	M. Holmes Reim HR Testing Materials		599.00
5256794	05/14/2025	Moodie, Elizabeth J	01-4300	E. Moodie Reim Summer Tuition 2025		1,684.00
5256795	05/14/2025	Palmer, Jason	01-4300	J. Palmer RISE Rewards May 25		120.33
5256796	05/14/2025	Blanchard, Cynthia S	01-4300	C. Blanchard Fuel for Fleet BASC Apr 25	49.80	
				C. Blanchard Meal BASC Apr 25	16.00	65.80
5256797	05/14/2025	Tyner, Amber J	01-5200	J. Tyner Amber Lodging & Parking COSP May 25	578.25	
				J. Tyner Amber Per Diem COSP May 25	92.02	670.27
5256798	05/14/2025	California Safety Company	01-5800	Panel Testing WO # 229397		270.00
5256799	05/14/2025	Carrel's Office Solutions	01-4300	24-25 Carrel's Kyicera TaskAlfa 5004i	14.25	
				24/25 KYOCERA/TASKalfa 5054ci	739.96	
			01-4400	24-25 Carrel's Kyicera TaskAlfa 5004i	8.48	762.69
5256800	05/14/2025	Complete Industrial Supply	01-4300	2 - First Aid Kits for Fleet		186.32
5256801	05/14/2025	Frontier Communications	01-5920	24/25 Centranet Lines 031690-5		51.90
5256802	05/14/2025	Frontier Communications	01-5920	24/25 Exchange Listing 091196-5 Expenses		19.34
5256803	05/14/2025	Frontier Communications	01-5920	24/25 Business line 051794-5 expenses		62.66
5256804	05/14/2025	Ian Scarfe	01-5600	Concert Performances May 25 TAPAC PR119		2,000.00
5256805	05/14/2025	Plotzke Ace Hardware	01-4300	24/25 maintenance supplies		9.21
5256806	05/14/2025	ProCare Therapy TTF Holdings Lockbox	01-5800	24/25 Behavior Specialist		4,800.00
5256807	05/14/2025	Six Rivers Rafting	01-4300	Rise Rewards Rafing 2025 PR201		1,197.90

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

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

Board Meeting Date Tuesday, June 17th, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5256808	05/14/2025	State Of Cal Dept Of Justice	01-5840	24/25 Fingerprint Fees		813.00
5256809	05/14/2025	Trinity Alps Performing Arts C	01-5600	Rental for Concert Performances May 25 PR119		165.00
5256810	05/14/2025	Trinity Alps Unified S D	01-5200	S. Smith Per Diem Homeless Conference May 25		196.00
5256811	05/14/2025	Trinity Co. Solid Waste	01-5550	24/25 solid waste fees		324.50
5256812	05/14/2025	Weaverville Parks & Recreation	12-5800	Water Safety Instructors LES & ST PR196		789.88
5256813	05/14/2025	NAPA Weaverville Auto Parts	01-4300	24/25 NAPA Auto Parts		44.02
5256814	05/14/2025	Weaverville CSD	01-5560	24/25 monthly water service		32.25
5256815	05/14/2025	Weaverville Sanitary District	01-5550	24/25 monthly sewer service		53.00
5256957	05/21/2025	Hammond, Bonnie L	01-4300	B. Hammond Wonderhouse Supplies JAN-MAR 25		213.98
5256958	05/21/2025	Rebelo, Anthony J	01-5200	A. Rebelo Reim Lodging, Airfare, Trans, SRS Conf May 25		4,025.93
5256959	05/21/2025	Robles, Fabio	01-5200	F. Robles Mileage SRS Conf May 25	35.00	
				F. Robles Per Diem SRS Conf 051225	338.56	
				F. Robles Per Diem Superintendents Meeting May 25	91.12	464.68
5256960	05/21/2025	Nordstrom, Timothy M	01-5200	T. Nordstrom Mileage CISC May 25	74.20	
				T. Nordstrom Mileage Regional Meeting May 25	91.00	
				T. Nordstrom Per Diem CISC May 25	215.00	380.20
5256961	05/21/2025	Rebelo, Stephanie S	01-4300	S. Rebelo RISE Student Shoes PR110		69.70
5256962	05/21/2025	Maclaren, Dawn J	01-4300	D. Maclaren Keyboard and Mouse PR206	34.31	
			01-5200	D. Maclaren Lodging & Reg CNS May 25	216.99	251.30
5256963	05/21/2025	Palmer, Jason	01-4300	J. Palmer RISE Rewards May 25		127.07
5256964	05/21/2025	Burger, Erin E	01-5200	E. Burger Per Diem Statewide Conf May 25		277.78
5256965	05/21/2025	Carson, Anna L	01-5200	A. Carson Per Diem QCNS Meeting May 25		100.64
5256966	05/21/2025	Rourke, Megan L	01-5200	M. Rourke Per Diem QCNS Meeting May 25		100.64
5256967	05/21/2025	Henson, Elizabeth	01-4300	E. Henson RISE Rewards May 25	186.49	
			01-5200	E. Henson Per Diem SEL Wellness Conf May 25	133.30	319.79
5256968	05/21/2025	Bayless, Steven D	01-4300	S. Bayless RISE Incentives May 25	204.64	
				S. Bayless RISE Rewards Apr 25	123.33	327.97
5256969	05/21/2025	Amazon Capital Services, Inc	01-4300	MICR Check Printer Ink		280.99
5256970	05/21/2025	O'Reilly Automotive, Inc.	01-4300	24/25 Fleet Repair Supplies		73.91
5256971	05/21/2025	Rob Oakley's Pest Control	01-5800	24/25 Pest Control		75.00
5256972	05/21/2025	Plotzke Ace Hardware	01-4300	24/25 maintenance supplies		14.99

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

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

Board Meeting Date Tuesday, June 17th, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5256973	05/21/2025	ProCare Therapy TTF Holdings Lockbox	01-5800	24/25 Behavior Specialist		4,800.00
5256974	05/21/2025	Schoolwise Technologies	01-5800	TechSupportV5, Gradebook, Online Database Hosting		2,750.00
5256975	05/21/2025	Shasta Co Office Of Education	01-5800	IEP Trainings Apr 25 Reimbursement Food & Drinks		97.73
5256976	05/21/2025	Southern Trinity Joint Unified	01-5800	UDLTraining March 25		3,349.29
5256977	05/21/2025	Shasta-Trinity Schools Den	01-9580	TCOE JUNE 2025 STSIG Dental Premiums		5,248.36
5256978	05/21/2025	Shasta-Trinity Schools Med	01-9580	TCOE JUNE 2025 STSIG Medical Premiums		55,128.00
5256979	05/21/2025	Shasta-Trinity Schools Vis	01-9580	TCOE JUNE 2025 STSIG Vision Premiums		1,628.10
5256980	05/21/2025	Trinity Co Arts Council	01-5800	RISE Classes Timbre Beck		250.00
5256981	05/21/2025	Trinity County RCD	01-5800	Mar - Mar 31st Hazard Mitigation Plan		5,810.00
5256982	05/21/2025	U.S. Bank Corporate Payment Systems	01-4300	A. Carson Coding Bee Bot & Cards PR173	2,424.80	
				A. Carson Early Coding PR174	1,029.44	
				C. Blanchard Eide Bailly Conf Registration	800.00	
				E. Burger EHCY CVS Gift Cards PR164	250.00	
				E. Burger EHCY Food Gift Cards PR164	250.00	
				E. Tapia Wellnes Supplies PR149	52.44	
				E. Tapia Wellness Supplies PR149	1,049.37	
				EHCY Student Supports PR169	287.65	
				F. Robles Accidental Charge pd ck# 1849 in OR242-885	57.88	
				F. Robles Mac Book Protector	74.00	
				Health Services Office Supplies Folders PR163	22.62	
				J. Dixon STEAM Expo Prizes PR138	49.31	
				J. Tyner Amber Wellness Supplies PR157	553.49	
				K. Arnold Leadership Lunch	109.82	
				K. Arnold Lunch Interview Panel	302.85	
				K. Arnold Lunch Leadership	359.46	
				K. Arnold Photo Album Retirement PR178	30.00	
				M. Rourke COP Training Meals Apr 25 PR158	273.49	
				M. Scalzo LCSW License Renewal PR182	150.00	
				MICR Check Printer Ink PR183	477.10	
				N. Bradford Clinician Licensce Renewal PR159	150.00	

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

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

Board Meeting Date Tuesday, June 17th, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5256982	05/21/2025	U.S. Bank Corporate Payment Systems	01-4300	Office Supplies Label Maker & Laminating Sheets PR 167	47.05	
				Office Supplies S. Dabney Privacy Screens PR160	150.47	
				Office Supplies Stamped Envelopes PR189	63.40	
				Prevention & Intervention Training Meals PR166	86.89	
				STSIG Safety Training Rewards PR164	2,100.00	
				T. Wright Backpack FYS SM	25.51	
				T. Wright Backpacks Care Closet Apr 25	42.88	
				T. Wright Prom Dress FYS BG	468.67	
				T. Wright Prom Dress MM	106.18	
				T. Wright Prom Shoes MM	74.54	
				Therapy Notes Psych Resources PR127	458.00	
			01-5200	F. Robles Flight SRS Conference May 25	2,077.70	
				F. Robles Lodging SRS Conference May 25	2,136.27	
				J. Tyner Amber E. Tapia Summit Anchorage Apr 25	1,115.52	
				L. McIntosh Parking Laserfichce Apr 25	40.00	
				Prevention & Intervention Training Meals PR146	197.34	
				T. Nordstrom CISC C. Hegelsen Reg May 25	154.50	
				T. Wright Parking Statewide Confernce Apr 25	100.00	
				T. Wright Statewide Conference Lodging Apr 25	990.22	
			01-5300	F. Robles ChatGPT Plus Subscription	20.00	
				F. Robles Monthly Remarkale Subscription	2.99	
				F. Robles Zoom May 25	15.99	
			01-5800	K. Arnold Deposit Leadership Summit in Mt. Shasta PR172	500.00	
				T. Nordstrom Personal Zoom Renewal	159.90	
			12-4300	A. Carson Display & Planning Materials PR192	785.69	
				A. Carson MGD WorkGroup Meals PR193	321.16	20,994.59
5257165	05/29/2025	Melissa Kurtz	01-5800	NHD Lodging & Per Diem Reimbursement PR150		545.89
5257166	05/29/2025	Dawson, Laura L	01-3702	L. Dawson Dental Reim 2025	177.60	

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

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

Board Meeting Date Tuesday, June 17th, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
5257166	05/29/2025	Dawson, Laura L	01-3702	L. Dawson Spouse INS 2025	138.80	
				L. Dawson Spouse Vision INS 2025	29.38	345.78
5257167	05/29/2025	Rebelo, Anthony J	01-4300	A. Rebelo Per Diem SRS Advocacy May 25		368.00
5257168	05/29/2025	Maclaren, Dawn J	01-5200	D. Maclaren Per Diem PASCO May 2025		101.38
5257169	05/29/2025	Palmer, Jason	01-4300	J. Palmer RISE Rewards 05.19.2025		241.81
5257170	05/29/2025	Dixon, Julia M	01-4300	J. Dixon Mileage to JC ACES Site Visit		5.95
5257171	05/29/2025	Carson, Anna L	12-5200	A. Carson Per Diem COEPACD		125.56
5257172	05/29/2025	Henson, Elizabeth	01-4300	E. Henson RISE Rewards 05.20.2025	224.53	
				E. Henson RISE Rewards 5.20.2025	109.96	334.49
5257173	05/29/2025	Bayless, Steven D	01-4300	S. Bayless RISE Rewards 05.13.2025		229.83
5257174	05/29/2025	AT&T	01-5920	24-25 AT&T Computer Line		4.97
5257175	05/29/2025	Breslin Occupational Service	01-5800	24/25 OT Services		12,112.20
5257176	05/29/2025	CalSTRS Accounting Division Cash Rcpts	01-5800	CalSTRS DB - Late Report/Contribution		75.66
				STJUSD		
5257177	05/29/2025	FasTrak Invoice Processing Cen ter	01-5200	M. Holmes PASCO Apr 25		8.00
5257178	05/29/2025	Independent Business Forms	01-4300	1099 Tax Forms	795.17	
				AP & Payroll Check Stock	1,345.79	2,140.96
5257179	05/29/2025	O'Reilly Automotive, Inc.	01-4300	24/25 Fleet Repair Supplies		238.07
5257180	05/29/2025	Oxford Consulting Services	01-5800	Behavioral Services April 2025	1,477.00	
				Behavioral Services March 2025	1,540.50	3,017.50
5257181	05/29/2025	Plotzke Ace Hardware	01-4300	24/25 maintenance supplies		60.84
5257182	05/29/2025	ProCare Therapy TTF Holdings Lockbox	01-5800	24/25 Behavior Specialist		4,800.00
5257183	05/29/2025	Randy Spencer	01-5200	S. Canale TCOE BOE Mileage		53.20
5257184	05/29/2025	Steve Canale	01-5200	S. Canale TCOE BOE Mileage		98.00
5257185	05/29/2025	Synapse Technologies Inc	01-5800	Laserfiche Import Agent License - One	1,600.00	
				Time Fee PR209		
				Laserfiche LSSP Import Agent Annual Fee	350.00	1,950.00
				PR209		
5257186	05/29/2025	Anthony Wayne Miller	01-4300	CPR Class Instructor Apr 25 PR187		850.00
5257187	05/29/2025	Trinity Alps Unified S D	01-4300	Retirement Party - Cutting Boards PR178		60.00
5257188	05/29/2025	Trinity County RCD	01-5800	Apr 1 - Apr 30th 2025 Hazard Mitigation		7,515.00
				Plan		
5257189	05/29/2025	WestEd Operating Account	01-5800	Pamphlets for Healthy Kids Survey PR93		1,753.40
Total Number of Checks					111	198,687.06

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

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

Board Meeting Date Tuesday, June 17th, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
--------------	------------	---------------------	-------------	---------	-----------------	--------------

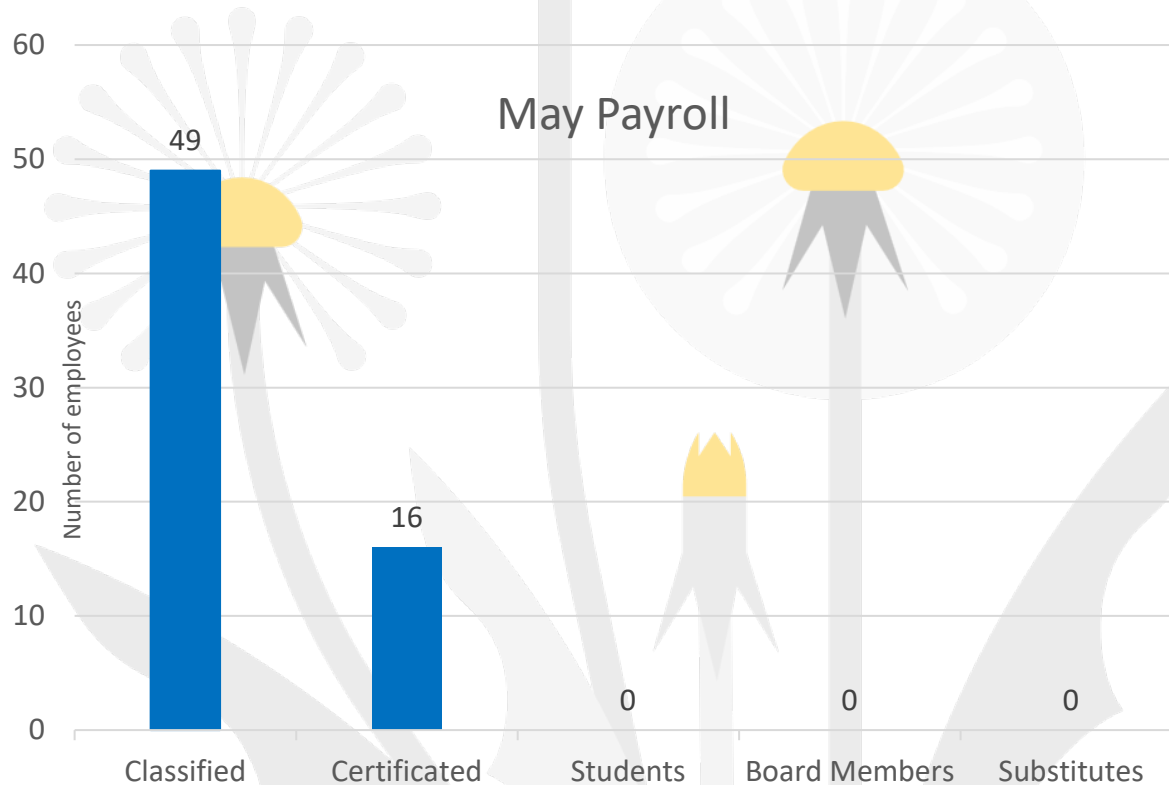
Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	108	196,488.27
12	Child Development Fund	4	2,198.79
Total Number of Checks		111	198,687.06
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			198,687.06

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

Trinity County Office of Education

5/1/2025 - 5/31/2025



Employee Salaries= \$421,085.95

District Liabilities= \$172,932.46

Total Payroll= \$594,018.41

Trinity County Office of Education

Budget Adoption for 2025/2026

A budget is a document that reflects the County Office's plans and priorities for the fiscal year, which runs from July 1 through June 30.

To follow is a summary of the significant changes and funds for the 2025/2026 budget. A budget is a projection of assumptions and estimates based on the Governor's May Revision and additional grant details as known at the time of the budget creation. It is important to remember, as of the date of this write-up, June 10, 2025 the state budget has not been adopted. Our information is based up the proposed Governors May budget.

Local Control Funding Formula (LCFF) Breakdown for 2025-2026:

The following details the breakdown of the Local Control Funding Formula (LCFF) for the fiscal year 2025-2026. The funding rate for average daily attendance (ADA) for County Offices of Education (COEs) is set at \$112.93 per ADA within our funding band (an increase of \$2.64 per countywide ADA). This rate has been applied to our countywide ADA count, resulting in the following funding for our educational initiatives. The countywide ADA count is a decrease of 26.13 ADA over prior fiscal year.

- Average Daily Attendance (ADA) Funding: \$112.93 per ADA
- Total ADA: 1,457.10
- Total ADA Funding Calculation: $\$112.93 \times 1457.10 = \$164,550$
- Cost of Living Adjustment (COLA) for 2025/2026: The COLA has been used is 2.3% as proposed by the Governor in the May revision.

District Funding:

Our office services nine districts, the following is the breakout of these funds:

- Number of Districts Serviced: 9
- Funding Rate per District: \$350,882
- Total District Funding Calculation: $\$350,882 \times 9 = \$3,157,938$
- Operations Base Funding: An additional operations base funding amounting to \$881,483 is allocated to ensure the smooth functioning of district operations.

RISE Academy:

The RISE Academy is an integral part of our educational offerings, and its funding includes various streams to ensure comprehensive support for its students.

- ADA Revenue for RISE Academy: \$46,383. This amount includes Supplement and Concentration funding.

- Unduplicated Pupil Count (UPP): 75% of our estimated enrollment of 4 students, on census day 2025 with an ADA throughout the year of 4.69.

- Additional Funding: COEs receive an additional \$200,000 to run a County Community School, which are newer funds aimed at enhancing our RISE Academy operations. Funds are received as LCFF funds.

LCFF Passthrough Revenue:

The LCFF passthrough revenue to CHYBA for Charter Served Non-Juvenile Court School ADA is also part of our LCFF, funds are received and distributed to CHYBA.

- CHYBA for Charter Served Non-Juvenile Court School ADA: \$175,458

- These funds are received by the COE and subsequently passed along to CHYBA but remain part of our overall LCFF funding.

Additional LCFF Funds:

Additional LCFF funds are allocated to various specialized programs and services to support our districts and students.

- Differentiated Assistance: \$333,333

- This amount includes a base of \$200,000 with an additional \$133,333 to support a district that has recently transitioned out of Differentiated Assistance. Funds will be reduced in future years as districts are successfully no longer designated as Differentiated Assistance.

- Transportation Funds: \$9,436, funds are transferred to districts running Special Education transportation programs to support their operational needs.

Total LCFF Funding:

The total LCFF funding comprises several components, including local taxes, the Education Protection Act (EPA), and state aid.

- Estimated Local Taxes: \$1,169,264, reduced by the Special Education Taxes, below

- Special Education Taxes: \$318,283 (passed through to districts)

- Education Protection Act (EPA): \$3,372

- State Aid: \$4,618,317

- Total Estimated LCFF Funding: \$5,472,670

Additional Funding Sources for RISE Academy:

These additional sources ensure a robust financial foundation for operations.

- Lottery Funds, Arts & Music Block Grant, Mandated Block Grant, REAP, Equity Multiplier, Student Support Enrichment Block Grant and EPA funds: These various funding sources collectively cover the costs associated with running the RISE Academy. In the May revision there is a proposal for

additional Learning Recovery Emergency Block Grant, Discretionary Block Grant and Literacy funds. These funds are not added to the budget at this time. We will continue to watch as the states budget process continues to verify funding before any funds are counted on in our budget.

Dental Van and Student Dental Grant:

The dental van project, an important initiative for student health, continues to progress with the expected completion date of the van is still unknown.

- First Five Grant: Continues to support dental services for Trinity County students, we do not anticipate any change in this program.

Forest Reserve Funds:

The Forest Reserve funds play a significant role in our financial planning, with detailed allocations for the current and upcoming fiscal years.

- 2023/2024 Countywide Funds Received: \$1,304,312, TCOE Portion: \$228,923

- 2024/2025 Countywide Funds: \$103,201.60, TCOE Portion: \$15,015.83

- This budget anticipates the same funding in 2025/2026 as 2024/2025.

- Forest Reserve is part of the “Big Beautiful Bill” we shall wait to see how this works out for our County. If the bill is approved as written full funding for 2024/2025 is part of the proposal. Plan for the worst, hope for the best.

Student Mental Health (MH) Services Funding:

Student mental health services are funded through a blend of Special Education and grant funds, ensuring comprehensive support for our students' mental well-being.

- Special Education MH Related Services: \$191,822, no change in these funds from prior year.

- Mental Health Student Services Act (MHSSA): \$293,218, we have received the following three new MHSSA grants: Marginalized Youth, Sustainability, and Other Priorities. These are all three-year grants, COE is not collecting the indirect cost on these funds the County of Trinity will be receiving the Indirect costs from these grants over the next three years. As of September 30, 2025 we will be sunseting our original MHSSA grant.

- Medical Billing Capacity Grant/ Children and Youth Behavioral Health Incentive (CYBHI): \$450,000, we plan to begin medical billing at the start of the school year.

- Our grant application for Wellness Coach was also funded, this is a one-year grant for \$1,000,000 we will be funding our Wellness Coaches with these funds. Funding will last this fiscal year; in our subsequent year we will revert back to using our Community Schools Partnership funds to pay for Wellness Coaches.

- Early Childhood Wraparound Services grant, was also funded. Total funding is \$1,473,959; we are working on an extension on the funds as they are currently set to expire 06/30/26. Most other grantees are also requesting extension, if approved we will be expending the funds up to 6/03/27.

Wonder House Funding:

The Wonder House program is funded by several funding sources, we will continue to keep an eye on the revenues and expenses as the program may need a contribution from our general fund to continue.

- Funding Sources: Special Ed Preschool Grant, Federal IDEA, Preschool Staff Development, Spec Ed Early Intervention*

* Special Education Early Intervention funds are paid to Douglas City Elementary, Junction City Elementary, Lewiston Elementary, and Weaverville Elementary, with each district agreeing to contribute their funds to the operation of the Wonder House.

New Grants:

Teacher residency implementation and expansion grant, these two grants are new to TCOE. One is to pay a stipend to four resident teachers working on their Special Education credential. It also pays a stipend to the teachers mentoring the residents. This grant will be in place up to 6/30/26. We anticipate \$40,000 for this fiscal year.

The partner grant to these funds pays for part of our staff to support the teacher resident. Total funding is \$250,000 we anticipate splitting the funds over the next four fiscal years.

Additional Grants and Anticipated Continuations:

The following grants are expected to continue without any adjustments, supporting various educational programs.

- Classified Staff Teacher Grant: Beginning balance of \$35,000 we anticipate spending these funds throughout the 2025/206 fiscal year.

- Learning Acceleration Grant from Lake COE: Supports our Teacher Coaches in their efforts, with funds used for stipends and professional development for local school district teaching staff.

- Other Grants: American Indian Early Childhood Education, Tobacco Education Prop 99 & 56, After School Education Safety, Foster Youth, and Homeless grant. They are all expected to continue without any funding adjustments.

Salary and Benefits Adjustments:

We have negotiated with our staff for the following COLA increase and other adjustments to maintain fiscal stability.

- Negotiated COLA: 2.5% on salaries and adjustments to our health and welfare caps

- Certificated and Classified Payroll Benefits: Based on salaries

- STRS Employer Contribution: 19.1% (remains the same in the out years)

- PERS Employer Contribution: 26.81% for 2025/2026 (reduced from anticipated 27.6%)

-Future PERS Rates: 26.90% for 2026/2027 and 27.8% for 2027/2028

Fixed Assets:

Our budget includes plans for purchasing new vehicles to support our operations.

- Planned Purchases: A new RAV4 at the beginning of the fiscal year and a much-needed truck for our Information Technology Department.

Fund Transfers:

Significant transfers from the General Fund to Special Reserves ensure we can meet our long-term obligations and future needs.

- Transfer to Special Reserves Fund 17: \$350,000 for our future facility's needs.

Projected Ending Balances for Fund 01:

The projected ending balances for Fund 01 reflect our financial planning and anticipated revenues and expenses.

- Unrestricted Ending Balance: \$3,645,775

- Restricted Ending Balance: \$1,295,848

Other Fund Summaries:

Fund 10 - Special Education Pass Through: State Special Education funds are estimated to increase by 2.3% COLA, these funds are split out between our Districts and CHYBA based on Census Day enrollment of the fiscal year. These funds simply flow to COE and back out to the districts.

Fund 11 - Adult Education:

- Estimated Revenue: \$100,670

- Funds passthrough to CHYBA \$62,079

- Remaining Funds: Used at TCOE for our GED, testing programs, and Love & Logic

Fund 12 - Child Development Early Education:

The state has continued to prioritize supporting the addition of Transitional Kindergarten and Preschool programs. Funds are paid to Human Response Network, our Districts and local daycare providers for training. We also support our Early Education Coordinator with this fund. Several of our one-time grants ended as anticipated in 06/30/25. We currently are anticipating the following changes in our fund.

- Starting Balance: \$112,269

- Grants received: \$468,691

- Expenses for 2025/2026: \$482,849

- Ending Balance: \$98,111

Fund 14 - Deferred Maintenance:

Deferred maintenance funding ensures we can address critical maintenance needs across our facilities.

- Starting Balance: \$699,365
- Anticipated Interest: \$31,470
- Budgeted Costs: \$60,500
- Ending Balance: \$670,335

Fund 16 - Forest Reserves:

This is another one of our pass-through funds, as noted above we are only estimating \$103,201.60 for the 2025/2026 fiscal year county wide. With great hopes for reauthorization!!!

Fund 17 - Special Reserves:

The Special Reserves fund is crucial for our long-term financial health, with a substantial balance carried forward and additional contributions planned.

- Beginning Balance: \$2,992,572
- Contributions and Transfers: \$350,000 from the General Fund, \$15,015 from Forest Reserves, and \$94,141 estimated interest
- Ending Balance: \$3,451,728

Fund 20 - Special Reserves - OPEB Retiree Benefits:

Managing retiree benefits is a key aspect of our financial planning, ensuring we meet our obligations.

- Starting Balance: \$219,607
- Transfer from General Fund: \$0
- Estimated Interest: \$6,000
- Transfer Out for Costs: \$49,744 (for OPEB costs)
- Ending Balance: \$175,863

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

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

Public Hearing:

Adoption Date: June 18, 2025

Place: Trinity County Office of Education

Signed:

Date: June 17, 2025

Clerk/Secretary of the County Board

Time: 1:00 pm

(Original signature required)

Printed Name: Fabio Robles

Title: Superintendent

Contact person for additional information on the budget reports:

Name: Cindy Blanchard

Title: Chief Business Official

Telephone: 530-623-2861

E-mail: cblanchard@tcoek12.biz

To update our mailing database, please complete the following:

Superintendent's Name: Fabio Robles

Chief Business Official's Name: Cindy Blanchard

CBO's Title: Chief Business Official

CBO's Telephone: 530-623-2861

Criteria and Standards Review Summary

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

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

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

7a	Fund Balance	Unrestricted county school service fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
7b	Cash Balance	Projected county school fund cash balance will be positive at the end of the current fiscal year.	X	
8	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	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 Exps.	Are there ongoing county school service fund expenditures in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Exps.	Are there large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?	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 county school service 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 county office 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 county office provide postemployment benefits other than pensions (OPEB)?	X	
		If yes, are they lifetime benefits?	n/a	
		If yes, do benefits continue beyond age 65?	n/a	
		If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the county office provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:	X	
		Certificated? (Section S8A, Line 1)	X	
		- Classified? (Section S8B, Line 1) - Management/supervisor/confidential? (Section S8C, Line 1)	X	
S9	Local Control and Accountability Plan (LCAP)	Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		Adoption date of the LCAP or an update to the LCAP	06/18/2025	
S10	LCAP Expenditures	Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining ADA	Is County Operations Grant ADA decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county boundaries that are impacting the county office's ADA, either in the prior fiscal year or budget year?	X	

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

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

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

- A. STANDARD: Projected County Operations Grant 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	County Operations Grant ADA
3.0%	0 to 6,999
2.0%	7,000 to 59,999
1.0%	60,000 and over

County Office ADA (Form A, Estimated Funded ADA column, Line B5):

1,457

County Office County Operations Grant ADA Standard Percentage Level:

3.00%

1A-1. Calculating the County Office's County Operations Grant ADA Variances

DATA ENTRY: Enter the County Operations Grant Funded ADA in the Original Budget column for all fiscal years. All other data are extracted or calculated.

County Operations Grant Funded ADA				
	Original Budget	Estimated/Unaudited Actuals	ADA Variance Level (If Budget is greater than Actuals, else N/A)	
Fiscal Year	(Form A, Line B5)			Status
Third Prior Year (2022-23)	1,366.76	1,444.40	N/A	Met
Second Prior Year (2023-24)	1,388.03	1,476.57	N/A	Met
First Prior Year (2024-25)	1,358.56	1,455.49	N/A	Met

1A-2. Comparison of County Office County Operations Grant ADA to the Standard

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

- 1a. STANDARD MET - Projected County Operations Grant 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 - Projected County Operations Grant 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)

1. CRITERION: Average Daily Attendance (continued)

- B. STANDARD: Projected funded ADA for county operated programs for any of the budget year or two subsequent fiscal years has not increased from the historical average from the three prior fiscal years by more than two percent (2%) each year.

1B-1. Calculating the County Office's Historical Average Projected ADA for County Operated Programs

DATA ENTRY: All data are extracted or calculated.

Average Daily Attendance (Form A, Estimated Actuals, Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Third Prior Year (2022-23)	12.94	1,444.40	1,444.40	0.00
Second Prior Year (2023-24)	12.35		1,476.57	0.00
First Prior Year (2024-25)	14.95	4.49	1,455.49	0.00
Historical Average:	13.41	482.96	1,458.82	0.00

County Office's County Operated Programs ADA Standard:

Budget Year (2025-26)

(historical average plus 2%):

1st Subsequent Year (2026-27)

(historical average plus 4%):

2nd Subsequent Year (2027-28)

(historical average plus 6%):

13.68	492.62	1,488.00	0.00
13.95	502.28	1,517.17	0.00
14.22	511.94	1,546.35	0.00

1B-2. Calculating the County Office's Projected ADA for County Operated Programs

DATA ENTRY: Budget year data will be extracted from Form A. Enter the remaining data in each of the 1st and 2nd Subsequent Years. If Form MYP exists, County Operations Grant ADA will be extracted for the two subsequent fiscal years.

Average Daily Attendance (Form A, Estimated Funded ADA)

Fiscal Year	County and Charter School Alternative Education Grant ADA (Form A, Lines B1d and C2d)	District Funded County Program ADA (Form A, Line B2g)	County Operations Grant ADA (Form A, Line B5)	Charter School ADA and Charter School Funded County Program ADA (Form A, Lines C1 and C3f)
Budget Year (2025-26)	14.00	4.50	1,457.10	0.00
1st Subsequent Year (2026-27)	15.00	4.50	1,452.45	0.00
2nd Subsequent Year (2027-28)	15.00	4.50	1,446.45	0.00
Status:	Not Met	Met	Met	Met

1B-3. Comparison of County Office Projected County Operated Programs ADA to the Standard

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

- 1a. STANDARD NOT MET - Projected ADA for county operated programs is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes, if any, will be made to bring the projected ADA within the standard.

Explanation:

(required if NOT met)

Due to our small size any variance creates an error.

2. 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 county office's cost-of-living adjustment (COLA) plus or minus one percent.

For excess property tax counties, 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.

2A. County Office's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Excess Property Tax/Minimum State Aid

The County office must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

2A-1. Calculating the County Office's LCFF Revenue Standard

DATA ENTRY: Section I, enter applicable data for all fiscal years. Section I-a is completed by a county office funded at Target, and Section I-b is completed by a county office funded at Hold Harmless. Per AB 181, Chapter 52, Statutes of 2022, hold harmless COEs include a COLA add-on. Section I-b1, enter the projected County Operations Grant for all fiscal years and Section I-b2, enter the projected Alternative Education Grant for all fiscal years to calculate the add-on COLA amount. Section II, enter data in Step 2b1 for all fiscal years. Section III, all data are extracted or calculated. Section IV, enter data in Step 1a for the two subsequent fiscal years, Step 2b1 for all fiscal years, and Step 2b3 for current year only. All other data are extracted or calculated.

NOTE: Enter data in Section I, Line c1 and Section IV only if the county office has charter school funded county program ADA corresponding to financial data reported in Fund 01. Regardless of the standard selected, criterion 2A-1 must be completed to obtain the total change in population and funding level.

Projected LCFF Revenue

Select County Office's LCFF revenue funding status:

At Target

Hold Harmless

Status: At Target

		Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
I. LCFF Funding					
a.	COE funded at Target LCFF				
a1.	County Operations Grant	4,200,093.00	4,296,875.00	4,382,279.00	4,469,217.00
a2.	Alternative Education Grant	426,272.00	409,430.00	371,329.00	42,257.00
b.	COE funded at Hold Harmless LCFF	N/A	N/A	N/A	N/A
b1.	County Operations Grant (informational only)	N/A	N/A	N/A	N/A
b2.	Alternative Education Grant (informational only)	N/A	N/A	N/A	N/A
c.	Charter Funded County Program				
c1.	LCFF Entitlement	827,789.00	766,365.00	737,694.00	742,431.00
d.	Total LCFF (Sum of a or b, and c)	5,454,154.00	5,472,670.00	5,491,302.00	5,253,905.00

II. County Operations Grant

Step 1 - Change in Population

a.	ADA (Funded) (Form A, line B5 and Criterion 1B-2)	1,455.49	1,457.10	1,452.45	1,446.45
b.	Prior Year ADA (Funded)		1,455.49	1,457.10	1,452.45
c.	Difference (Step 1a minus Step 1b (At Target) or 0 (Hold Harmless))		1.61	(4.65)	(6.00)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		0.11%	-0.32%	-0.41%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a1 At Target or Section I-b1 Hold Harmless), prior year column	4,200,093.00	4,296,875.00	4,382,279.00
b1.	COLA percentage	2.3%	2.0%	2.0%
b2.	COLA amount (proxy for purposes of this criterion)	96,602.14	85,937.50	87,645.58
c.	Total Change (Step 2b2)	96,602.14	85,937.50	87,645.58
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	2.30%	2.00%	2.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	2.41%	1.68%	1.59%
b.	LCFF Percent allocation (Section I-a1 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	78.52%	79.80%	85.06%
c.	Weighted Percent change (Step 3a x Step 3b)	1.89%	1.34%	1.35%

III. Alternative Education Grant

Step 1 - Change in Population

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a.	ADA (Funded) (Form A, lines B1d, C2d, and Criterion 1B-2)	14.95	14.00	15.00
b.	Prior Year ADA (Funded)	14.95	14.00	15.00
c.	Difference (Step 1a minus Step 1b)	(.95)	1.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	-6.35%	7.14%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-a2 At Target or Section I-b2 Hold Harmless), prior year column	426,272.00	409,430.00	371,329.00
b1.	COLA percentage (Section II-Step 2b1)	2.30%	2.00%	2.00%
b2.	COLA amount (proxy for purposes of this criterion)	9,804.26	8,188.60	7,426.58
c.	Total Change (Step 2b2)	9,804.26	8,188.60	7,426.58
d.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	2.30%	2.00%	2.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2d)	-4.05%	9.14%	2.00%
b.	LCFF Percent allocation (Section I-a2 divided by Section I-d (At Target) or Section I-b divided by Section I-d (Hold Harmless))	7.48%	6.76%	0.80%
c.	Weighted Percent change (Step 3a x Step 3b)	-0.30%	0.62%	0.02%

IV. Charter Funded County Program

Step 1 - Change in Population

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a.	ADA (Funded) (Form A, line C3f)	0.00	0	
b.	Prior Year ADA (Funded)	0.00	0.00	0.00
c.	Difference (Step 1a minus Step 1b)	0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)	0.00%	0.00%	0.00%

Step 2 - Change in Funding Level

a.	Prior Year LCFF Funding (Section I-c1, prior year column)	827,789.00	766,365.00	737,694.00
b1.	COLA percentage	2.30%	2.00%	2.00%
b2.	COLA amount (proxy for purposes of this criterion)	19,039.15	15,327.30	14,753.88
c.	Percent Change Due to Funding Level (Step 2c divided by Step 2a)	2.30%	2.00%	2.00%

Step 3 - Weighted Change in Population and Funding Level

a.	Percent change in population and funding level (Step 1d plus Step 2c)	2.30%	2.00%	2.00%
b.	LCFF Percent allocation (Section I-c1 divided by Section I-d)	14.00%	13.43%	14.13%
c.	Weighted Percent change (Step 3a x Step 3b)	0.32%	0.27%	0.28%

V. Weighted Change

		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a.	Total weighted percent change (Step 3c in sections II, III and IV)	1.91%	2.23%	1.65%
LCFF Revenue Standard (line V-a, plus/minus 1%):		0.91% to 2.91%	1.23% to 3.23%	0.65% to 2.65%

2B. Alternate LCFF Revenue Standard - Excess Property Tax / Minimum State Aid

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

Excess Property Tax or Minimum State Aid County Office 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)	727,330.00	1,169,264.00	1,250,000.00	1,250,000.00
Excess Property Tax/Minimum State Aid Standard (Percent change over previous year, plus/minus 1%):		N/A	N/A	N/A

2C. Calculating the County Office's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Years 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)
1.	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	5,686,417.00	5,790,953.00	4,581,562.00	4,344,165.00
County Office's Projected Change in LCFF Revenue:		1.84%	-20.88%	-5.18%	
Standard:		0.91% to 2.91%	1.23% to 3.23%	0.65% to 2.65%	
Status:		Met	Not Met	Not Met	

2D. Comparison of County Office LCFF Revenue to the Standard

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

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

Explanation
(required if NOT met)

Reduction in revenue is due to the transition of CHYBA to Shasta COE. This will result in a reduction in our LCFF funds that are then passed directly on to the Charter school.

3. **CRITERION: Salaries and Benefits**

STANDARD: Projected total salaries and benefits for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year amount by more than the change in funded COLA plus or minus five percent.

3A. Calculating the County Office's Salaries and Benefits Standard Percentages

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. County Office's Change in Funding Level (Criterion 2C):	1.84%	-20.88%	-5.18%
2. County Office's Salaries and Benefits Standard (Line 1, plus/minus 5%):	-3.16% to 6.84%	-25.88% to -15.88%	-10.18% to -0.18%

3B. Calculating the County Office's Projected Change in Salaries and Benefits

DATA ENTRY: If Form MYP exists, Salaries and Benefits 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	Salaries and Benefits (Form 01, Objects 1000- 3999) (Form MYP, Lines B1-B3)	Percent Change Over Previous Year	Status
First Prior Year (2024-25)	6,352,962.00		
Budget Year (2025-26)	7,360,927.00	15.87%	Not Met
1st Subsequent Year (2026-27)	7,537,948.00	2.40%	Not Met
2nd Subsequent Year (2027-28)	7,733,819.00	2.60%	Not Met

3C. Comparison of County Office Change in Salaries and Benefits to the Standard

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

- 1a. STANDARD NOT MET - Projected ratio(s) of salary and benefit costs to total expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:

(required if NOT met)

Staffing changes from 2024/2025 to 2025/2026 include: filling all vacancies for Wellness Liaison positions at school sites paid for from our Wellness grant, Wrap Around Services grant will increase salaries for the following positions: Full time School Nurse, additional School Psychologist, Mental Health Clinician and additional hours for our Early Childhood Specialist (Intervention Teacher).

4. 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 change in funded COLA plus or minus ten percent.

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

4A. Calculating the County Office'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. County Office's Change in Funding Level (Criterion 2C):	1.84%	-20.88%	-5.18%
2. County Office's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-8.16% to 11.84%	-30.88% to -10.88%	-15.18% to 4.82%
3. County Office's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-3.16% to 6.84%	-25.88% to -15.88%	-10.18% to -0.18%

4B. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 4A, 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 county office'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)	210,835.00		
Budget Year (2025-26)	206,854.00	-1.89%	No
1st Subsequent Year (2026-27)	208,055.00	0.58%	Yes
2nd Subsequent Year (2027-28)	210,001.00	0.94%	Yes

Explanation:
(required if Yes)

Federal funds are paid on a reimbursement basis; we anticipate spending more of our federal funds in 2026/2027 and 2027/2028 therefore we anticipate a small increase in payments.

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

First Prior Year (2024-25)	4,642,130.00		
Budget Year (2025-26)	2,846,309.00	-38.69%	Yes
1st Subsequent Year (2026-27)	2,016,500.00	-29.15%	Yes
2nd Subsequent Year (2027-28)	2,020,500.00	0.20%	Yes

Explanation:
(required if Yes)

Reductions noted are the Wellness Coach grant for one million dollars funds were received in 2024.2025 and expended primarily in 25.26, with a grant ending date of 06/30/26. Our Math, Science, & Computer Science grant plus the travel funds that accompany the funds will end 2025.2026 this is a reduction in revenue of \$96,000 and the expenses that go along with the funds are removed. Revenue for our Wrap Around Services grant were received in 2024/2025 but expended primarily in 2025/2026, this represents the majority of funds when comparing 2024/2025 revenues to 2025/2026 and other subsequent years revenues.

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

First Prior Year (2024-25)	2,549,125.00		
Budget Year (2025-26)	2,352,579.00	-7.71%	Yes
1st Subsequent Year (2026-27)	2,950,314.00	25.41%	Yes
2nd Subsequent Year (2027-28)	2,970,500.00	0.68%	Yes

Explanation:
(required if Yes)

Children & Youth Behavioral Health Initiative (CYBHI) grant, funds were received in 2024.2025 and expended primarily in 25.26 for both of these grants. The CYBHI funds are to help the COE ramp up our medical billing program which you will note those revenues in Local Revenue. Another reduction in revenue from 2024/2025 is our interest, the County has been doing an amazing job of paying interest in a timely manner this should reduce the revenues crossing fiscal years. We are also increasing our estimated Medical billing income, this may be a conservative amount but we are currently estimating an increase of \$100,000 in medical & LEA BOP revenues.

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

First Prior Year (2024-25)	629,144.00		
Budget Year (2025-26)	606,777.00	-3.56%	Yes
1st Subsequent Year (2026-27)	552,000.00	-9.03%	Yes
2nd Subsequent Year (2027-28)	512,680.00	-7.12%	No

Explanation:
(required if Yes)

Our supplies for 2024/2025 included several one-time costs paid for by grants, as grants go away the costs also are reduced out of our budget accordingly .

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

First Prior Year (2024-25)	2,251,529.00		
Budget Year (2025-26)	2,107,567.00	-6.39%	Yes
1st Subsequent Year (2026-27)	1,679,650.00	-20.30%	No
2nd Subsequent Year (2027-28)	1,668,500.00	-0.66%	No

Explanation:
(required if Yes)

Our budget reduces our Services costs as several one-time grants paid for stipends for teachers at districts throughout the county . This budget reflects these changes.

4C. Calculating the County Office's Change in Total Operating Revenues and Expenditures (Section 4A, Line 2)

DATA ENTRY: All data are extracted or calculated.

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

Total Federal, Other State, and Other Local Revenue (Section 4B)

First Prior Year (2024-25)	7,402,090.00		
Budget Year (2025-26)	5,405,742.00	-26.97%	Not Met
1st Subsequent Year (2026-27)	5,174,869.00	-4.27%	Not Met
2nd Subsequent Year (2027-28)	5,201,001.00	0.50%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Section 4B)

First Prior Year (2024-25)	2,880,673.00		
Budget Year (2025-26)	2,714,344.00	-5.77%	Met
1st Subsequent Year (2026-27)	2,231,650.00	-17.78%	Met
2nd Subsequent Year (2027-28)	2,181,180.00	-2.26%	Met

4D. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 4B if the status in Section 4C 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 4B above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 4B
if NOT met)

Federal funds are paid on a reimbursement basis; we anticipate spending more of our federal funds in 2026/2027 and 2027/2028 therefore we anticipate a small increase in payments.

Explanation:

Other State Revenue

(linked from 4B

if NOT met)

Reductions noted are the Wellness Coach grant for one million dollars funds were received in 2024.2025 and expended primarily in 25.26, with a grant ending date of 06/30/26. Our Math, Science, & Computer Science grant plus the travel funds that accompany the funds will end 2025.2026 this is a reduction in revenue of \$96,000 and the expenses that go along with the funds are removed. Revenue for our Wrap Around Services grant were received in 2024/2025 but expended primarily in 2025/2026, this represents the majority of funds when comparing 2024/2025 revenues to 2025/2026 and other subsequent years revenues.

Explanation:

Other Local Revenue

(linked from 4B

if NOT met)

Children & Youth Behavioral Health Initiative (CYBHI) grant, funds were received in 2024.2025 and expended primarily in 25.26 for both of these grants. The CYBHI funds are to help the COE ramp up our medical billing program which you will note those revenues in Local Revenue. Another reduction in revenue from 2024/2025 is our interest, the County has been doing an amazing job of paying interest in a timely manner this should reduce the revenues crossing fiscal years. We are also increasing our estimated Medical billing income, this maybe a conservative amount but we are currently estimating an increase of \$100,000 in medical & LEA BOP revenues.

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 4B

if NOT met)

Explanation:

Services and Other Exps

(linked from 4B

if NOT met)

5. **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 county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

Determining the County Office'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 county office to deposit into the account a minimum amount equal to or greater than three percent of the total unrestricted general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: All data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

	Budgeted Unrestricted Expenditures and Other Financing Uses (Form 01, Resources 0000-1999, Objects 1000-7999)	3% Required Minimum Contribution (Unrestricted Budget times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
Ongoing and Major Maintenance/Restricted Maintenance Account	8,189,976.00	245,699.28	0.00	Not Met

¹ Fund 01, Resource 8150, Objects 8900-8999

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

Explanation: (required if NOT met and Other is marked)	☒	Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)
	☐	Other (explanation must be provided)

6. 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 county office's available reserves¹ as a percentage of total expenditures and other financing uses², in two out of three prior fiscal years.

6A. Calculating the County Office'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. County Office'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)	0.00	0.00	500,000.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,213,186.30	2,521,022.02	3,699,351.00
d. Negative County School Service Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, foreach of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	1,213,186.30	2,521,022.02	4,199,351.00
2. Expenditures and Other Financing Uses			
a. County Office's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	8,741,963.39	9,841,080.21	11,213,304.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	1,994,019.14	1,549,272.26	1,921,954.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	10,735,982.53	11,390,352.47	13,135,258.00
3. County Office's Available Reserve Percentage (Line 1e divided by Line 2c)	11.30%	22.10%	32.00%
County Office's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	3.80%	7.40%	10.70%

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service 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 County School Service Fund.

² A county office of education 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.

6B. Calculating the County Office'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)	330,504.85	3,546,128.44	N/A	Met
Second Prior Year (2023-24)	1,214,797.78	5,295,475.63	N/A	Met
First Prior Year (2024-25)	1,870,056.00	6,597,006.00	N/A	Met
Budget Year (2025-26) (Information only)	(748,331.00)	8,189,976.00		

6C. Comparison of County Office 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)

7. CRITERION: Fund and Cash Balances

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

County Office Total Expenditures and Other Financing Uses ²		
Percentage Level ¹		
1.7%	0	to \$7,735,999
1.3%	\$7,736,000	to \$19,343,999
1.0%	\$19,344,000	to \$87,045,000
0.7%	\$87,045,001	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.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA
Pass-through

(Criterion 7A2b) if Criterion 7A, Line 1 is No:

11,801,679.00

County Office's Fund Balance Standard Percentage Level:

1.30%

7A-1. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices 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 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

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

1. Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for fund balance and reserves?

Yes

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

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

- b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223):

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

2,025,049.00

7A-2. Calculating the County Office's Unrestricted County School Service 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 County School Service Fund Beginning Balance (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	Status
Third Prior Year (2022-23)	943,147.00	978,746.39	N/A	Met
Second Prior Year (2023-24)	1,307,671.00	1,309,251.24	N/A	Met
First Prior Year (2024-25)	1,331,739.00	2,524,050.00	N/A	Met
Budget Year (2025-26) (Information only)	4,394,106.00			

³ Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

7A-3. Comparison of County Office Unrestricted Beginning Fund Balance to the Standard

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

- 1a. STANDARD MET - Unrestricted county school service 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 county school service fund cash balance will be positive at the end of the current fiscal year.

7B-1. Determining if the County Office's Ending Cash Balance is Positive

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

Ending Cash Balance		
County School Service Fund		
Fiscal Year	(Form CASH, Line F, June Column)	Status
Current Year (2025-26)	3,293,131.00	Met

7B-2. Comparison of the County Office's Ending Cash Balance to the Standard

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

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

Explanation:
(required if NOT met)

8. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses²:

Percentage Level ³	County Office Total Expenditures and Other Financing Uses ³	
5% or \$88,000 (greater of)	0	to \$7,735,999
4% or \$387,000 (greater of)	\$7,736,000	to \$19,343,999
3% or \$774,000 (greater of)	\$19,344,000	to \$87,045,000
2% or \$2,611,000 (greater of)	\$87,045,001	and over

¹Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service 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 County School Service Fund.

² A county office of education that is the Administrative Unit of a Special Education Local Plan Area may exclude from its expenditures the distribution of funds to its participating members.

³ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 2574, rounded to the nearest thousand.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through (Criterion 7A2b) if Criterion 7A, Line 1 is No:	11,801,679.00	11,272,448.00	11,462,849.00
County Office's Reserve Standard Percentage Level:	4.00%	4.00%	4.00%

8A. Calculating the County Office's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for line 1 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)	11,801,679.00	11,272,448.00	11,462,849.00
2. Plus: Special Education Pass-through (Criterion 7A, Line 2b if Criterion 7A, Line 1 is No)	2,025,049.00		
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	11,801,679.00	11,272,448.00	11,462,849.00
4. Reserve Standard Percentage Level	4.00%	4.00%	4.00%
5. Reserve Standard - by Percent (Line A3 times Line A4)	472,067.16	450,897.92	458,513.96
6. Reserve Standard - by Amount (From percentage level chart above)	387,000.00	387,000.00	387,000.00
7. County Office's Reserve Standard (Greater of Line A5 or Line A6)	472,067.16	450,897.92	458,513.96

8B. Calculating the County Office'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 lines 4, 8, and 9):	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00		
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	3,645,775.00	2,618,644.00	1,201,903.00
4. County School Service 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	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	500,000.00	500,000.00	500,000.00
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. County Office's Budgeted Reserve Amount (Lines B1 thru B7)	4,145,775.00	3,118,644.00	1,701,903.00
9. County Office's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	35.13%	27.67%	14.85%
County Office's Reserve Standard (Section 8A, Line 7):	472,067.16	450,897.92	458,513.96
Status:	Met	Met	Met

8C. Comparison of County Office 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 county office 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 county office have ongoing county school service fund expenditures in the budget in excess of one percent of the total county school service 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 county office have large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

Yes

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

Our County and every district within the county are dependent on Forest Reserves. For the COE it equates to a small amount of funding but the reauthorization of Forest Reserves makes a very large difference to every student within Trinity County.

S5. Contributions

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from 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 county school service fund to cover operating deficits in either the county school service fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from 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 county school service fund operational budget.

County Office's Contributions and Transfers Standard:

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

S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service 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 County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2024-25)	(1,027,864.00)			
Budget Year (2025-26)	(992,790.00)	(35,074.00)	(3.4%)	Met
1st Subsequent Year (2026-27)	(1,005,850.00)	13,060.00	1.3%	Met
2nd Subsequent Year (2027-28)	(1,017,860.00)	12,010.00	1.2%	Met
1b. Transfers In, County School Service Fund *				
First Prior Year (2024-25)	49,744.00			
Budget Year (2025-26)	49,744.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	20,000.00	(29,744.00)	(59.8%)	Not Met
2nd Subsequent Year (2027-28)	20,000.00	0.00	0.0%	Met
1c. Transfers Out, County School Service Fund *				
First Prior Year (2024-25)	500,000.00			
Budget Year (2025-26)	350,000.00	(150,000.00)	(30.0%)	Not Met
1st Subsequent Year (2026-27)	350,000.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	350,000.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the county school service fund operational budget?

No

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

S5B. Status of the County Office'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. NOT MET - The projected transfers in to the county school service 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 county office's plan, with timelines, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

We anticipate our OPEB benefits costs to be reduced in 2026/2027 therefore reducing our transfer from fund 20 to fund01.

- 1c. NOT MET - The projected transfers out of the county school service 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 county office's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

In our 2024/2025 fiscal year we transferred \$350,000 to our Fund 17 (Special Reserves fund) we plan to continue this transfer for all out years as we have great facility needs. In 2024/2025 we also transferred \$150,000 to our OPEB account, at this time we do not anticipate needing to continue this transfer. This will be analyzed annually to verify that we are keeping up with any retiree insurance costs.

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment 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 County Office'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 county office 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 Criterion 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				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	N/A	Funding based on pay roll accounts		66,480

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

TOTAL:				66,480

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				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2024-25)?	No	No	No	No

S6B. Comparison of County Office's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

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

No

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

Explanation:
(required if Yes)

S7. Unfunded Liabilities

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

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

S7A. Identification of the County Office'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 county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

No

2. For the county office's OPEB:

a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

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

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

Actuarial

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

Self-Insurance Fund

Government Fund

0

0

4. OPEB Liabilities

a. Total OPEB liability

193,800.00

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

193,800.00

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

0.00

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

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

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2025-26)

(2026-27)

(2027-28)

5. OPEB Contributions

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

Method

10,767.00

10,767.00

10,767.00

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

87,153.00

45,000.00

45,000.00

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

87,153.00

45,000.00

45,000.00

d. Number of retirees receiving OPEB benefits

3.00

3.00

2.00

S7B. Identification of the County Office'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 county office 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 7A) (If No, skip items 2-4)"

No

2

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

3.

Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

4.

Self-Insurance Contributions

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

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

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

S8A. Cost Analysis of County Office'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	8.00	8.00	8.00	8.00

Certificated (Non-management) Salary and Benefit Negotiations

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

Yes

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations Settled

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

Jun 17, 2025

3. Period covered by the agreement:

Begin Date:

Jul 01, 2025

End Date:

Jun 30, 2026

4. 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)?

Yes

Yes

Yes

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

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

--

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

6. Amount included for any tentative salary schedule increases

--	--	--

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

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

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

Certificated (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

--

--	--	--

--

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

Certificated (Non-management) Step and Column Adjustments

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

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

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

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

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 County Office'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	38	38	38	38

Classified (Non-management) Salary and Benefit Negotiations

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

Yes

If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 5 and 6.

Negotiations Settled

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

Jun 17, 2025

3. Period covered by the agreement:

Begin Date:

Jul 01, 2025

End
Date:

Jun 30, 2026

4. 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)?

Yes

Yes

Yes

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

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

Budget Year
(2025-26)

1st Subsequent Year
(2026-27)

2nd Subsequent Year
(2027-28)

6. Amount included for any tentative salary schedule increases

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?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Classified (Non-management) Prior Year Settlements

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

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

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2025-26)	(2026-27)	(2027-28)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

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

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 County Office'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	9.0	8.0	8.0	8.0

Management/Supervisor/Confidential

Salary and Benefit Negotiations

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

Yes

If Yes, complete question 2.

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

--

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

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")

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

Yes	Yes	Yes

Negotiations Not Settled

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

--

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

4. Amount included for any tentative salary schedule increases

--	--	--

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

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

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

Management/Supervisor/Confidential

Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

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

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

1. Are costs of other benefits included in the budget and MYPs?
2. Total cost of other benefits
3. Percent change in cost of other benefits over prior year

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

S9. Local Control and Accountability Plan (LCAP)

Confirm that the county office of education'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 county office of education'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 18, 2025

S10. LCAP Expenditures

Confirm that the county office of education'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 county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

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 A8 except item A3, which is automatically completed based on data in Criterion 1.

A1.	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is the County Operations Grant ADA decreasing in both the prior fiscal year and budget year? (Data from Criterion 1, Sections 1B-1 and 1B-2, County Operations Grant ADA column, are used to determine Yes or No)	No
A4.	Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior fiscal year or budget year?	No
A5.	Has the county office 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 county office provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to CDE)	No
A8.	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 County Office Budget Criteria and Standards Review

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

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

Public Hearing:

Adoption Date: June 18, 2025

Place: Trinity County Office of
Education

Signed: _____

Date: June 17, 2025

Clerk/Secretary of the County Board

Time: _____

(Original signature required)

Printed Name: Fabio Robles

Title: Superintendent

Contact person for additional information on the budget reports:

Name: Cindy Blanchard

Title: Chief Business Official

Telephone: 530-623-2861

E-mail: cblanchard@tcoek12.biz

To update our mailing database, please complete the following:

Superintendent's
Name: Fabio Robles

Chief Business
Official's Name: Cindy Blanchard

CBO's Title: Chief Business Official

CBO's
Telephone: 530-623-2861

Criteria and Standards Review Summary

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

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

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

7a	Fund Balance	Unrestricted county school service fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
7b	Cash Balance	Projected county school fund cash balance will be positive at the end of the current fiscal year.	X	
8	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	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 Exps.	Are there ongoing county school service fund expenditures in excess of one percent of the total county school service fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Exps.	Are there large non-recurring county school service fund expenditures that are funded with ongoing county school service fund revenues?	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 county school service 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 county office 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 county office provide postemployment benefits other than pensions (OPEB)?		
		If yes, are they lifetime benefits?		
		If yes, do benefits continue beyond age 65?		
		If yes, are benefits funded by pay-as-you-go?		
S7b	Other Self-insurance Benefits	Does the county office provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:	X	
		- Certificated? (Section S8A, Line 1) - Classified? (Section S8B, Line 1)		
		Management/supervisor/confidential? (Section S8C, Line 1)	X	
S9	Local Control and Accountability Plan (LCAP)	- Did or will the county office of education's governing board adopt an LCAP or an update to the LCAP effective for the budget year? - Adoption date of the LCAP or an update to the LCAP		X
			06/18/2025	
S10	LCAP Expenditures	Does the county office of education's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the budget year with a negative cash balance in the county school service fund?		
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining ADA	Is County Operations Grant ADA decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county boundaries that are impacting the county office's ADA, either in the prior fiscal year or budget year?	X	

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

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the Superintendent of Public Instruction:

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

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

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

Shasta Trinity Schools Insurance Group

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

Signed

Date of Meeting: 06/18/2025

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name:

Title:

For additional information on this certification, please contact:

Name: Cindy Blanchard

Title: Chief Business Official

Telephone: 530-623-2861

E-mail: cblanchard@tcoek12.biz

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		1,457.10	-0.32%	1,452.45	-0.41%	1,446.45
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	5,472,670.00	0.34%	5,491,302.00	-4.32%	5,253,905.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	1,160,057.00	-71.55%	330,000.00	0.00%	330,000.00
4. Other Local Revenues	8600-8799	1,751,964.00	-2.95%	1,700,314.00	1.19%	1,720,500.00
5. Other Financing Sources						
a. Transfers In	8900-8929	49,744.00	-59.79%	20,000.00	0.00%	20,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(992,790.00)	1.32%	(1,005,850.00)	1.19%	(1,017,860.00)
6. Total (Sum lines A1 thru A5c)		7,441,645.00	-12.17%	6,535,766.00	-3.51%	6,306,545.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,153,276.00		1,182,108.00
b. Step & Column Adjustment				28,832.00		29,553.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,153,276.00	2.50%	1,182,108.00	2.50%	1,211,661.00
2. Classified Salaries						
a. Base Salaries				2,552,056.00		2,604,861.00
b. Step & Column Adjustment				67,805.00		68,790.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(15,000.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,552,056.00	2.07%	2,604,861.00	2.64%	2,673,651.00
3. Employee Benefits	3000-3999	1,832,454.00	1.82%	1,865,778.00	1.50%	1,893,794.00
4. Books and Supplies	4000-4999	422,458.00	-13.48%	365,500.00	7.44%	392,680.00
5. Services and Other Operating Expenditures	5000-5999	1,548,039.00	-29.30%	1,094,500.00	-4.07%	1,050,000.00
6. Capital Outlay	6000-6999	110,000.00	-100.00%	0.00	0.00%	45,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	367,000.00	-38.69%	225,000.00	0.00%	225,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(145,307.00)	-13.98%	(125,000.00)	-5.20%	(118,500.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	350,000.00	0.00%	350,000.00	0.00%	350,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		8,189,976.00	-7.66%	7,562,747.00	2.12%	7,723,286.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(748,331.00)		(1,026,981.00)		(1,416,741.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,394,106.00		3,645,775.00		2,618,794.00
2. Ending Fund Balance (Sum lines C and D1)		3,645,775.00		2,618,794.00		1,202,053.00
3. Components of Ending Fund Balance						
a. Nonspendable 9710-9719		0.00		150.00		150.00
b. Restricted 9740						
c. Committed						
1. Stabilization Arrangements 9750		0.00				
2. Other Commitments 9760		0.00				
d. Assigned 9780		0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties 9789		0.00				
2. Unassigned/Unappropriated 9790		3,645,775.00		2,618,644.00		1,201,903.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,645,775.00		2,618,794.00		1,202,053.00
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements 9750		0.00		0.00		0.00
b. Reserve for Economic Uncertainties 9789		0.00		0.00		0.00
c. Unassigned/Unappropriated 9790		3,645,775.00		2,618,644.00		1,201,903.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements 9750						
b. Reserve for Economic Uncertainties 9789		500,000.00		500,000.00		500,000.00
c. Unassigned/Unappropriated 9790		0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		4,145,775.00		3,118,644.00		1,701,903.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Reduction in Classified 2026/2027 from savings from attrition.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	206,854.00	0.58%	208,055.00	0.94%	210,001.00
3. Other State Revenues	8300-8599	1,686,252.00	0.01%	1,686,500.00	0.24%	1,690,500.00
4. Other Local Revenues	8600-8799	600,615.00	108.12%	1,250,000.00	0.00%	1,250,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	992,790.00	1.32%	1,005,850.00	1.19%	1,017,860.00
6. Total (Sum lines A1 thru A5c)		3,486,511.00	19.04%	4,150,405.00	0.43%	4,168,361.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				663,261.00		680,292.00
b. Step & Column Adjustment				17,031.00		18,125.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	663,261.00	2.57%	680,292.00	2.66%	698,417.00
2. Classified Salaries						
a. Base Salaries				507,508.00		522,276.00
b. Step & Column Adjustment				14,768.00		17,956.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	507,508.00	2.91%	522,276.00	3.44%	540,232.00
3. Employee Benefits	3000-3999	652,372.00	4.64%	682,633.00	4.90%	716,064.00
4. Books and Supplies	4000-4999	184,319.00	1.18%	186,500.00	-35.66%	120,000.00
5. Services and Other Operating Expenditures	5000-5999	559,528.00	4.58%	585,150.00	5.70%	618,500.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	927,843.00	0.00%	927,850.00	0.00%	927,850.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	116,872.00	6.95%	125,000.00	-5.20%	118,500.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
11. Total (Sum lines B1 thru B10)		3,611,703.00	2.71%	3,709,701.00	0.80%	3,739,563.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(125,192.00)		440,704.00		428,798.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,421,040.00		1,295,848.00		1,736,552.00
2. Ending Fund Balance (Sum lines C and D1)		1,295,848.00		1,736,552.00		2,165,350.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	1,295,848.00		1,736,552.00		2,165,350.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,295,848.00		1,736,552.00		2,165,350.00
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A, Line B5)		1,457.10	-0.32%	1,452.45	-0.41%	1,446.45
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	5,472,670.00	0.34%	5,491,302.00	-4.32%	5,253,905.00
2. Federal Revenues	8100-8299	206,854.00	0.58%	208,055.00	0.94%	210,001.00
3. Other State Revenues	8300-8599	2,846,309.00	-29.15%	2,016,500.00	0.20%	2,020,500.00
4. Other Local Revenues	8600-8799	2,352,579.00	25.41%	2,950,314.00	0.68%	2,970,500.00
5. Other Financing Sources						
a. Transfers In	8900-8929	49,744.00	-59.79%	20,000.00	0.00%	20,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		10,928,156.00	-2.21%	10,686,171.00	-1.98%	10,474,906.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,816,537.00		1,862,400.00
b. Step & Column Adjustment				45,863.00		47,678.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,816,537.00	2.52%	1,862,400.00	2.56%	1,910,078.00
2. Classified Salaries						
a. Base Salaries				3,059,564.00		3,127,137.00
b. Step & Column Adjustment				82,573.00		86,746.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(15,000.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,059,564.00	2.21%	3,127,137.00	2.77%	3,213,883.00
3. Employee Benefits	3000-3999	2,484,826.00	2.56%	2,548,411.00	2.41%	2,609,858.00
4. Books and Supplies	4000-4999	606,777.00	-9.03%	552,000.00	-7.12%	512,680.00
5. Services and Other Operating Expenditures	5000-5999	2,107,567.00	-20.30%	1,679,650.00	-0.66%	1,668,500.00
6. Capital Outlay	6000-6999	110,000.00	-100.00%	0.00	0.00%	45,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,294,843.00	-10.97%	1,152,850.00	0.00%	1,152,850.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(28,435.00)	-100.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	350,000.00	0.00%	350,000.00	0.00%	350,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
11. Total (Sum lines B1 thru B10)		11,801,679.00	-4.48%	11,272,448.00	1.69%	11,462,849.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(873,523.00)		(586,277.00)		(987,943.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,815,146.00		4,941,623.00		4,355,346.00
2. Ending Fund Balance (Sum lines C and D1)		4,941,623.00		4,355,346.00		3,367,403.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		150.00		150.00
b. Restricted	9740	1,295,848.00		1,736,552.00		2,165,350.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	3,645,775.00		2,618,644.00		1,201,903.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,941,623.00		4,355,346.00		3,367,403.00
E. AVAILABLE RESERVES						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	3,645,775.00		2,618,644.00		1,201,903.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	500,000.00		500,000.00		500,000.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		4,145,775.00		3,118,644.00		1,701,903.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		35.13%		27.67%		14.85%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA):						

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		2,025,049.00				
2. County Office's Total Expenditures and Other Financing Uses						
Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)		11,801,679.00		11,272,448.00		11,462,849.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		11,801,679.00		11,272,448.00		11,462,849.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		11,801,679.00		11,272,448.00		11,462,849.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 8 for calculation details)		4.00%		4.00%		4.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		472,067.16		450,897.92		458,513.96
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 8 for calculation details)		387,000.00		387,000.00		387,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		472,067.16		450,897.92		458,513.96
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	5,419,252.00	0.00	5,419,252.00	5,472,670.00	0.00	5,472,670.00	1.0%
2) Federal Revenue		8100-8299	0.00	210,835.00	210,835.00	0.00	206,854.00	206,854.00	-1.9%
3) Other State Revenue		8300-8599	2,155,622.00	2,486,508.00	4,642,130.00	1,160,057.00	1,686,252.00	2,846,309.00	-38.7%
4) Other Local Revenue		8600-8799	1,870,308.00	678,817.00	2,549,125.00	1,751,964.00	600,615.00	2,352,579.00	-7.7%
5) TOTAL, REVENUES			9,445,182.00	3,376,160.00	12,821,342.00	8,384,691.00	2,493,721.00	10,878,412.00	-15.2%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	861,856.00	659,623.00	1,521,479.00	1,153,276.00	663,261.00	1,816,537.00	19.4%
2) Classified Salaries		2000-2999	1,802,583.00	1,012,452.00	2,815,035.00	2,552,056.00	507,508.00	3,059,564.00	8.7%
3) Employee Benefits		3000-3999	1,155,363.00	861,085.00	2,016,448.00	1,832,454.00	652,372.00	2,484,826.00	23.2%
4) Books and Supplies		4000-4999	397,812.00	231,332.00	629,144.00	422,458.00	184,319.00	606,777.00	-3.6%
5) Services and Other Operating Expenditures		5000-5999	1,547,672.00	703,857.00	2,251,529.00	1,548,039.00	559,528.00	2,107,567.00	-6.4%
6) Capital Outlay		6000-6999	274,286.00	0.00	274,286.00	110,000.00	0.00	110,000.00	-59.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	230,000.00	1,003,819.00	1,233,819.00	367,000.00	927,843.00	1,294,843.00	4.9%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(172,566.00)	144,130.00	(28,436.00)	(145,307.00)	116,872.00	(28,435.00)	0.0%
9) TOTAL, EXPENDITURES			6,097,006.00	4,616,298.00	10,713,304.00	7,839,976.00	3,611,703.00	11,451,679.00	6.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,348,176.00	(1,240,138.00)	2,108,038.00	544,715.00	(1,117,982.00)	(573,267.00)	-127.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	49,744.00	0.00	49,744.00	49,744.00	0.00	49,744.00	0.0%
b) Transfers Out		7600-7629	500,000.00	0.00	500,000.00	350,000.00	0.00	350,000.00	-30.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,027,864.00)	1,027,864.00	0.00	(992,790.00)	992,790.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,478,120.00)	1,027,864.00	(450,256.00)	(1,293,046.00)	992,790.00	(300,256.00)	-33.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,870,056.00	(212,274.00)	1,657,782.00	(748,331.00)	(125,192.00)	(873,523.00)	-152.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,524,050.00	1,633,314.00	4,157,364.00	4,394,106.00	1,421,040.00	5,815,146.00	39.9%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	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)			2,524,050.00	1,633,314.00	4,157,364.00	4,394,106.00	1,421,040.00	5,815,146.00	39.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,524,050.00	1,633,314.00	4,157,364.00	4,394,106.00	1,421,040.00	5,815,146.00	39.9%
2) Ending Balance, June 30 (E + F1e)			4,394,106.00	1,421,040.00	5,815,146.00	3,645,775.00	1,295,848.00	4,941,623.00	-15.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	150.00	0.00	150.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	1,400.00	1,400.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,419,640.00	1,419,640.00	0.00	1,295,848.00	1,295,848.00	-8.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	694,605.00	0.00	694,605.00	0.00	0.00	0.00	-100.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	3,699,351.00	0.00	3,699,351.00	3,645,775.00	0.00	3,645,775.00	-1.4%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	5,511,893.18	1,634,020.93	7,145,914.11				
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	150.00	0.00	150.00				
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	13,327.00	34,100.95	47,427.95				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	1,400.00	1,400.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

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

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
9) Lease Receivable	9380		0.00	0.00	0.00				
10) TOTAL, ASSETS			5,525,370.18	1,669,521.88	7,194,892.06				
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		110,695.43	0.00	110,695.43				
2) Due to Grantor Governments	9590		403.00	0.00	403.00				
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			111,098.43	0.00	111,098.43				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources	9690		0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			5,414,271.75	1,669,521.88	7,083,793.63				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year	8011		4,954,955.00	0.00	4,954,955.00	4,618,317.00	0.00	4,618,317.00	-6.8%
Education Protection Account State Aid - Current Year	8012		4,132.00	0.00	4,132.00	3,372.00	0.00	3,372.00	-18.4%
State Aid - Prior Years	8019		4,870.00	0.00	4,870.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions	8021		3,496.00	0.00	3,496.00	3,496.00	0.00	3,496.00	0.0%
Timber Yield Tax	8022		723.00	0.00	723.00	723.00	0.00	723.00	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		660,163.00	0.00	660,163.00	1,102,097.00	0.00	1,102,097.00	66.9%
Unsecured Roll Taxes	8042		20,259.00	0.00	20,259.00	20,259.00	0.00	20,259.00	0.0%
Prior Years' Taxes	8043		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes	8044		42,689.00	0.00	42,689.00	42,689.00	0.00	42,689.00	0.0%
Education Revenue Augmentation Fund (ERAF)	8045		0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description Resource Codes Object Codes			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			5,691,287.00	0.00	5,691,287.00	5,790,953.00	0.00	5,790,953.00	1.8%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(272,035.00)	0.00	(272,035.00)	(318,283.00)	0.00	(318,283.00)	17.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			5,419,252.00	0.00	5,419,252.00	5,472,670.00	0.00	5,472,670.00	1.0%
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	58,788.00	58,788.00	0.00	62,969.00	62,969.00	7.1%
Special Education Discretionary Grants		8182	0.00	56,735.00	56,735.00	0.00	56,735.00	56,735.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		0.00	0.00		0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		0.00	0.00		0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		0.00	0.00		0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4128, 4204, 5630	8290		68,832.00	68,832.00		60,670.00	60,670.00	-11.9%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	26,480.00	26,480.00	0.00	26,480.00	26,480.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	210,835.00	210,835.00	0.00	206,854.00	206,854.00	-1.9%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		15,359.00	15,359.00		32,745.00	32,745.00	113.2%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,890.00	0.00	1,890.00	353.00	0.00	353.00	-81.3%
Lottery - Unrestricted and Instructional Materials		8560	481.00	0.00	481.00	955.00	410.00	1,365.00	183.8%
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			5,000.00	67,679.00	72,679.00	150,000.00	0.00	150,000.00	106.4%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		874,760.00	874,760.00		888,260.00	888,260.00	1.5%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		97,323.00	97,323.00		95,000.00	95,000.00	-2.4%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		3,216.00	3,216.00		3,216.00	3,216.00	0.0%
American Indian Early Childhood Education	7210	8590		63,617.00	63,617.00		60,016.00	60,016.00	-5.7%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,148,251.00	1,364,554.00	3,512,805.00	1,008,749.00	606,605.00	1,615,354.00	-54.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER STATE REVENUE			2,155,622.00	2,486,508.00	4,642,130.00	1,160,057.00	1,686,252.00	2,846,309.00	-38.7%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	75,000.00	0.00	75,000.00	88,200.00	0.00	88,200.00	17.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	631,167.00	217,138.00	848,305.00	629,104.00	171,752.00	800,856.00	-5.6%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 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	221,716.00	461,679.00	683,395.00	106,350.00	428,863.00	535,213.00	-21.7%
Tuition		8710	942,425.00	0.00	942,425.00	928,310.00	0.00	928,310.00	-1.5%
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			1,870,308.00	678,817.00	2,549,125.00	1,751,964.00	600,615.00	2,352,579.00	-7.7%
TOTAL, REVENUES			9,445,182.00	3,376,160.00	12,821,342.00	8,384,691.00	2,493,721.00	10,878,412.00	-15.2%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	94,292.00	94,905.00	189,197.00	152,648.00	40,124.00	192,772.00	1.9%
Certificated Pupil Support Salaries		1200	140,274.00	480,220.00	620,494.00	186,465.00	518,882.00	705,347.00	13.7%
Certificated Supervisors' and Administrators' Salaries		1300	397,382.00	71,573.00	468,955.00	547,301.00	90,077.00	637,378.00	35.9%
Other Certificated Salaries		1900	229,908.00	12,925.00	242,833.00	266,862.00	14,178.00	281,040.00	15.7%
TOTAL, CERTIFICATED SALARIES			861,856.00	659,623.00	1,521,479.00	1,153,276.00	663,261.00	1,816,537.00	19.4%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	73,918.00	52,273.00	126,191.00	60,671.00	66,665.00	127,336.00	0.9%
Classified Support Salaries		2200	292,744.00	743,229.00	1,035,973.00	861,739.00	277,510.00	1,139,249.00	10.0%
Classified Supervisors' and Administrators' Salaries		2300	391,242.00	96,153.00	487,395.00	313,562.00	78,076.00	391,638.00	-19.6%
Clerical, Technical and Office Salaries		2400	1,044,679.00	115,428.00	1,160,107.00	1,308,431.00	80,828.00	1,389,259.00	19.8%
Other Classified Salaries		2900	0.00	5,369.00	5,369.00	7,653.00	4,429.00	12,082.00	125.0%
TOTAL, CLASSIFIED SALARIES			1,802,583.00	1,012,452.00	2,815,035.00	2,552,056.00	507,508.00	3,059,564.00	8.7%
EMPLOYEE BENEFITS									
STRS		3101-3102	132,149.00	202,483.00	334,632.00	197,774.00	226,300.00	424,074.00	26.7%

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

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
PERS		3201-3202	497,335.00	338,077.00	835,412.00	739,491.00	171,792.00	911,283.00	9.1%
OASDI/Medicare/Alternative		3301-3302	144,339.00	84,905.00	229,244.00	211,525.00	54,211.00	265,736.00	15.9%
Health and Welfare Benefits		3401-3402	285,282.00	199,925.00	485,207.00	496,628.00	177,500.00	674,128.00	38.9%
Unemployment Insurance		3501-3502	1,244.00	850.00	2,094.00	1,784.00	587.00	2,371.00	13.2%
Workers' Compensation		3601-3602	39,183.00	25,566.00	64,749.00	52,561.00	16,798.00	69,359.00	7.1%
OPEB, Allocated		3701-3702	26,478.00	0.00	26,478.00	87,153.00	0.00	87,153.00	229.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	29,353.00	9,279.00	38,632.00	45,538.00	5,184.00	50,722.00	31.3%
TOTAL, EMPLOYEE BENEFITS			1,155,363.00	861,085.00	2,016,448.00	1,832,454.00	652,372.00	2,484,826.00	23.2%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	6,000.00	2,000.00	8,000.00	6,000.00	0.00	6,000.00	-25.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	303,812.00	229,332.00	533,144.00	328,458.00	184,319.00	512,777.00	-3.8%
Noncapitalized Equipment		4400	88,000.00	0.00	88,000.00	88,000.00	0.00	88,000.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			397,812.00	231,332.00	629,144.00	422,458.00	184,319.00	606,777.00	-3.6%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	105,143.00	5,500.00	110,643.00	49,020.00	16,584.00	65,604.00	-40.7%
Travel and Conferences		5200	220,635.00	128,962.00	349,597.00	200,625.00	96,834.00	297,459.00	-14.9%
Dues and Memberships		5300	100,713.00	13,557.00	114,270.00	102,213.00	13,557.00	115,770.00	1.3%
Insurance		5400 - 5450	32,524.00	0.00	32,524.00	32,800.00	0.00	32,800.00	0.8%
Operations and Housekeeping Services		5500	30,100.00	0.00	30,100.00	23,100.00	0.00	23,100.00	-23.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	38,900.00	2,008.00	40,908.00	20,900.00	2,358.00	23,258.00	-43.1%
Transfers of Direct Costs		5710	(57,571.00)	58,871.00	1,300.00	(18,904.00)	27,004.00	8,100.00	523.1%
Transfers of Direct Costs - Interfund		5750	(3,312.00)	0.00	(3,312.00)	(3,266.00)	0.00	(3,266.00)	-1.4%
Professional/Consulting Services and Operating Expenditures		5800	1,017,426.00	493,309.00	1,510,735.00	1,075,437.00	403,191.00	1,478,628.00	-2.1%
Communications		5900	63,114.00	1,650.00	64,764.00	66,114.00	0.00	66,114.00	2.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,547,672.00	703,857.00	2,251,529.00	1,548,039.00	559,528.00	2,107,567.00	-6.4%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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	159,586.00	0.00	159,586.00	110,000.00	0.00	110,000.00	-31.1%
Equipment Replacement		6500	114,700.00	0.00	114,700.00	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			274,286.00	0.00	274,286.00	110,000.00	0.00	110,000.00	-59.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	225,000.00	0.00	225,000.00	217,000.00	0.00	217,000.00	-3.6%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	5,000.00	0.00	5,000.00	150,000.00	0.00	150,000.00	2,900.0%
To County Offices		7212	0.00	67,679.00	67,679.00	0.00	0.00	0.00	-100.0%
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 Transfers	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7281-7283	0.00	936,140.00	936,140.00	0.00	927,843.00	927,843.00	-0.9%
		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			230,000.00	1,003,819.00	1,233,819.00	367,000.00	927,843.00	1,294,843.00	4.9%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(144,130.00)	144,130.00	0.00	(116,872.00)	116,872.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(28,436.00)	0.00	(28,436.00)	(28,435.00)	0.00	(28,435.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(172,566.00)	144,130.00	(28,436.00)	(145,307.00)	116,872.00	(28,435.00)	0.0%
TOTAL, EXPENDITURES			6,097,006.00	4,616,298.00	10,713,304.00	7,839,976.00	3,611,703.00	11,451,679.00	6.9%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	49,744.00	0.00	49,744.00	49,744.00	0.00	49,744.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			49,744.00	0.00	49,744.00	49,744.00	0.00	49,744.00	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	500,000.00	0.00	500,000.00	350,000.00	0.00	350,000.00	-30.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			500,000.00	0.00	500,000.00	350,000.00	0.00	350,000.00	-30.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) 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	(1,027,864.00)	1,027,864.00	0.00	(992,790.00)	992,790.00	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			(1,027,864.00)	1,027,864.00	0.00	(992,790.00)	992,790.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(1,478,120.00)	1,027,864.00	(450,256.00)	(1,293,046.00)	992,790.00	(300,256.00)	-33.3%

			2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	5,419,252.00	0.00	5,419,252.00	5,472,670.00	0.00	5,472,670.00	1.0%
2) Federal Revenue		8100-8299	0.00	210,835.00	210,835.00	0.00	206,854.00	206,854.00	-1.9%
3) Other State Revenue		8300-8599	2,155,622.00	2,486,508.00	4,642,130.00	1,160,057.00	1,686,252.00	2,846,309.00	-38.7%
4) Other Local Revenue		8600-8799	1,870,308.00	678,817.00	2,549,125.00	1,751,964.00	600,615.00	2,352,579.00	-7.7%
5) TOTAL, REVENUES			9,445,182.00	3,376,160.00	12,821,342.00	8,384,691.00	2,493,721.00	10,878,412.00	-15.2%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	261,948.00	251,316.00	513,264.00	325,937.00	312,926.00	638,863.00	24.5%
2) Instruction - Related Services	2000-2999		1,889,861.00	724,435.00	2,614,296.00	1,905,773.00	642,609.00	2,548,382.00	-2.5%
3) Pupil Services	3000-3999		704,331.00	2,292,773.00	2,997,104.00	2,133,978.00	1,453,485.00	3,587,463.00	19.7%
4) Ancillary Services	4000-4999		0.00	190,862.00	190,862.00	0.00	153,006.00	153,006.00	-19.8%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,463,954.00	153,093.00	2,617,047.00	2,813,428.00	121,834.00	2,935,262.00	12.2%
8) Plant Services	8000-8999		546,912.00	0.00	546,912.00	293,860.00	0.00	293,860.00	-46.3%
9) Other Outgo	9000-9999		230,000.00	1,003,819.00	1,233,819.00	367,000.00	927,843.00	1,294,843.00	4.9%
10) TOTAL, EXPENDITURES			6,097,006.00	4,616,298.00	10,713,304.00	7,839,976.00	3,611,703.00	11,451,679.00	6.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,348,176.00	(1,240,138.00)	2,108,038.00	544,715.00	(1,117,982.00)	(573,267.00)	-127.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	49,744.00	0.00	49,744.00	49,744.00	0.00	49,744.00	0.0%
b) Transfers Out		7600-7629	500,000.00	0.00	500,000.00	350,000.00	0.00	350,000.00	-30.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,027,864.00)	1,027,864.00	0.00	(992,790.00)	992,790.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,478,120.00)	1,027,864.00	(450,256.00)	(1,293,046.00)	992,790.00	(300,256.00)	-33.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,870,056.00	(212,274.00)	1,657,782.00	(748,331.00)	(125,192.00)	(873,523.00)	-152.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,524,050.00	1,633,314.00	4,157,364.00	4,394,106.00	1,421,040.00	5,815,146.00	39.9%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,524,050.00	1,633,314.00	4,157,364.00	4,394,106.00	1,421,040.00	5,815,146.00	39.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,524,050.00	1,633,314.00	4,157,364.00	4,394,106.00	1,421,040.00	5,815,146.00	39.9%
2) Ending Balance, June 30 (E + F1e)			4,394,106.00	1,421,040.00	5,815,146.00	3,645,775.00	1,295,848.00	4,941,623.00	-15.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	150.00	0.00	150.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	1,400.00	1,400.00	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,419,640.00	1,419,640.00	0.00	1,295,848.00	1,295,848.00	-8.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	694,605.00	0.00	694,605.00	0.00	0.00	0.00	-100.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	3,699,351.00	0.00	3,699,351.00	3,645,775.00	0.00	3,645,775.00	-1.4%

Resource	Description	2024-25		2025-26
		Estimated	Actuals	Budget
5810	Other Restricted Federal		15,927.00	0.00
6300	Lottery: Instructional Materials		1,585.00	1,995.00
6332	CA Community Schools Partnership Act - Implementation Grant		67,500.00	0.00
6333	CA Community Schools Partnership Act - Coordination Grant		43,421.00	0.00
6500	Special Education		138,391.00	0.00
6546	Mental Health-Related Services		41,320.00	0.00
6620	Reversing Opioid Overdoses		15,071.00	0.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant		7,273.00	0.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)		1,716.00	0.00
7311	Classified School Employee Professional Development Block Grant		127,467.00	62,803.00
7415	Classified School Employee Summer Assistance Program		0.00	3,341.00
9010	Other Restricted Local		959,969.00	1,227,709.00
Total, Restricted Balance			1,419,640.00	1,295,848.00

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	14.95	14.95	14.95	14.00	14.00	14.00
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	14.95	14.95	14.95	14.00	14.00	14.00
2. District Funded County Program ADA						
a. County Community Schools	4.69	4.69	4.49	4.50	4.50	4.50
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)	4.69	4.69	4.49	4.50	4.50	4.50
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	19.64	19.64	19.44	18.50	18.50	18.50
4. Adults in Correctional Facilities						
5. County Operations Grant ADA	1,455.49	1,455.49	1,455.49	1,457.10	1,457.10	1,457.10
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

	Funds 01, 09, and 62			2024-25 Expenditures
Section I - Expenditures	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	11,213,304.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	179,354.00
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	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	274,286.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	1,008,819.00
5. Interfund Transfers Out	All	9300	7600-7629	500,000.00
6. All Other Financing Uses	All	9100	7699	0.00
7. Nonagency		9200	7651	
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	7100-7199	All except 5000-5999, 9000-9999	1000-7999	59,838.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	All	All	8710	942,425.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
D. Plus additional MOE expenditures:				2,785,368.00
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.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				8,248,582.00
Section II - Expenditures Per ADA				2024-25 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines B1d and C9)				14.95
B. Expenditures per ADA (Line I.E divided by Line II.A)				551,744.62
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.)		7,015,164.54		568,029.52
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)		7,015,164.54		568,029.52
B. Required effort (Line A.2 times 90%)		6,313,648.09		511,226.57
C. Current year expenditures (Line I.E and Line II.B)		8,248,582.00		551,744.62
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) 444,648.00
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) 5,881,836.00

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) 7.56%

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) 791,738.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 60,255.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	25,750.00
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)	22,894.02
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)	900,637.02
9. Carry-Forward Adjustment (Part IV, Line F)	141,591.41
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,042,228.43
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	513,264.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	2,473,448.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	2,997,104.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	190,862.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
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)	364,883.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	20,000.00
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)	1,355,257.00
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)	27,600.00
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)	279,936.98
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)	31,852.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	456,755.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
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)	8,710,961.98
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)	10.34%
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)	11.96%
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)	900,637.02
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	(51,715.50)
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 (8.12%) times Part III, Line B19); zero if negative	141,591.41
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (8.12%) times Part III, Line B19) or (the highest rate used to recover costs from any program (9.23%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	141,591.41
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)	141,591.41

Approved indirect cost rate: 8.12%

Highest rate used in any program: 9.23%

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	3183	22,862.00	1,911.00	8.36%
01	3310	57,650.00	1,138.00	1.97%
01	3315	20,182.00	1,500.00	7.43%
01	3327	17,026.00	1,473.00	8.65%
01	3385	14,404.00	1,150.00	7.98%
01	5630	35,759.00	2,800.00	7.83%
01	5810	9,953.00	600.00	6.03%
01	6018	19,332.00	857.00	4.43%
01	6333	164,733.00	12,500.00	7.59%
01	6520	51,980.00	4,520.00	8.70%
01	6546	197,756.00	9,000.00	4.55%
01	6680	34,687.00	2,813.00	8.11%
01	6685	37,732.00	2,813.00	7.46%
01	7210	58,947.00	4,670.00	7.92%
01	7366	169,898.00	12,515.00	7.37%
01	7810	701,913.00	64,770.00	9.23%
01	9010	362,006.00	19,100.00	5.28%
11	6391	30,940.00	2,250.00	7.27%
12	5035	66,251.00	3,448.00	5.20%
12	5055	155,026.00	11,120.00	7.17%
12	6054	21,707.00	1,637.00	7.54%
12	6057	84,693.00	2,802.00	3.31%
12	6102	68,473.00	5,059.00	7.39%
12	6127	41,097.00	2,120.00	5.16%

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

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	3,386.00		3,585.00	6,971.00
2. State Lottery Revenue	8560	481.00		0.00	481.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		3,867.00	0.00	3,585.00	7,452.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	865.00		2,000.00	2,865.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	300.00			300.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		1,165.00	0.00	2,000.00	3,165.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	2,702.00	0.00	1,585.00	4,287.00
D. COMMENTS:					

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

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

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:		JUNE								
A. BEGINNING CASH			5,300,000.00	5,006,000.00	4,452,437.00	4,452,724.00	4,212,511.00	3,911,798.00	4,535,785.00	3,883,812.00
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		209,500.00	209,500.00	400,800.00	400,800.00	400,800.00	400,800.00	400,800.00	400,800.00
Property Taxes	8020-8079		800.00	1,250.00			2,500.00	581,500.00		1,250.00
Miscellaneous Funds	8080-8099									(318,283.00)
Federal Revenue	8100-8299								156,854.00	
Other State Revenue	8300-8599		15,000.00	28,500.00	150,000.00	215,000.00	75,000.00	385,000.00	250,000.00	185,000.00
Other Local Revenue	8600-8799		15,000.00	5,000.00	258,000.00	125,000.00	20,000.00	65,000.00	228,500.00	85,000.00
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			240,300.00	244,250.00	808,800.00	740,800.00	498,300.00	1,432,300.00	1,036,154.00	353,767.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		53,500.00	165,627.00	165,627.00	165,627.00	165,627.00	165,627.00	165,627.00	165,627.00
Classified Salaries	2000-2999		125,000.00	266,051.00	266,051.00	266,051.00	266,051.00	266,051.00	266,051.00	266,051.00
Employee Benefits	3000-3999		85,000.00	225,835.00	225,835.00	225,835.00	225,835.00	225,835.00	56,654.00	225,835.00
Books and Supplies	4000-4999		15,000.00	34,500.00	51,000.00	28,500.00	26,500.00	25,800.00	99,795.00	115,800.00
Services	5000-5999		145,800.00	105,800.00	100,000.00	295,000.00	115,000.00	125,000.00	250,000.00	207,100.00
Capital Outlay	6000-6999		110,000.00							
Other Outgo	7000-7499								500,000.00	
Interfund Transfers Out	7600-7629								350,000.00	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			534,300.00	797,813.00	808,513.00	981,013.00	799,013.00	808,313.00	1,688,127.00	980,413.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(294,000.00)	(553,563.00)	287.00	(240,213.00)	(300,713.00)	623,987.00	(651,973.00)	(626,646.00)
F. ENDING CASH (A + E)			5,006,000.00	4,452,437.00	4,452,724.00	4,212,511.00	3,911,798.00	4,535,785.00	3,883,812.00	3,257,166.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		3,257,166.00	3,664,087.00	3,642,361.00	3,508,325.00				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	400,800.00	400,800.00	400,800.00	0.00	595,489.00		4,621,689.00	4,621,689.00
Property Taxes	8020-8079		400,000.00		181,964.00			1,169,264.00	1,169,264.00
Miscellaneous Funds	8080-8099							(318,283.00)	(318,283.00)
Federal Revenue	8100-8299					50,000.00		206,854.00	206,854.00
Other State Revenue	8300-8599	225,000.00	326,895.00	326,895.00	175,000.00	360,507.00	128,512.00	2,846,309.00	2,846,309.00
Other Local Revenue	8600-8799	715,229.00	225,000.00	85,000.00	75,000.00	450,850.00		2,352,579.00	2,352,579.00
Interfund Transfers In	8900-8929				49,744.00			49,744.00	49,744.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		1,341,029.00	1,352,695.00	812,695.00	481,708.00	1,456,846.00	128,512.00	10,928,156.00	10,928,156.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	165,627.00	165,627.00	160,267.00	112,127.00	0.00		1,816,537.00	1,816,537.00
Classified Salaries	2000-2999	266,054.00	266,051.00	274,051.00	266,051.00			3,059,564.00	3,059,564.00
Employee Benefits	3000-3999	225,835.00	225,835.00	225,835.00	182,145.00		128,512.00	2,484,826.00	2,484,826.00
Books and Supplies	4000-4999	52,792.00	28,000.00	52,795.00	52,795.00	23,500.00		606,777.00	606,777.00
Services	5000-5999	223,800.00	222,500.00	83,783.00	83,784.00	150,000.00		2,107,567.00	2,107,567.00
Capital Outlay	6000-6999							110,000.00	110,000.00
Other Outgo	7000-7499		466,408.00	150,000.00		150,000.00		1,266,408.00	1,266,408.00
Interfund Transfers Out	7600-7629							350,000.00	350,000.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		934,108.00	1,374,421.00	946,731.00	696,902.00	323,500.00	128,512.00	11,801,679.00	11,801,679.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		406,921.00	(21,726.00)	(134,036.00)	(215,194.00)	1,133,346.00	0.00	(873,523.00)	(873,523.00)
F. ENDING CASH (A + E)		3,664,087.00	3,642,361.00	3,508,325.00	3,293,131.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								4,426,477.00	

COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Trinity County Office of Education

CDS Code: 53 10538 0000000

School Year: 2025-26

COE contact information:

Fabio Robles

Superintendent

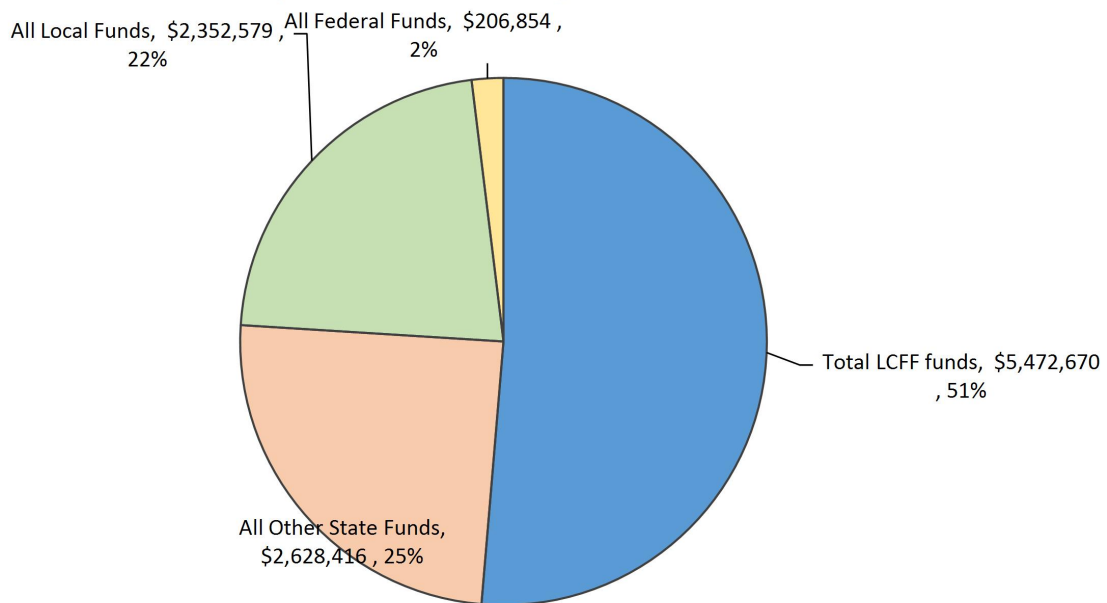
frobles@tcoek12.org

530-623-2861

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students 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

Projected Revenue by Fund Source

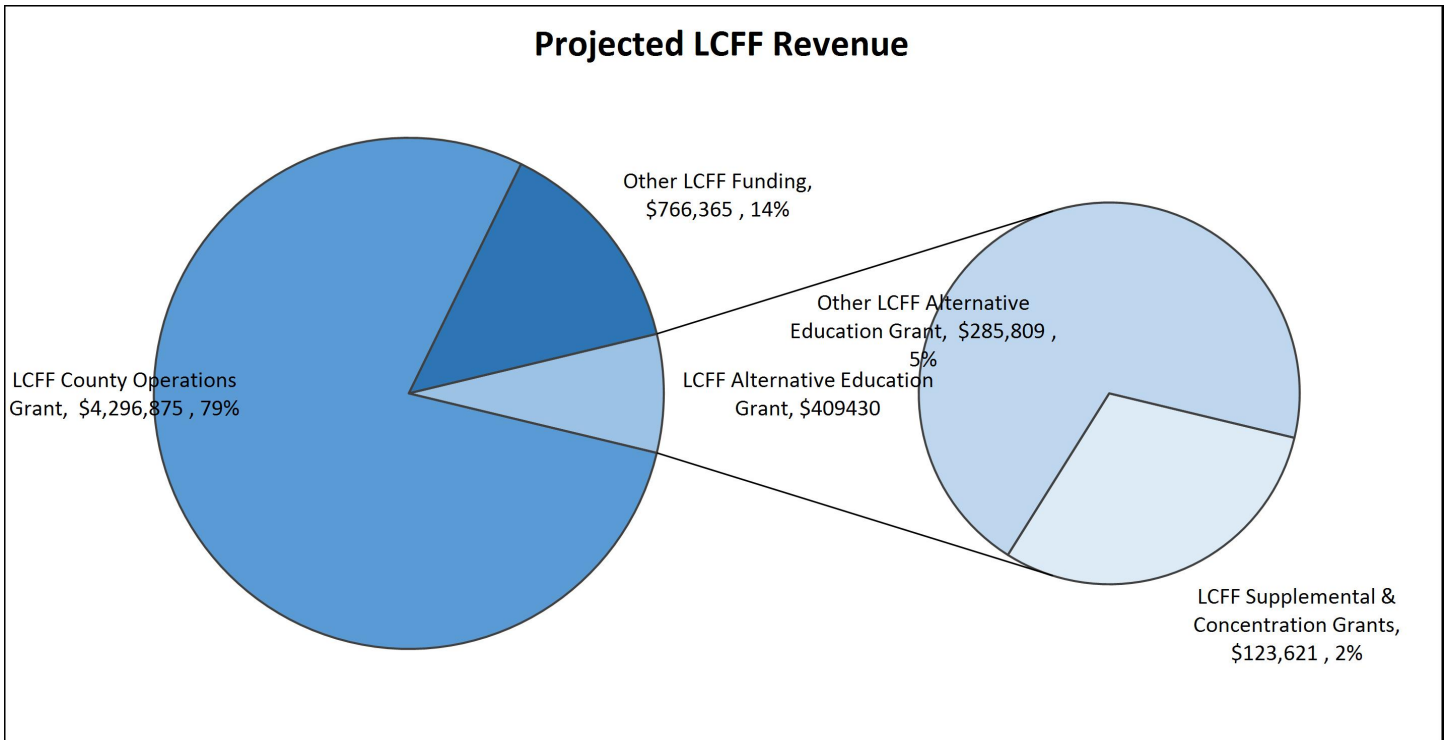


This chart shows the total general purpose revenue Trinity County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trinity County Office of Education is 10,660,519, of which 5,472,670 is Local Control Funding Formula (LCFF), 2,628,416 is other state funds, 2,352,579 is local funds, and 206,854 is federal funds.

Of the \$2,628,416 attributed to All Other State Funds, \$9,330 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

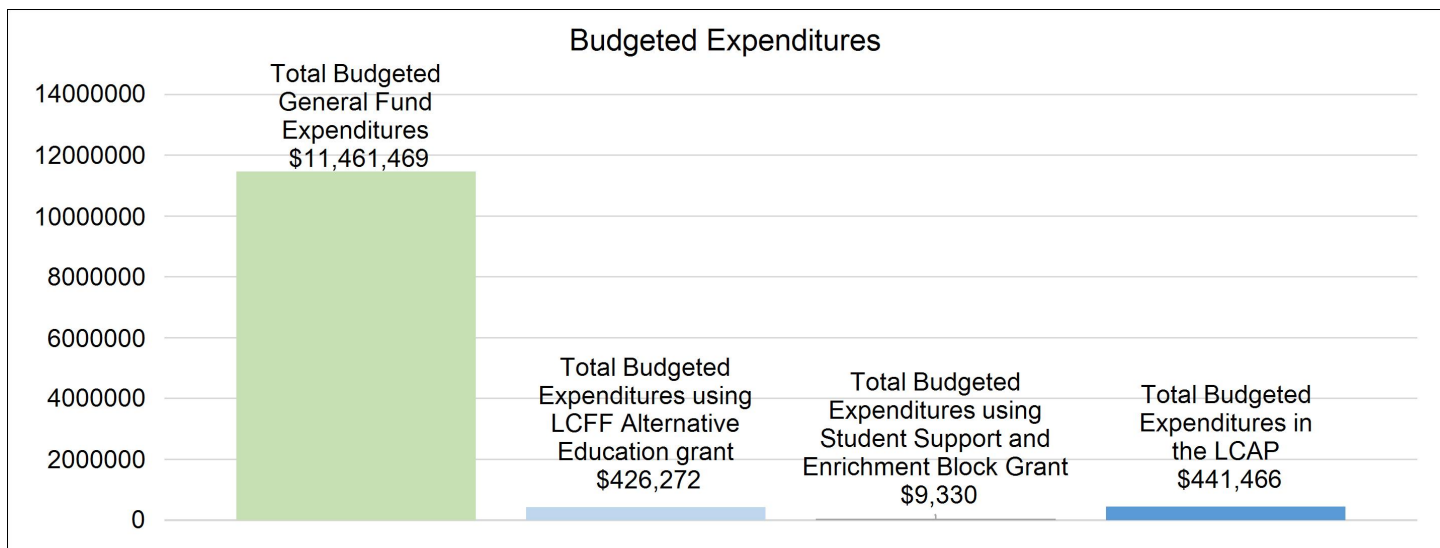


This chart shows the LCFF revenue Trinity County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Trinity County Office of Education is \$5,472,670, of which \$4,296,875 is attributed to the LCFF County Operations Grant, \$409,430 is attributed to the LCFF Alternative Education Grant, and \$766,365 is other LCFF funds. Of the \$409,430 attributed to the LCFF Alternative Education Grant, \$285,809 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Funds not included in our LCAP are our normal operating expenditures, including but not limited to maintenance, administrative support, district support, fiscal and HR services.

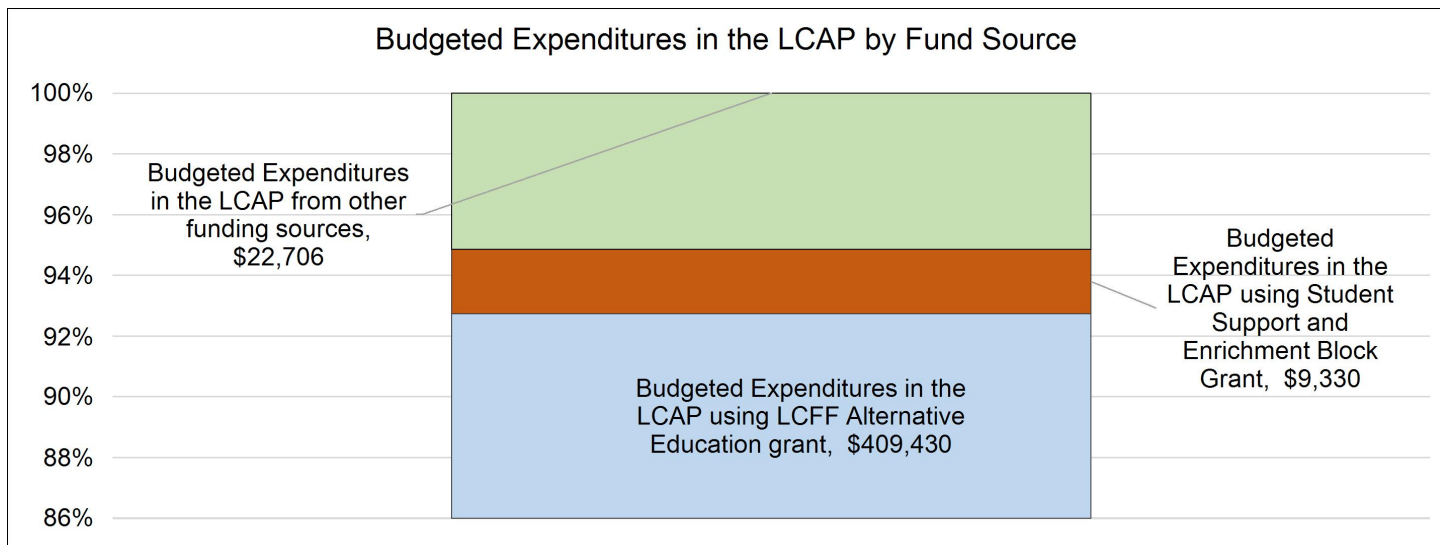
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Trinity County Office of Education plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Trinity County Office of Education plans to spend \$11,461,469 for the 2025-26 school year. Of that amount, \$426,272 is attributed to the Alternative Education Grant and \$9,330 is attributed to the Student Support and Enrichment Block Grant. \$11,020,003 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Additional funds spent at our RISE academy come from our general fund, aka LCFF.



This chart provides a quick summary of how much Trinity County Office of Education plans to spend for 2025-26 for planned actions and services in the LCAP.

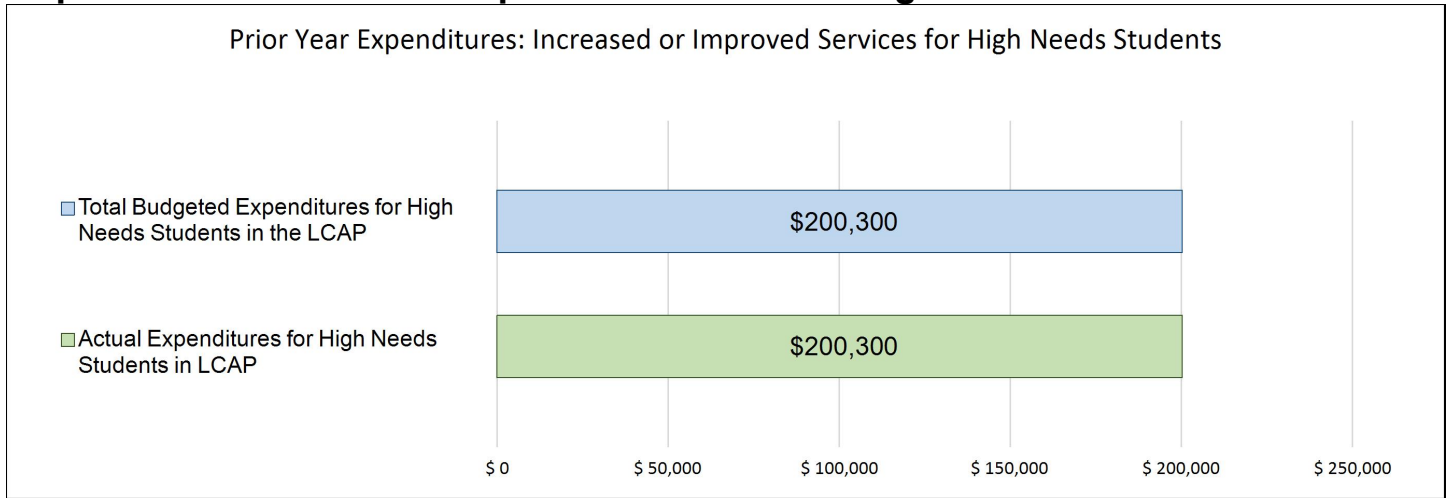
The text description of the above chart is as follows: Trinity County Office of Education plans to spend \$441,466 on actions/services in the LCAP. Of those funds, \$409,430 is attributed to the Alternative Education Grant and \$9,330 is attributed to the Student Support and Enrichment Block Grant.

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

In 2025-26, Trinity County Office of Education is projecting it will receive 123,621 based on the enrollment of foster youth, English learner, and low-income students. Trinity County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Trinity County Office of Education plans to spend 124,450 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 Trinity County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Trinity County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Trinity County Office of Education's LCAP budgeted 200,300 for planned actions to increase or improve services for high needs students. Trinity County Office of Education actually spent 200,300 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
Trinity County Office of Education	Fabio Robles Superintendent	frobles@tcoek12.org 530-623-2861

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.

Trinity County Office of Education (TCOE) is located in Weaverville, a very remote, rural area in the far north of the state. With about 4,000 people, Weaverville is the largest population center in the county. This Local Control Accountability Plan (LCAP) is focused on the coordination of Foster Youth Services (Priority 9), the coordination of Expelled Youth Services (Priority 10), and on TCOE's one school, R.I.S.E. (Restoring Individual Success in Education) Academy, our county community school.

We do not qualify for Equity Multiplier funding this year due to not having the school open in 23-24, therefore, we are removing Goal 5 as we do not have any unspent EM funding. We anticipate reopening this goal for 26-27 as we reopened the school this year.

R.I.S.E. did not enroll students during the 2023-24 school year. We will be re-enrolling students in R.I.S.E. Academy beginning July 1, 2024, and re-implementing two previously removed Goals 3 and 4. R.I.S.E. will serve students in grades 7-12, with one middle school to a high school classroom. The classroom has a maximum of 10–12 students enrolled at any point in time. The school, a trauma-sensitive school program, was opened in the 2017-2018 school year, based upon the need to serve expelled youth, youth on probation, and other at-risk youth from our county school districts. The mission of R.I.S.E. Academy is to be a one-of-a-kind comprehensive alternative school serving at-risk students who need a second chance to succeed. Our vision is “Changing lives and renewing hope.” R.I.S.E. receives ongoing state funding for COE-operated courts and community schools. These funds primarily support initiatives aimed at helping students complete high school, including access to high school equivalency examinations through the hiring of certified and classified employees and providing materials to support students' educational success.

Due to the school's small population and goal to rehabilitate and return students to their home school, we do not have any student groups over 10. We currently do not have, and historically have not had, any English Language Learners or Long-Term English Learners (LTEL), so Priorities 2b, 4d, & 4e do not apply to our LCAP. R.I.S.E. has a high mobility rate among the small student population, as such, the following priorities are not accurate or reliable for monitoring progress toward meeting LCAP goals: 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5A, 5B, 5C, 5D, 5E, 6A, 6B. Please note, while Priorities 5A, 5B, 6A, and 6B do not apply to Goals 3-5 regarding R.I.S.E. Academy, they are relevant on the countywide level for Goal 1. Additionally, for Priority 4, TCOE monitors academic progress locally through local and state assessments.

R.I.S.E. monitors the progress of students' rehabilitation plans with the goal of zero expulsions. The school facilities are in good condition, as evidenced by our passing of the FIT report. Each year, repairs and maintenance are performed as needed. We strive to provide a safe, clean environment for all our students. All students at R.I.S.E. participate in and have sufficient access to a curriculum that is standards-aligned. Due to being a single school district, we will be using our LCAP instead of the Single Plan for Student Achievement (SPSA). Additionally, the LCAP parent advisory committee will serve instead of the School Site Council for R.I.S.E. Academy. As a small school, we complete a comprehensive need and budget analysis assessment on an annual basis. Due to the small student population size, which results in a small pool of data to analyze, all resources are equally distributed for all students in the school. We will continue to monitor our resources to ensure equity for all students.

In 23-24, R.I.S.E did not enroll students. Our office assumed that we would not be receiving any supplemental concentration funding because of this. We were informed mid-year that we did receive some of this type of funding based on our 3-year average. Therefore, we gathered input from our ed partners mid-year and used the funding towards three actions we currently had approved 1.2, 1.4, and 1.7, which made them contributing actions. These actions provided services for foster youth. There is some carryover from 23-24 concentration/supplemental funding, which will be found in our Increased and Improved Services section.

TCOE authorizes one charter school, California Heritage YouthBuild Academy II (CHYBA). CHYBA is an independent, direct-funded charter that has its own LCAP.

Because of our small and widespread population, and the lack of foster homes, many of our foster youth are living in adjoining counties. Regardless, we do oversee their progress and stay in contact with the schools of attendance. We also track the progress of our in-county and out-of-county foster youth students through our Foster Youth Education Coordinator.

County Special Education Profile:

The Trinity County Office of Education's (TCOE) special education department provides quality, meaningful, and relevant educational support for students with disabilities from birth to 22 years old. Special education programs meet the needs of students from various categories of disability through a collaborative model between local school sites and TCOE. This collaborative model includes support services, professional development, and communities of practice while students are served directly by the school district in which they are registered. TCOE serves special education students from all 9 districts in Trinity County by providing support to districts in areas that include mental health, cognitive assessments, speech therapy, occupational therapy, physical therapy, and nursing. Special education classrooms exist across the county in Burnt Ranch, Junction City, Weaverville, Lewiston, Douglas City, Hayfork, and Mad River. Additionally, students are also served in the general education classroom using a push-in model.

For sites that serve moderate to severe disabilities, instruction is aligned with the content standards and is based on the seven foundational curricular domains. This includes domestic, vocational, recreation/leisure, community access/motor skills, communication, social-emotional, and foundational academics. Students learn functional skills that will maximize future independence and vocational skills through both school-based practices and community experiences to help them succeed in these areas. For students with social-emotional needs, services available to students include educationally relevant mental health services provided by either a school psychologist or mental health clinician on their local school site. Mental health clinicians are provided through partnerships with Trinity County Behavioral Health Services, as well as direct service from TCOE.

Reflections: Annual Performance

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

TCOE does not have any red indicators on the Dashboard. TCOE does not have any schools that have red indicators on the Dashboard. TCOE does not have any student groups at R.I.S.E. that have a red indicator.

TCOE did not enroll any students in R.I.S.E. Academy during the 2023-24 school year and does not generate a dashboard due to its small enrollment cap. Due to our size, we are not able to reliably and confidentially share any local data. Local data is monitored by our staff. TCOE monitors county data locally in the areas of foster youth and expelled youth to inform educational partners during the LCAP planning process and to determine the effectiveness of actions. We continue to have a robust foster youth services program as well as a homeless youth program based upon increasing need. Our population of Foster and Homeless students is too small to have data on the CA School Dashboard, but it is their unique needs that we are addressing in our LCAP. We will continue to assist local districts through the state system of support.

We do not have any unspent LREBG funds.

Reflections: Technical Assistance

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

N/A TCOE is not eligible for, nor have we requested TA.

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.

TCOE does not have any schools identified for CSI

TCOE authorizes CHYBA II, an independent charter school that is identified for CSI. CHYBA II has its own plan that it submits to TCOE for approval.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
All the following Educational partners were consulted on the development of the LCAP. SARB includes the current students and parents we serve. As we enroll students into R.I.S.E., we will include these parents and students moving forward as well.	The following strategies were used to solicit feedback and input on the development of the LCAP:
County Superintendent and Principals	The first Tuesday of the Month from Aug. '24 to May '25 Meetings - Agendized item to solicit feedback
County Board of Trustee Meetings (Administrators, Board members, administrators, and community attendees)	Third Wed of the month from July 1 '24 to May 30 '25 Meetings - Agendized item to solicit feedback
Classified CSEA Bargaining Unit Members at TCOE	5/8/24 Email - Survey questions to solicit feedback.
Certificated CTA Bargaining Unit Members at TCOE	5/8/24 Email - Survey questions to solicit feedback.
County-level SARB (run by SELPA) process includes the county district's Parent, Student, and Principal. The support committee also includes Child Welfare, Public Health, Behavioral Health, and Probation.	SARB Meetings (2 locations) (Multiagency, parents, students) Monthly in both Weaverville and Hayfork Feedback is solicited through the SARB process to inform the needs and effectiveness of current actions.
Teacher of R.I.S.E.	Administration meet weekly with teaching and other staff.
Other school staff of R.I.S.E.	All staff including administration meet weekly to discuss goals.
Principal of R.I.S.E.	5/21/24 Meeting - Agendized item to solicit feedback.
Superintendent of R.I.S.E.	5/21/24 Meeting - Agendized item to solicit feedback.

Educational Partner(s)	Process for Engagement
Parents and Students at R.I.S.E.	2/17/25 Parents Individualized phone calls. Parents also provide input for student's intake and outtake meetings when students enroll and when students return to district of residence. Students - Jan - April weekly class meetings - students have the opportunity to provide feedback and input on school programming and structure through class discussion
Educational partners at RISE Academy which qualified for Equity Multiplier funding (school admin, staff, and community members)	We do not qualify for EM funding next year due to being closed last year. We do not have any carryover funding.
ELAC, DELAC at R.I.S.E.	We currently do not have any EL or LTEL students enrolled at R.I.S.E. We do not have an ELAC or DELAC.
Leadership (Ed services, business, Human Resources, SELPA, Informational Technology, Nursing, Community Schools)	The last Tuesday of the Month from Aug.'24 - May '25 Agendized item to solicit feedback.
Safe Schools Collaborative (Interagency collaboration Public Health, Sheriff, Probation, Child Welfare, Highway Patrol, County OES, teachers, district principals and superintendents)	The first Tuesday of the Month from Aug. '24 - May '25 Agendized item to solicit feedback.
Children's System of Care (CSOC) Trinity COE, Foster / Homeless Youth Coordinator, Child Welfare, Probation, Behavioral Health, Parent Partners.	9/18/24, 10/16/24, 11/20/24, 12/18/24, 1/15/25, 4/16/25, 5/21/25 Meetings - Agendized item to solicit feedback.
Foster Youth Executive Advisory Board (FY Coordinator, students)	9/23/24 Meeting - Agendized item to solicit feedback.
Classified and Certificated Superintendent's Advisory Committee	11/4/2024 Meetings - Agendized item to solicit feedback.

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

Feedback from educational partners during the LCAP development process influenced the following on this year's LCAP

All educational partners indicated a desire to maintain all current actions.

The RISE administrator indicated a need to add monthly admin meetings with partnering district admin. This addition can be seen in the description of Action 3.4.

The students and staff indicated a desire to add new action to provide more place based learning opportunities. This is reflected with the addition of Action 3.6.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain the coordination of Foster Youth Services for nine LEAs and the COE's school.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Educational Partner feedback indicates a need to maintain the coordination of foster youth services. As evidenced by our baseline metric data, overall, our coordination of services is effective, resulting in positive outcomes for our Foster Youth. Together, these metrics and actions will help maintain the effectiveness of this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 6B % of County FY Expulsion Rate Source: Local SIS Data	0% expulsion rate (Spring 2024)	0%		0% expulsion rate	0
1.2	Priority 6A % of County FY Suspension Rate Source: Local SIS Data	4% suspension rate (Spring 2024)	0%		Maintain <5% suspension rate	-4%
1.3	Priority 10 % of students completing CHAFEE and FAFSA	100% Completion (Spring 2024)	100%		100% Completion	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data by FY County Coordinator					
1.4	Priority 10 % of Foster Youth attending College campus field trip attendance Source: Teacher field-trip log	100% (Spring 2024)	75%		100%	-25%
1.5	Priority 5B % of County FY involved in SARB. Source: Local SIS Data (Chronic Absent.)	0% (Spring 2024)	0%		0%	0%
1.6	Priority 5E % of FY students receiving a diploma Source: Local SIS Data (Grad. Rate)	100% (Spring 2024)	100%		100%	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.

We were able to implement the action as planned with no changes. We have continued to find success implementing this action through our shared foster youth staff position with CWS. Some challenges that have presented itself are ensuring youth placed out of county receive appropriate services and supports.

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 are no material differences between our budget and estimated actuals.

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

Action 1.1 is considered an on-going effective action by the metric data as seen above. We continue to have high percentages of students receiving their diplomas. Our foster youth continue to perform above average for their student group, as seen by 0% expulsion rate, low suspension rate, and 0% involved in SARB process. These students continue to graduate and participate in transition supports to encourage college enrollment. No foster youth students that were placed in Trinity County were suspended this school year. One foster youth placed out of county was suspended this year.

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

No planned changes.

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	Foster Youth Staff	Trinity COE will continue to maintain the positions of a Foster Youth Education Coordinator, and a part-time position (if grant funding continues) who support our foster youth placed both within and outside our county. The coordinator will be responsible for maintaining the following services: 1) Help with their transfers and work to minimize changes to school placement. 2) Ensure health and educational records are moved efficiently. 3) Assist county child welfare in delivering services. 4) Provide educational status and progress information required for court records. 5) Respond and coordinate requests and delivery of services to juveniles within the court system. 6) Track attendance rates, suspension rates, expulsion rates, and graduation rates and intervene if necessary to provide direct services as needed if districts are unable to provide the direct services.	\$161,388.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Coordinate the instruction and services of expelled youth with 9 LEAs and the COE's school RISE to provide appropriate instructional placements.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to provide the coordination of services for all expelled youth. In some cases, expelled youth are provided instruction at RISE. Feedback from educational partners has indicated a need to maintain the coordination of services for expelled youth. An analysis of county data concludes that in our single-school districts, or districts with only one elementary and one high school, students who are expelled from schools in our rural area do not have an alternative placement outside their district. After opening the community school, local districts continue to need site-based alternative programs. R.I.S.E. Academy did not enroll students last year (23-24 SY) as districts opted to open their own CDS schools. This has been determined to be a non-sustainable program. Therefore, LEAs and the community have indicated that they would like R.I.S.E. to reopen and enroll students beginning 24-25 SY. Previously, R.I.S.E. Academy (County Community School) successfully served students in our county, as evidenced by RISE Academy being recognized as a Golden Bell Award 2020 recipient. 90% of our graduate-eligible students have completed their restorative plans and returned to their home districts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 9: Coordination of Instruction of Expelled Pupils (COE Only). % of expelled students who have access to RISE as an educational placement.	0% The school will be open for enrollment July 1, 2024 and 2024 will be used to create a baseline for 2025 LCAP development.	100%		100%	0
2.2	Priority 9: Coordination of Instruction of Expelled Pupils (COE Only). The percentage of districts	100% (9/9) 2024	100%		100% (9/9)	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	within the county that join in the coordination of services through a shared Expelled Youth Plan (Countywide Plan for Expelled Youth), in conjunction with TCOE, to provide services for expelled students.					

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.

Both actions were implemented as planned. We were able to successfully reopen RISE academy as an alternative placement for 7-12th grade students in the county. For students who are expelled below 7th grade, this has been a continual challenge, but we have been able to provide more SEL and multi-agency supports to schools to support those students.

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

There are no material differences between the budgeted expenditures and the estimated actual expense.

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

We believe both actions are and continue to be effective. By bringing back RISE academy this year, students, parents and participating districts have provided positive input as to its structure and support. Students are continuing to meet rehabilitative plan goals and transition back in to their school of residence. Some students decide to stay as they have found more success in our setting, which is a testament to the school staff and the system we have co-created with our districts. Additionally, all districts are following our county expelled youth plan to provide alternative placements and support plans for expelled youth.

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

No planned changes

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	RISE Academy	Maintain R.I.S.E. Academy, a single classroom, 7-12th grade county community school, to provide an educational program for expelled youth, students on probation, and students self-selecting who require an alternative instructional placement.	\$43,128.00	No
2.2	Expelled Youth Plan	TCOE will coordinate with local districts to provide services to expelled youth, including continuation of achieving credits and continuing on the college/career pathway. Follow county-wide expulsion plan. Plan renewal every 3 years.	\$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All R.I.S.E. students will demonstrate progress toward meeting or exceeding individualized student rehabilitation plan goals to be eligible to transfer back to their home district.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Feedback from Educational Partners and local SIS data indicated a need to provide instructional and rehabilitative services to expelled youth, students on probation, and self-selected student enrollments in an alternative setting with individualized and personalized support. Feedback indicated that these students need a placement that supports and provides services for them to complete their individualized rehabilitation plans to be eligible to return to their home district. By providing a classroom and offering instructional support, we believe this will achieve the goal of rehabilitating students to return to their home schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1A % of teachers appropriately assigned and fully credentialed	100% 2024	100%		100%	0
3.2	Priority 1B: % of students who have access to standards-aligned instructional materials.	Students were not enrolled last year. Baseline will be established 24-2025.	We are not able to report results due to student enrollment size.		100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)					
3.3	Priority 1C Facilities rating on annual FIT report FIT report.	We will be leasing a classroom on the campus from the local high school. Currently, the classroom has received "Good repair" rating. 2023	Good Repair		"Good repair" rating	0
3.4	Priority 2A Measured by the implementation survey responses from the Local Indicators which indicated Full Implementation or Full Implementation and Sustainability.	12/23 areas Full Implementation or Full implementation and Sustainability This is based on the last time R.I.S.E. enrolled students, two years ago. 2022	Baseline is being established in 2024/2025.		16/23 areas	
3.5	Priority 7C % of students with exceptional needs whose individualized learning plan aligns with intervention services (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	Baseline is not available yet. Baseline will be established in 2024-2025.	We are not able to report results due to student enrollment size.		100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Priority 7A % of students who have access to a broad course of study Local SIS. (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	Baseline is not available yet. Baseline will be established in 2024-2025.	We are not able to report results due to student enrollment size.		100%	0
3.7	Priority 8 % of students meeting rehabilitation plan goals Local data. (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	Baseline is not available yet. Baseline will be established in 2024-2025.	We are not able to report results due to student enrollment size.		80% of students meet requirements of rehabilitation plan.	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.

We were able to implement actions 3.1, 3.2, 3.3, and 3.5 as planned. 3.2 was an example of a very successful implementation, as collaboration was able to be built directly into the weekly schedule to allow staff the opportunity to identify and plan instruction and interventions based on real time data from the week.

3.4 was partially implemented. The administrator did not designate a specific 10% of her time to monitor this action. Instead, the administrator monitored based on student enrollment and staff feedback. We will be removing this % moving forward and implementing a monthly 1:1 check-in with each participating district site administrator.

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 are no material differences between the budgeted expenditures and the estimated actual expense.

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

The goal of RISE academy is to provide an alternative placement for students to complete their rehabilitation plans in order to have the opportunity to return to their school of residence. All actions are held to this standard when determining their effectiveness. Actions 3.1, 3.2, 3.3, 3.4, and 3.5 are all deemed as effective through local data results (which due to student confidentiality, we are not able to share). These results are a combination of the previously mentioned metrics above and qualitative feedback from districts, students and families. Results and feedback indicated a desire to maintain and continue all actions.

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.

Action 3.4 description will remove the 10% description and will now include monthly admin meetings. New action added 3.6 based on educational partner feedback.

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	RISE Staffing	Provide one certificated teacher to provide instructional and SEL supports. Funds are included in Action 2.1 of Goal 2.	\$0.00	No
3.2	Staff collaboration	Provide teacher and para-educator collaboration time to analyze and monitor the individualized needs of all students in particular low-income. Additional professional development to support individualized needs will be provided as needed in the following areas: 1. Curriculum alignment and intervention monitoring (Math, ELA, NGSS) 3. Edgenuity Online Curriculum intervention supports 4. Life Skills and SEL Curriculum	\$64,227.00	Yes

Action #	Title	Description	Total Funds	Contributing
		5. Training in reviewing results of career interest surveys with students and coordinating the completion of Individualized Career Learning Plans through the CA Career Zone 6. Trauma-informed and restorative practices 7. Non-violence crisis prevention 8. Love and Logic		
3.3	Personalized Interventions	Provide personalized intervention to all students with a focus on low-income students daily, embedded in the regular classroom to increase overall student achievement and address personalized restorative plans. Expenses include personnel costs for a para-educator.	\$60,223.00	Yes
3.4	Course Alignment	Ensure access to a broad course of study by monitoring the master schedule and enrollment as applicable. RISE administrator and partnering districts who have students enrolled will meet on a monthly basis and discuss placements, curriculum alignment and rehabilitative plan progress.	\$1,500.00	No
3.5	Student Technology	Ensure students have access to technology to aid classroom instruction. Expenses include: 1. One-to-one student-to-device ratio 3. Access to web-based learning modules 4. Security applications	\$2,000.00	No
3.6	Place based Learning	Provide place-based learning opportunities. Expenses include transportation and personnel.	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students and parents at R.I.S.E. Academy will be actively engaged and supported in a safe and healthy learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Local and dashboard data from LEA's that R.I.S.E. Academy serves shows the need to increase trauma-informed and therapeutic services to our two largest districts in the county. All students who are referred to R.I.S.E. struggle with attendance and engagement with school, along with the need for trauma-sensitive instruction and partner agency wrap-around services. Based on local survey data, parents/guardians would like R.I.S.E. to increase engagement with parents/guardians. The actions and services will address the need to provide resources and opportunities for engagement to support parents and guardians with their child's educational needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 3A % of parents who marked "agree" or "strongly agree" on the annual Parent Survey question "actively seeks the input of parents before making important decisions" Local survey data (Due to confidentiality, we will report depending on student enrollment	There was no student enrollment in 2023-24. Baseline will be created in 2024-25	We are not able to report results due to student enrollment size.		100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	size, otherwise, we will monitor this internally.)					
4.2	Priority 3B: % of parents of unduplicated students attending at least 1 parent conference a year Parent sign-in log (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	There was no student enrollment in 2023-24. Baseline will be created in 2024-25	We are not able to report results due to student enrollment size.		100%	0
4.3	Priority 3C % of parents of students with disabilities attending at least 1 parent conference a year Parent sign-in log (Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)	There was no student enrollment in 2023-24. Baseline will be created in 2024-25	We are not able to report results due to student enrollment size.		100%	0
4.4	Priority 6C % of student survey reporting that students feel safe and connected to school Annual Student Local Survey	There was no student enrollment in 2023-24. Baseline will be created in 2024-25	We are not able to report results due to student enrollment size.		100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Due to confidentiality, we will report depending on student enrollment size, otherwise, we will monitor this internally.)					

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.

Both actions were both implemented as planned. 4.2 was a particularly successful implementation, as it placed a dedicated mental health clinician on site to provide mental health support. While 4.1 was implemented as planned, we often run into the challenge of interagency collaboration. This year is due to behavioral health being incorporated into HHS which created a communication challenge with not knowing who to contact.

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 are no material differences between the budgeted expenditures and the estimated actual expense.

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

While we are not able to report any tangible data due to student confidentiality. Both qualitative and quantitative feedback from staff, parents, students, districts and our agency partners all indicated that both actions were effective this year, and we will continue to provide them.

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

No planned changes.

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	Social Emotional Support	Social and emotional support is provided 1. Provide Counseling services to students 2. Provide professional development in a positive behavioral intervention to support students and parents 3. Collaborate with interagency staff to develop consistent programming between home and school (district of residence staff, probation officers, and parents/guardians)	\$5,000.00	No
4.2	Mental Health Clinician	One part-time, mental health clinician focused on supports and referrals for all students with a focus on low-income students	\$48,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	THIS GOAL IS BEING REMOVED DUE TO NOT RECEIVING THIS TYPE OF FUNDING FOR 2025-26. By June 2025, students in grades 7-12 will increase student rehabilitation plan completion rate to 80%.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

R.I.S.E. Academy qualified for Equity Multiplier Funding due to its student instability rate. This Equity Multiplier Focus goal was developed to address this. A majority of students are placed at RISE on expulsion orders or for challenging school behaviors throughout the year. Ed. partner feedback indicates a need to provide support for students attending R.I.S.E. to complete their individualized rehabilitative plans. The rehabilitative program is in place to provide students with a supportive environment to meet their rehabilitation plan requirements and transition back into their schools of origin. There are no credentialing, subject-matter preparation, or retention of school educator issues at this time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 8 - % of students meeting their rehabilitation plan requirements.	If the student population reaches 11 or more students, this data will be displayed. Otherwise, we will monitor this internally and with our partner districts.	Not able to report due to student confidentiality		80%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Priority 7B - Programs and services developed and provided to unduplicated pupils. Measure % of unduplicated students who indicate that they have utilized the wellness liaison to successfully deescalate at least one time from the annual student survey	If the student population reaches 11 or more students, this data will be displayed. Otherwise, we will monitor this internally and with our partner districts.	Not able to report due to student confidentiality		100%	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.

Action 5.1 was implemented as planned. This was highly successful as it provided additional mental health supports for both students and staff during the school day. Our challenge is not in our current control, as it has to do with space. Our wellness liaison does not have a separate space for students to go to received support. Currently, students walk to the district office to utilize an office there. We are currently exploring building our own campus instead of leasing the classroom.

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 are no material differences between the budgeted expenditures and the estimated actual expense.

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

This action is deemed effective based on local qualitative data from staff, student sand families. Data indicates that students are able to obtain the support they need more efficiently and consistently, enabling them to make sustained progress towards their rehabilitative goals and improving their overall student wellness.

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.

This goal will be removed for the 25-26 school year as RISE did not receive funding due to being closed in 23-24. We will conduct a new needs assessment if RISE qualifies for this funding in the future.

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	Wellness Liaison (EM)	Provide Wellness Liaison staff assigned to the R.I.S.E. program to provide trauma-informed response support and interventions to students and families. This position is crucial in addressing the unique socio-emotional needs of our student population in order for students to meet their rehabilitation plans. The Wellness Liaison will: 1. Facilitate referrals and connections to external agencies and resources, ensuring students and families have access to comprehensive support services. 2. Ensure adequate social and emotional support is provided to all students. 3. Provide professional development and training to staff through positive behavioral interventions and trauma-informed practices, building capacity to effectively support students' well-being. 4. Collaborate with interagency staff, including district of residence staff, probation officers, and parents/guardians, to develop consistent programming and support systems that bridge the gap between home and school environments.	\$50,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$123,621	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.698%	0.000%	\$0.00	2.698%

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
3.2	Action: Staff collaboration Need: 100% of R.I.S.E. students are currently low-income. Based on local data and educational partner feedback, our low-income students have complex needs encompassing social-emotional development, positive behavior reinforcement, as well as academic advancement and achievement.	Action 3.2 is providing PD specifically to address the needs of low-income students by designing and adapting PD based on student needs throughout the year. PD will include social-emotional development, positive behavior reinforcement, as well as academic advancement and achievement. Staff collaboration will closely monitor student rehabilitation plans and student needs to identify areas of needed PD. All staff will participate in identified PD throughout the year.	3.7

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
	A majority of students enroll in RISE Academy on an expulsion order or for challenging behaviors in the classroom. Each student has an individualized rehabilitation plan that needs to be met for students to become eligible to return to their home schools. Each plan is built upon the individualized needs and context of the student. Scope: LEA-wide	This is provided on a LEA-wide basis, as all students are low-income.	
3.3	Action: Personalized Interventions Need: 100% of R.I.S.E. students are currently low-income. Based on local data and educational partner feedback, our low-income students have complex needs encompassing social-emotional development, positive behavior reinforcement, as well as academic advancement and achievement. A majority of students enroll in RISE Academy on an expulsion order or for challenging behaviors in the classroom. Each student has an individualized rehabilitation plan that needs to be met for students to become eligible to return to their home schools. Each plan is built upon the individualized needs and context of the student.	Action 3.3 was designed to provide daily, integrated, personalized interventions based on identified needs for students with regular and consistent feedback to make progress towards the next phase of their rehabilitation plan. This approach fosters agency, influencing engagement with the R.I.S.E. Program, including its academic and behavioral/restorative components, thereby increasing student achievement for our low-income students as well as all students who receive this support. Offered LEA-wide as all students are low-income.	3.7

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		

Limited Actions

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

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

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

N/A There are no limited actions provided.

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.

N/A TCOE does not receive this type of 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 ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,582,684	123,621	2.698%	0.000%	2.698%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$175,578.00	\$265,888.00	\$0.00	\$0.00	\$441,466.00	\$365,093.00	\$76,373.00

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	Foster Youth Staff	Students with Disabilities Foster Youth	No			All Schools	2024-27	\$153,293.00	\$8,095.00		\$161,388.00			\$161,388.00	
2	2.1	RISE Academy	All	No			All Schools	2024-27	\$18,500.00	\$24,628.00	\$43,128.00				\$43,128.00	
2	2.2	Expelled Youth Plan	All	No			All Schools	2024-27	\$1,000.00	\$0.00	\$1,000.00				\$1,000.00	
3	3.1	RISE Staffing	All	No			All Schools	2024-27	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Staff collaboration	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	\$35,577.00	\$28,650.00	\$64,227.00				\$64,227.00	50%
3	3.3	Personalized Interventions	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	\$54,723.00	\$5,500.00	\$60,223.00				\$60,223.00	50%
3	3.4	Course Alignment	All	No			All Schools	2024-27	\$1,500.00	\$0.00	\$0.00	\$1,500.00			\$1,500.00	
3	3.5	Student Technology	All	No			All Schools	2024-27	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.6	Place based Learning	All	No			All Schools	25-27	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
4	4.1	Social Emotional Support	All	No			All Schools	2024-2027	\$2,500.00	\$2,500.00		\$5,000.00			\$5,000.00	
4	4.2	Mental Health Clinician	All	No			All Schools	2024-2027	\$48,000.00	\$0.00		\$48,000.00			\$48,000.00	
5	5.1	Wellness Liaison (EM)	All	No			All Schools	2024-2027	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	

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
\$4,582,684	123,621	2.698%	0.000%	2.698%	\$124,450.00	100.000%	102.716 %	Total:	\$124,450.00
								LEA-wide Total:	\$124,450.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Staff collaboration	Yes	LEA-wide	Low Income	All Schools	\$64,227.00	50%
3	3.3	Personalized Interventions	Yes	LEA-wide	Low Income	All Schools	\$60,223.00	50%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$547,513.00	\$502,379.50

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	Foster Youth Staff	No	\$161,388	\$182,413
2	2.1	RISE Academy	No	\$193,128.00	\$69,593
2	2.2	Expelled Youth Plan	No	\$1,000.00	\$1,000
3	3.1	RISE Staffing	No	\$0.00	\$0.00
3	3.2	Staff collaboration	Yes	\$33,774	\$70,466.50
3	3.3	Personalized Interventions	Yes	\$48,723.00	\$65,850
3	3.4	Course Alignment	No	\$1,500.00	\$4,920.
3	3.5	Student Technology	No	\$5,000.00	\$3,000
4	4.1	Social Emotional Support	No	\$5,000.00	\$5,000
4	4.2	Mental Health Clinician	No	\$48,000.00	\$50,137
5	5.1	Wellness Liaison (EM)	No	\$50,000.00	\$50,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

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)
\$135,123	\$82,497.00	\$136,316.50	(\$53,819.50)	100.000%	100.000%	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)
3	3.2	Staff collaboration	Yes	\$33,774	\$70,466.50	50%	50%
3	3.3	Personalized Interventions	Yes	\$48,723.00	\$65,850	50%	50%

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)
\$4,491,242	\$135,123	0	3.009%	\$136,316.50	100.000%	103.035%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

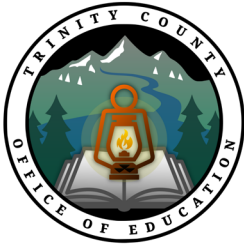
- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2024



Trinity County Office of Education

Fabio Robles Ed. D.
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256
(530) 623-2861 • FAX (530) 623-4489
<https://www.tcoek12.org>

Date: June 2025
To: Trinity County Office of Education Board of Trustees
From: Cindy Blanchard
Subject: Education Protection Plan Budget 2025/2026

Background Information: Proposition 30 was initially passed at the strong urging of Governor Jerry Brown in 2012. If the funding had not been passed significant cuts would have affected K-14 funding. Proposition 30 was set to expire in 2019, but the income tax portion was extended to 2030 with the passage of Proposition 55 in 2016. Across the State of California Prop 30/55 aka EPA funds account for approximately 9% of the Personal Income Tax revenue.

Current Situation: Annually schools are required to submit an explanation as to how we are expending our EPA funds. TCOE has had a negative balance in our EPA resource since 2020/2021. For 2025/2026 we anticipate starting the year with a negative \$12,175 estimated revenues \$3,372 we anticipate ending with a negative balance of \$8,803. Over the last three years these funds have been adjusted in June, at the close of the fiscal year which is how we ended up with a negative balance. We look forward to having a positive balance in the account in the future so we can spend the funds on our students at RISE Academy.

Recommendation:

If you have any questions please contact Cindy Blanchard, 530-623-2861x229 or cblanchard@tcoek12.biz.

TRINITY COUNTY OFFICE OF EDUCATION
Expenditures July 1, 2025 through June 30, 2026
For Fund 01, Resource 1400 Education Protection Account

TRINITY COUNTY OFFICE OF EDUCATION
Expenditures July 1, 2025 through June 30, 2026
For Fund 01, Resource 1400 Education Protection Account

Trinity County Office of Education

2024-25 Annual Summary Report



CALIFORNIA COUNTY
SUPERINTENDENTS

Local Context (Optional)

Please provide a description of the County Office of Education (COE), its districts, students and communities and/or any local context or priorities/challenges that guide the COE work in these areas.

The following plan to support districts in implementing Local Control Accountability Plans (LCAPs) adheres to the provisions/requirements of *California Education Code (EC) 52066* and will be submitted to the Board annually with the LCAP at the public meeting when the LCAP is adopted and shall be submitted to the California Department of Education (CDE) with the LCAP. This plan does not apply to a county superintendent of schools with jurisdiction over a single school district.

EC Section 52066, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=52066

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [*EC Section 52070*].

Metric	Action
1. Monthly Convenings	A. LEA Business meetings will meet monthly to disseminate relevant fiscal and budget information and guidelines. B. Monthly LEA admin meetings will be provided to share CISC, and State and Federal Directors program updates. C. Spring LCAP training sessions will provide Dashboard & Local Indicator information, and LCAP development and engagement guidance.
2. Review all LEA's draft LCAP submissions.	D. Provide all LEAs with technical support, training, and feedback on draft LCAPs before their Public Hearings. This support will be exemplified by one-on-one consultations and reviewing draft LCAPs with thorough feedback provided.
3. All district LCAPs will be approved and uploaded to the TCOE webpage by October 15, 2025	E. LCAP review team will work with district leaders to ensure all LCAPs are approvable by the County Superintendent.

EC Section 52070, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC

Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to charter schools and districts based on need. Technical assistance is provided to LEAs who are identified as needing assistance, as well as those that volunteer for assistance.

Technical Assistance: Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of *Ed Code 52071*.

1. When the County Superintendent does not approve an LCAP.
2. When a district requests support.

Metric	Action
1. Approve all LCAPs	A. Assigned technical assistance staff member to provide individualized support for requested clarifications from County Superintendent in order to approve LEA LCAP
2. Review of the Greatest Progress, Greatest Needs, and Performance Gaps Section of the LCAP	B. Work with district leaders to review the current year Dashboard data to determine Greatest Progress, Greatest Needs, and Performance Gaps C. District data will be compiled and displayed in a user-friendly manner for analysis purposes. D. Provide targeted professional development county-wide based on the data analysis.
3. District Progress on the CA Dashboard	
4. Review of Local Data	E. Work with individual district leadership teams to review and analyze their local data. F. Provide district leaders with support on conducting the LEA Self-Assessment or a similar systems review to identify system-level strengths and weaknesses
5. LEA Self-Assessment Results	

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Providing Differentiated Assistance: Providing technical assistance to school districts and charter schools pursuant to subdivision (c) of *EC Section 52071*.

Metric	Actions	Source of Funding
1. Dashboard Progress on Identified Focus Areas	A. To foster collaboration and continuous improvement: a. Partner with district leadership to review and analyze state and local data; share/consider the current key challenges, successes, and/or shifts occurring within the local context. B. To foster reflective inquiry and a culture of continuous learning: a. Provide technical assistance through conducting a customized LEA self-assessment; identify aim statements and primary and secondary drivers/hypotheses to address identified root causes. b. Provide support with Improvement Science tools (e.g., Empathy Interviews, Fishbone Diagram, 5 Whys) for root cause analysis processes. c. Provide real-time data progress monitoring and visualizations; facilitate monthly site meetings focused on data analysis and early intervention actions. d. Provide support with Plan-Do-Study-Act (PDSA) inquiry cycle(s) to address an aim statement, specifically related to gaps in student group data. C. To foster capacity building and a culture of learning, a. Provide targeted professional development and instructional coaching based on the CA Dashboard outcomes and collective data analyses. b. Provide customized support in the areas the district identified as a need, based on root cause analysis. D. To promote collaboration and continuous improvement, a. Provide coaching and support in drafting LCAP goals and/or actions that align with identified root cause(s) and aim statement(s); b. Provide coaching and support to modify LCAP actions that are identified as contributing to Increased or Improved Services for Unduplicated Pupils. c. Maintain ongoing communication with district leadership to share celebrations of progress and emerging challenges with implementation, inclusive of data benchmarks and determination of next steps.	DA Funding County Operations Grant portion of our COE LCFF Funding

EC Section 52071, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

Actions the school district(s) will take, independent of the COE

Please provide a description of the actions the school district(s) will take, independent of the COE to improve student outcomes.

N/A

Goal Three: Provide support for continuous improvement to all districts.

Other Support: Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections 52059.5-52077*.

Metric	Action
Participant Feedback	Networks & Community of Practice Opportunities: • UPK Learning Series Consortium • Community Schools Coordinator Network • New Teacher COP • Trinity Curriculum and Instruction Leaders Administrative Network
Participant Feedback; Effective	Professional Development/Training: • Countywide UDL Training for TK-12 and ongoing individualized coaching • Getting Reading Right for teachers K-5 and 6-12; paraeducators • Math Framework – RMC (Rural Math Collaborative) • Coding and computer science authorization credential coursework and computer science (cs) standards integration - CalMSCS • Computer Science Pilot Curriculum and early education instructional robotics - Seasons of CS • Classroom Management and Academic Dialogue • Statewide CALPADS training for leaders • SEL Implementation • LCAP Development Trainings
Monthly Check-Ins	Leadership Coaching and Consultation
Participant Feedback and Observational Data	Student-Centered Coaching Cycles –Coaching provided to teachers based on PDSA cycles to improve instructional practices.
Empathy Interviews with Community Members	Engaging Educational Partners – American Indian Education Community Event, Little Learning Spaces for families 0-5 years old, Heritage Days Community Partnership Event, Safe Schools Collaborative

Collaboration

The Trinity County Superintendent of Schools will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
Trinity County Superintendent of Schools Participates in Quarterly CCSESA Meetings	-	-	Y	-	-
Director of Human Resources Attends Monthly PASSCO Meetings, and Director of Student Prevention and Intervention Attends Bi-monthly Meetings for COSP	Y	Y	Y	-	Y
Assistant Superintendent of Educational Services Attend CISC, State and Federal Directors, and Far North Partnership	Y	Y	Y	Y	Y
CBO, Fiscal Services Attends BASC Meetings	-	Y	Y	-	-
SELPA Director Participates in State SELPA Meetings	-	Y	Y	-	Y
Co-chair CISC Math Subcommittee – Assistant Superintendent of Educational Services	-	Y	Y	Y	Y
Partners in NorCal Educational Leadership Consortium with Chico State (21CSLA)	-	Y	-	Y	Y
Learning Acceleration Systems Math Grant - “Rural Math Collaborative” collaborating with Lake and Butte COEs	Y	-	-	Y	-
CA MTSS	-	Y	-	Y	Y
SSOS Collaborative – Assistant Superintendent of Educational Services attends	Y	Y	-	-	Y

Instructions: Insert “Y” to indicate a collaborator or use “-” to signify N/A.

Goal Four: Supports for Special Education

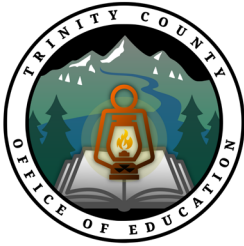
Not YET Applicable- EC Section 52064.

Related Expenditures-COE

Funding sources included:	DA Funding, County Operations Grant portion of our COE LCFF Funding, CALMSCS Grant, Seasons of CS, RMC Grant, and MTSS.
---------------------------	---

All expenses include personnel costs and either internal or external provided professional development support.

Goal	2024-2025 Estimated Costs
Goal 1	\$225,850
Goal 2	\$300,000
Goal 3	\$196,000
Goal 4 (not yet applicable EC Section 52064.3)	[N/A]
Total Estimated Cost	\$721,850



Trinity County Office of Education

Fabio Robles Ed. D.
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256
(530) 623-2861 • FAX (530) 623-4489
<https://www.tcoek12.org>

Date: June 2025
To: Trinity County Office of Education Board of Trustees
From: Cindy Blanchard
Subject: Expenditure report for Proposition 28 Funds

Background Information: Funding for Proposition 28 started in fiscal year 2023/2024. Funding is to support Arts & Music in Preschools and TK to 12 grade schools in California. These funds are to supplement services not supplant services students have already been receiving.

Current Situation: Attached is the state's required annual report of expenditures. Our funding is based on student enrollment in RISE Academy, Wonderhouse and the HRN preschool. The first year of funding was 2023/2024, no funds were expended until 2024/2025. Funding must be expended within three years of the funded year. Plans have been made to expend the 2022/2023 and 2023/2024 funds during next fiscal year.

Recommendation:

If you have any questions please contact Cindy Blanchard, 530-623-2861x229 or cblanchard@tcoek12.biz.

Supplement Not Supplant Requirement Worksheet

Proposition 28 Arts and Music in Schools

LEA Name:

Trinity County Office of Education

County:

Trinity

Audit Year:

2024/2025

Description	Line	Amount
Total Expenditures for arts education programs in the prior audit year	A-1	\$ -
Expenditures identified in A-1 from Resource 6770	A-2	\$ -
Expenditures identified in A-1 from non-Proposition 28 funding sources not available for arts education programs in the audit year	A-3	\$ -
Revenue from resources newly available for arts education programs in the audit year, excluding Resource 6770	A-4	\$ -
Existing non-AMS funds for arts education programs in the audit year (A-1 - A-2 - A-3 + A-4)	A-5	\$ -
Expenditures for arts education programs in the audit year	B-1	\$ 1,334.64
Expenditures from Resource 6770 in the audit year	B-2	\$ 1,334.64
Non-AMS expenditures on arts education programs in the audit Year (B-1 - B-2)	B-3	\$ -
AMS funds were used to supplement existing funds for arts education programs (If B-3 is greater than or equal to A-5, then yes)	C-1	Yes
Unallowable AMS expenditures (A-5 - B-3)	C-2	\$ -

Instructional Costs Expenditure Requirement Worksheet

Proposition 28 Arts and Music in Schools

LEA Name:

Trinity County Office of Education

County:

Trinity

Audit Year:

2024/2025

Description	Line	Second Prior Year	Prior Year	Audit Year
Allocation Year	A-1	2022-23	2023-24	2024/2025
Enrollment in the Allocation Year [Line B-2 of the Funding Exhibit for the Allocation Year]	A-2		37	19
Has waiver issued pursuant to EC 8220[h]? [Enter Yes or No]	A-3		No	No
Subject to Audit Requirement (if A-2 is greater than or equal to 500 or A-3 is "Yes", then Yes)	A-4	Unknown	No	No
Total Allocation	A-5	\$ -	\$ 6,442	\$ 3,216
Allocation Fully Expended in Audit Year [Enter Yes or No]	A-6			
Year 1 Instructional Cost Expenditures	B-1	\$ -	\$ -	\$ -
Year 2 Instructional Cost Expenditures	B-2	\$ -	\$ -	Leave Blank
Year 3 Instructional Cost Expenditures	B-3	\$ -	Leave Blank	Leave Blank
Total Instructional Cost Expenditures (B-1 + B-2 + B-3)	B-4	\$ -	\$ -	\$ -
Year 1 Non-Instructional Cost Expenditures	C-1	\$ -	\$ -	\$ -
Year 2 Non-Instructional Cost Expenditures	C-2	\$ -	\$ -	Leave Blank
Year 3 Non-Instructional Cost Expenditures	C-3	\$ -	Leave Blank	Leave Blank
Total Non-Instructional Cost Expenditures (C-1 + C-2 + C-3)	C-4	\$ -	\$ -	\$ -
Year 1 Expenditures	D-1	\$ -	\$ -	\$ 2,500.00
Year 2 Expenditures	D-2	\$ -	\$ -	Leave Blank
Year 3 Expenditures	D-3	\$ -	Leave Blank	Leave Blank
Total Expenditures (D-1 + D-2 + D-3)	D-4	\$ -	\$ -	\$ 2,500.00
Minimum Required Instructional Costs (D-4 x 80%)	E-1	\$ -	\$ -	\$ 2,000.00
Total Instructional Cost Expenditures (B-4)	E-2	\$ -	\$ -	\$ -
Instructional Costs Shortfall (E-1 - E-2)	E-3	\$ -	\$ -	\$ -
Maximum Allowable Non-Instructional Costs Based on Actual Instructional Cost Expenditures (E-2 / 80% * 20%)	E-4	\$ -	\$ -	\$ -
Total Non-Instructional Cost Expenditures (C-4)	E-5	\$ -	\$ -	\$ -
Unallowable Non-Instructional Costs (E-5 - E-4)	E-6	\$ -	N/A	N/A

Administrative Costs Maximum Worksheet

Proposition 28 Arts and Music in Schools

LEA Name:

Trinity County Office of Education

County:

Trinity

Audit Year:

2024/2025

Description	Line	Second Prior Year	Prior Year	Audit Year
Allocation Year	A-1	2022-23	2023-24	2024/2025
Allocation Amount	A-2	\$ -	\$ -	\$ -
Allocation Fully Expended in Audit Year [Enter Yes or No]	A-3	0	0	0
Amount of Allocation that May be Used for Administrative Costs (A-2 * 1%)	A-4	-	-	-
Expenditures for Administrative Costs in Year 1	B-1	\$ -	\$ -	\$ -
Expenditures for Administrative Costs in Year 2	B-2	\$ -	\$ -	Leave Blank
Expenditures for Administrative Costs in Year 3	B-3	\$ -	Leave Blank	Leave Blank
Total Expenditures (B-1 + B-2 + B-3)	B-4	\$ -	\$ -	\$ -
Exceeds 1% Allowance (If B-4 is greater than A-4, then Yes)	C-1	No	No	No
Unallowable Administrative Costs (B-4 - A-4)	C-2	\$ -	\$ -	\$ -



Trinity County Office of Education

Fabio Robles, Ed.D.
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256
(530) 623-2861 • FAX (530) 623-4489
<https://www.tcoek12.org>

TRINITY COUNTY OFFICE OF EDUCATION RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT 2025-2026 Resolution #25-26-01

WHEREAS, the voters approved Proposition 55 on November 8, 2016;

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 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 the Education Protection Account during the next fiscal year;

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

WHEREAS, all monies in the Education Protection Account 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 Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of 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 Education Protection Account are spent in the school or schools within its jurisdiction;

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

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

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 Education Protection Account 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 from the Education Protection Account have been properly disbursed and expended as required 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 the Education Protection Act 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 open session of a public meeting of the governing board of Trinity County Office of Education;
- 2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Trinity County Office of Education has determined to spend the monies received from the Education Protection Act as attached.

AYE _____
NO _____
ABSENT _____
ABSTAIN _____

DATED: June 17, 2025

Board President



Trinity County Office of Education

Fabio Robles, Ed. D
Trinity County
Superintendent of Schools

P.O. Box 1256 • 201 Memorial Drive, Weaverville, CA 96093-1256

Date: June 17, 2025
To: Trinity County Board of Education
From: Dawn MacLaren
Subject: R.I.S.E. Academy Declaration of Need and Statement of Need (DON & SON)

Summary:

The **Declaration of Need** (DON) is an annual document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by the California Code of Regulations §80026. This regulatory section was recently amended to align with a statute requiring parity in credentialing requirements between charter schools and all other public schools. The updates to the language are now complete, and all employing agencies, including charter schools, must comply with the regulations to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization.

The **Statement of Need** (SON) must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form and retain the form at the school district office.

The form must be completed annually. It indicates that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

Current Situation:

Without the Declaration of Need, we risk disrupting the continuity of instruction for the students if we are without a qualified teacher. Submitting the declaration will allow us to retain a dedicated teacher, providing stability and continued academic growth for our students if the need arises.

Recommendation:

Approve the Declaration of Need and Statement of Need for R.I.S.E. Academy for the 2025-26 SY.



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: 2025-26

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name *Signature* *Title*

Fax Number *Telephone Number* *Date*

Mailing Address

E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County Trinity County CDS Code 53-10538

Name of State Agency _____

Name of NPS/NPA R.I.S.E. Academy County of Location Trinity

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2026.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Fabio Robles

County Superintendent

Name

Signature

Title

530-623-4489

530-623-2861

Fax Number

Telephone Number

Date

P.O. Box 1256 Weaverville, CA 96093

Mailing Address

frobles@tcoek12.org

EMail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

Emergency Transitional Kindergarten (ETK)

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

CSU Chico, Simpson University, Cal Poly Humboldt, Teach Lake County, CalState TEACH,
National University, and Yolo Solano Center/Davis USD.

If no, explain why you do not participate in an internship program.



ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

- ☐ The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.
- OR**
- ☒ The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

- ☒ Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.
- OR**
- ☐ The situation or circumstances that necessitate the use of an emergency permit holder are as follows:
(Attach additional sheets, if necessary.)

I hereby certify that all of the information contained in this statement of need is true and correct.

<i>Signature of the District Superintendent</i>	<i>District</i>	<i>Date</i>
	Trinity	
	<i>County</i>	<i>Date</i>
<i>Signature of the County Superintendent of Schools</i>		

It is not necessary to submit this form to the Commission on Teacher Credentialing.

Trinity County Office of Education

Transportation Plan 2024/2025

As a condition of receiving Transportation apportionment under Section 418501.1, a local educational agency shall develop a plan describing the transportation services it will offer to its pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any other grades, inclusive of pupils who are low income. Trinity County Office of Education does not offer transportation; funds received for transportation come from the time that TCOE ran the Special Education Services for Trinity County. Funding has always assisted in home to school transportation of severely disabled students. These funds are transferred to Districts within Trinity County that transport severely disabled students. No transportation services are offered from Trinity County Office of Education.

Each of the Districts that receive funds from Trinity County Office of Education have completed a Transportation Plan and are in full compliance with Section 418501.1.

2024/2025 Home to School (HTS) Transportation Reimbursement Calculation

A. Total 2023/2024 Transportation Expense,	\$9,224.00
B. Total 2023/2024 Capital Outlay	\$ 0
C. Total 2023/2024 Nonagency Expenditures	\$ 0
D. Estimated 60% reimbursement	\$ 0
E. Less 2023/2024 Transportation Add On LCFF	\$9,224.00
Total 2024/2025 HTS Reimb Calculation	\$ 0

2024/2025 Projected Expenditures & Other Financing Uses

7000-7999: Other Outgo	\$9,224.00
------------------------	------------

LEA Board Approval Date, June 10, 2025



Trinity County Office Of Education
2024/2025
General Fund May 31, 2025

Beginning Balance \$ 4,143,501

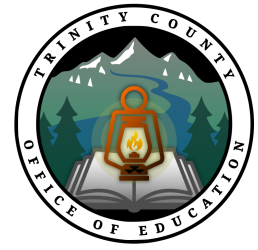
	Current Budget	Year to Date Activity	Remaining Budget	% of Budget Recvd/Expend
<u>Revenue Accounts</u>				
Local Control Funding Formula	\$ 5,419,252	\$ 4,905,540	\$ 513,712	90.52%
Federal Revenues	\$ 210,835	\$ 45,078	\$ 165,757	21.38%
Other State	\$ 4,642,130	\$ 4,331,073	\$ 311,057	93.30%
Other Local	\$ 2,549,125	\$ 2,340,165	\$ 208,960	91.80%
Total Revenues	\$ 12,821,342	\$ 11,621,856	\$ 1,199,486	90.64%

<u>Expense Accounts</u>				
Certificated Personnel Salaries	\$ 1,521,479	\$ 1,431,807	\$ 89,672	94.11%
Classified Personnel Salaries	\$ 2,815,035	\$ 2,466,069	\$ 348,966	87.60%
Employee Benefits	\$ 2,016,448	\$ 1,858,455	\$ 157,993	92.16%
Books & Supplies	\$ 629,144	\$ 274,250	\$ 354,894	43.59%
Services & Other Operating Srv	\$ 2,251,529	\$ 133,830	\$ 2,117,699	5.94%
Capitla Outlay	\$ 274,286	\$ 144,903	\$ 129,383	52.83%
CHYBA Funds Transfer	\$ 225,000	\$ -	\$ 225,000	0.00%
Pass Thru to Districts	\$ 1,008,819	\$ 853,450	\$ 155,369	84.60%
Indirect Costs	\$ (28,436)	\$ (13,677)	\$ (14,759)	48.10%
Total Expenses	\$ 10,713,304	\$ 7,149,087	\$ 3,564,217	66.73%

Transfers In, Retiree Ins	\$ 49,744	\$ 49,744	\$ -	
Transfers Out	\$ 500,000	\$ 500,000	\$ -	

Budget for Rev/Exp \$ 1,657,782

Net Ending Balance \$ 5,801,283



June 4, 2025

To: Fabio Robles, Trinity County Superintendent of Schools
Cindy Blanchard, Chief Business Official

From: Jeff Morris, Facilities Fiscal Analyst

Re: Current Status re School Facilities Projects

COUNTYWIDE

2024 Statewide School Facilities Bond: TCOE staff had a chance to connect with staff from the Office of Public School Construction (OPSC) recently and there are provisions in Prop 2 specifically for small school districts (essential facilities). These can include 1 of the following: Multi purpose room, gym, kitchen or library facilities, per school site. There is also additional TK funding earmarked for these same districts that is a separate line item from the “essential facilities.” We’ll continue to monitor and explore options.

TCOE is in discussion with a few different consulting firms about providing additional services to fully utilize Prop 2 opportunities.

Behavioral Health Facilities Funding: TCOE staff met with staff from Trinity County Behavioral Health Services and ironed out the rest of the details. There are a few documents to be delivered / integrated into the agreement, and then we’ll be on a final path to signatures and ratification.

CAL OES Hazard Mitigation Plan Development: No new news. Project is on track.

Universal Pre-Kindergarten (UPK) Facilities: No new updates other than district detail

General Plan Update: No new news.

Extreme Heat Grant Opportunity: No new news. Awaiting 2025 solicitation.

KEY CAMPUS STATUS (*RECENT AND UPCOMING MAJOR PROJECT SITES*)

BURNT RANCH

- Discussions and planning continue for future TK facilities with Persinger Architects.
- BRESO is also tracking the Prop 2 opportunity closely and starting to prepare concepts and be sure they follow funding requirements.

CHYBA (California Heritage Youth Build Academy): No current update as of 06.04.2025

There is a challenge in the project budget due to the City of Redding determining that CHYBA is responsible for the road and creek crossing near the school that connects to the access street. With environmental mitigation issues involved, so this could present some significant cost escalations.

CHYBA is working with the McConnell Foundation, K2 Development, NM&R (architect) and their state funding consultant to determine potential funding increases from OPSC and/or project modifications to mitigate the additional costs. working with TMF and K2, as well as NMR, our consultant at Hancock Park & DeLong, and OPSC to see what solutions they may have.

COFFEE CREEK:

- *Kitchen Upgrade*: CCESD received basic designs from Semingson. Semingson is also in touch with County of Trinity Environmental Health to confirm needed compliance.

DOUGLAS CITY

- *TK Classroom Projects*: District has determined a significant gap between funding available and project cost. Architect has had conversations with successful bidders and district (with assistance from TCOE) is engaging the services of Hancock, Park and DeLong to assist with approaching the Office of Public School Construction with a few scenarios to bridge the gap.
- *Behavioral Health Project*: See overview at beginning of report

JUNCTION CITY

- *Water System Replacement* –The State Water Board’s rulemaking changed which required the removal of the funding available for the generator portion of the project. The water filtration system replacement is still in line for funding, and we hope to see that in October of 2025. TCOE and the JCESD successfully submitted a Notice of Interest to Cal OES’s Hazard Mitigation Grant. Since TCOE has a Hazard Mitigation Plan in development, we qualify to be the lead applicant for this funding source.
- *UPK Facility* – District has submitted the full funding package to OPSC to draw down the full project funding.
- *Future Modernization* – No new news.
- *Behavioral Health Project* - See overview at beginning of report

LEWISTON

- *ESSER III / HVAC / Electrical* – Package for the full (campus wide) updates was submitted to OPSC last fall and the district should be in good shape to draw down Prop 2 funding when the timing is right.
- *Additional Projects, Modernization Funds, etc.* – TCOE staff has developed a spreadsheet and held two calls with the designated board member regarding future project planning.
- District has done a great job recently of getting quotes and starting work for a number of smaller facilities projects without the usual level of assistance from TCOE. Really great to see this progress!

MOUNTAIN VALLEY

- No new news

SOUTHERN TRINITY

- *HVAC replacement: No new news.*
- *Facilities Master Planning:* Work with Semington on campus utilization is going well. TCOE completed the development of a local survey (digital and hard copy form) and will be helping the district track responses. The larger team also had a call with Jennifer Schwinn from CDE to confirm what is possible in terms of customizing the utilization of campus.

TRINITY ALPS

No new updates

TRINITY CENTER

- **TK and Kitchen Remodels:** Project is complete!

TRINITY COUNTY OFFICE OF EDUCATION

- *Minor Improvements / Updates:* PACE engineering will start their assessment process of our current campus within the next month.
- *Overall TCOE Campus:* TCOE staff is taking an initial look at our current campus, future projections for both staffing levels and programs, and how all of that informs future TCOE facilities needs and configuration.

TCOE has formally engaged Acacia Financial to assist with future public financing on an “as needed” basis.

Conversations with OPSC indicate there is likely facilities funding available for RISE Academy. We’ll know to what extent after we’ve filed the eligibility establishment paperwork.

Cassie Telles

PO Box 1793, Weaverville CA 96093

trinityview@yahoo.com

(530) 739-5853

Fabio Robles

Superintendent of Schools

Trinity County Office of Education

PO Box 1256

Weaverville, CA 96093

Dear Fabio Robles,

I am writing to express my interest in serving as a member of the Trinity County Office of Education Board. As a long-time resident of the county with a deep commitment to education, I am eager to contribute my time, experience, and dedication to support the students, families, and schools in our community.

With a strong background in education, public service, and a passion for equitable and high-quality education, I believe I can bring valuable perspective and leadership to the board. My professional experience has equipped me with skills in policy review, budgeting, collaboration, and data-driven decision-making—all essential components of effective school board governance.

I am especially passionate about student achievement, special education, career readiness, rural education, and fiscal responsibility. I believe every student deserves access to a safe and supportive learning environment where they can reach their full potential, and I would be honored to help guide policies and initiatives that support that mission.

Thank you for considering my application. I would welcome the opportunity to speak further about how I can serve the Trinity County educational community. Please feel free to contact me at (530) 739-5853 or trinityview@yahoo.com at your convenience.

Sincerely,

Cassie Telles