YUBA COUNTY BOARD OF EDUCATION

1114 Yuba Street
Marysville, CA 95901

Agenda

June 10, 2026

Katharine Rosser	Trustee Area 1
John Nicoletti	Trustee Area 2
Marjorie Renicker	Trustee Area 3
Desiree Hastey	Trustee Area 4
Tracy Bishop	Trustee Area 5

YCOE
Yuba County Office of Education
Better Together

Rob Gregor
Yuba County Superintendent of Schools

YUBA COUNTY BOARD OF EDUCATION
REGULAR MEETING
Wednesday, June 10, 2026 – 4:30 p.m.
YCOE Business Center, Beckwourth Room
1114 Yuba Street, Marysville, CA 95901

PUBLIC COMMENTS: Persons wishing to address the Board (Agenda Items and/or Non-Agenda Items) are requested to fill out a "Request to Speak" card before the start of the meeting and give it to the Executive Assistant, Board President, or Superintendent. Individual speakers will be allowed five minutes to address the Board - fifteen minutes total time for public input on each item.

AGENDA

1. CALL TO ORDER, ATTENDANCE, AND PLEDGE OF ALLEGIANCE

2. PUBLIC COMMENTS

   This item is being placed on the agenda to allow any member of the public to speak on agenda items and non-agenda items or to share information with the Board.

   The California Government Code, Section 54595.2(a)(2) states, *"No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of a legislative body or its staff may briefly respond to statements made or questions posed by persons exercising their public testimony rights under Section 54954.3."*

3. APPROVAL OF AGENDA **ACTION ITEM**

4. CONSENT AGENDA **ACTION ITEM**

   4.1 APPROVAL OF MAY 13, 2026, BOARD MINUTES – Pages 4 - 7

   The above items are self-explanatory. All items on the Consent Agenda are considered routine items or ones that have been previously discussed. Any Board Member may request that an item be pulled for further discussion.

5. SUPERINTENDENT'S OFFICE

   5.1 THIS ITEM PROVIDES AN OPPORTUNITY FOR THE SUPERINTENDENT/DIRECTORS/BOARD MEMBERS TO SHARE VARIOUS ITEMS OF INTEREST **INFORMATION ITEM**

6. EDUCATIONAL SERVICES

   6.1 PUBLIC HEARING ON THE PROPOSED LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) OF THE YUBA COUNTY OFFICE OF EDUCATION (YCOE) FOR 2026-27, 2025-26, YCOE ANNUAL UPDATE AND 2026-27 LOCAL CONTROL FUNDING FORMULA (LCFF) **INFORMATION ITEM**

BUDGET OVERVIEW FOR PARENTS - Pages 8 - 118
Joe Lodigiani

A Public Hearing is required on the LCAP. This time is designated for the public to ask questions or make comments concerning the LCAP, which is scheduled for Board approval on June 17, 2026.

6.2 PUBLIC HEARING ON THE PROPOSED YUBA COUNTY CAREER PREPARATORY CHARTER SCHOOL (YCCPCS) 2026-27 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP), YCCPCS 2025-26 ANNUAL UPDATE AND 2026-27 LOCAL CONTROL FUNDING FORMULA (LCFF) BUDGET OVERVIEW FOR PARENTS – Pages 119 - 196 **INFORMATION ITEM**
Cynthia Soares and Anel Campos-Raya

A Public Hearing is required on the LCAP. This time is designated for the public to ask questions or make comments concerning the LCAP, which is scheduled for Board approval on June 17, 2026.

6.3 TITLE XV ANNUAL JUVENILE FACILITY EDUCATION PROGRAM INSPECTION – Pages 197 - 202 **INFORMATION/ ACTION ITEM**
Jessica Geierman

Pursuant to Title 15, California Code of Regulations, Article 6, Section 1370, Subsection (a): The facility administrator shall request an annual review of each required element of the education program by the Superintendent of Schools, and report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section.

6.4 EDUCATIONAL SERVICES PROGRAM UPDATE **INFORMATION ITEM**
Jessica Geierman

Executive Director of Educational Services Jessica Geierman will share an update on the Educational Services Programs currently offered to schools, districts, and the community in Yuba County.

6.5 PUBLIC HEARING- CONSIDERATION OF THE COUNTYWIDE BENEFIT CHARTER SCHOOL PETITION FOR CORE YUBA CHARTER - Pages 203- 338 **INFORMATION ITEM**
Jessica Geierman

On April 29, 2026, the Yuba County Office of Education received a formal petition for the establishment of a Countywide Benefit Charter School, CORE Yuba Charter, pursuant to Education Code Section 47605.5. In accordance with statutory timelines, the County Board of Education will conduct a public hearing to allow for public comment and determine the level of support for the petition by teachers, parents, and the community. The determination hearing will be conducted during the regularly scheduled August board meeting, August 12, 2026.

7. FISCAL SERVICES

7.1 PUBLIC HEARING ON THE PROPOSED BUDGET OF THE YUBA COUNTY OFFICE OF EDUCATION FOR 2026-27 - Pages 339- 426 **INFORMATION ITEM**
Aaron Thornsberry

A Public Hearing is required on the budget. This time is designated for the public to ask questions or make comments concerning the budget, which is scheduled for Board approval on June 17, 2026.

8. ADVANCED PLANNING

8.1 NEXT REGULAR BOARD MEETING
JUNE 17, 2026 – 4:30 P.M.
LOCATION: YCOE BUSINESS CENTER,
BECKWOURTH ROOM, 1114 YUBA STREET,
MARYSVILLE, CA 95901

INFORMATION/ ACTION ITEM

8.2 ANNUAL FINANCING CORPORATION MEETING
JUNE 17, 2026 – 5:30 P.M. (OR SHORTLY THERAFTER)
LOCATION: YCOE BUSINESS CENTER,
BECKWOURTH ROOM, 1114 YUBA STREET,
MARYSVILLE, CA 95901

INFORMATION/ ACTION ITEM

9. ADJOURN **ACTION ITEM**

TOPIC	DISCUSSION	ACTION TAKEN
1. CALL TO ORDER	President Bishop called a regular meeting of the Yuba County Board of Education to order at 4:30 p.m. on May 13, 2026, at the Yuba County Office of Education Business Center, Beckwourth Room, 1114 Yuba Street, Marysville, CA.	**CALLED TO ORDER**: 4:30 p.m.
ATTENDANCE, PLEDGE OF ALLEGIANCE	Present were Marjorie Renicker, John Nicoletti, Katharine Rosser, Desiree Hastey, and Tracy Bishop. Margie Renicker led the recital of the Pledge of Allegiance.	**QUORUM PRESENT**
2. PUBLIC COMMENTS	There were no public comments.	
3. APPROVAL OF AGENDA	President Bishop directed Board members to the May 13, 2026, Agenda for their review and approval. Upon a motion by Trustee Hastey, duly seconded by Trustee Renicker, the Board unanimously approved the May 13, 2026, Agenda.	**MOTION:** Approve the May 13, 2026, Agenda. **MOTION:** Desiree Hastey **SECOND:** Marjorie Renicker **ROLL CALL VOTE:** Katharine Rosser – Aye John Nicoletti - Aye Marjorie Renicker – Aye Desiree Hastey - Aye Tracy Bishop - Aye **MOTION APPROVED (5/0)**
4. CONSENT AGENDA	President Bishop directed board members to the May 13, 2026, Consent Agenda for their review and approval. Upon a motion by Trustee Nicoletti, duly seconded by Trustee Hastey, the Board unanimously approved the May 13, 2026, Consent Agenda as presented.	**MOTION:** To approve the May 13, 2026, Consent Agenda as presented **MOTION:** John Nicoletti **SECOND:** Desiree Hastey **ROLL CALL VOTE:** Katharine Rosser – Aye John Nicoletti - Aye Marjorie Renicker – Aye Desiree Hastey - Aye

		Tracy Bishop - Aye **MOTION APPROVED (5/0)**
5. SUPERINTENDENT'S OFFICE	**5.1 Presentation of Joint Proclamation for Tersa Leon.** Cynthia Soares and Shelly Arvizo present Theresa Leon's proclamation, which the family accepts on her behalf. **5.2 Presentation of Joint Proclamation for Debbie Williamson.** Aaron Thornsberry presents Debbie Williamson's proclamation to the board. **5.3 Recognition of the 2026 Yuba County Elementary and Junior High Spelling Bee Finalists.** Superintendent Gregor recognized the 2026 Yuba County Spelling Bee finalists and commended them for their efforts. **5.4 Property Discussion** Superintendent Gregor shared information with the Board to determine if property negotiations are desired. **5.5 This Item Provides an Opportunity for the Superintendent/Directors/Board Members to Share Various Items of Interest** The Yuba County Board of Education Trustees shared the following items of interest: Trustee Bishop shared that she enjoyed attending the Educator of the Year Dinner. Trustee Rosser expressed her appreciation for the Farm-to-Fork Dinner.	

	Trustee Nicoletti shared his experience at the Farm-to-Table dinner and presented the charcuterie board he won to Jessica Geierman. Trustee Hastey expressed her appreciation of the Farm-to-Fork Dinner and enjoyed attending the All-Star Basketball game at Wheatland High School. Trustee Renicker shared that she attended the Educator of the Year Recognition and mentioned the salmon field trip for fifth-grade students that provides an opportunity to float the river.	
6. ELECTIONS	**6.1** Adoption of Resolution 2026-04-Specification of Election Order Upon a motion by Trustee Renicker, duly seconded by Trustee Nicoletti, the Board unanimously approved the Adoption of Resolution 2026-04-Specification of Election Order.	**MOTION:** Resolution 2026-04-Specification of Election Order **MOTION:** Marjorie Renicker **SECOND:** John Nicoletti **ROLL CALL VOTE:** Katharine Rosser – Aye John Nicoletti - Aye Marjorie Renicker – Aye Desiree Hastey - Aye Tracy Bishop - Aye **MOTION APPROVED (5/0)**
7. EDUCATIONAL SERVICES	**7.1 Educational Services Program Update** Joe Lodigiani, Deputy Superintendent, provided several updates regarding the following recent events: Mindful Miles, Roll N Stroll, YCOE Steps Challenge, and Bear Necessities. The Carden Basketball Tournament was successful, and the Career Technical Education Department received a grant to rebuild a Triumph TR6 into an electric vehicle.	
8. CLOSED SESSION	**8.1 Confidential Student Matter Action Under Consideration: Expulsion Appeal EXP2-26**	**CLOSED SESSION CALLED TO ORDER**: 5:30 p.m.

	President Bishop called a closed hearing to order at 5:30 p.m. President Bishop closed the closed session at 6:04 p.m. **8.2 Report on Closed Session Action** President Bishop returned to open session and announced that no action was taken. There was an agreement between the two parties.	**CLOSED SESSION CLOSED**: 6:04 p.m.
9. ADVANCED PLANNING	**9.1 Next Regular Board Meeting** June 10, 2026 – 4:30 p.m. Location: Yuba County Office of Education Business Center, Beckwourth Room, 1114 Yuba Street, Marysville, CA 95901	
10. ADJOURNMENT	There being no further business for discussion, the meeting was adjourned. Upon a motion by Trustee Rosser duly seconded by Trustee Nicoletti, the Board unanimously adjourned the May 13, 2026, Yuba County Board of Education meeting at 6:53 p.m.	**MOTION:** To adjourn at 6:53 p.m. **MOTION:** Katharine Rosser **SECOND:** John Nicoletti **ROLL CALL VOTE:** Katharine Rosser – Aye John Nicoletti - Aye Marjorie Renicker – Aye Tracy Bishop - Aye **MOTION APPROVED (4/0)**

Respectfully submitted, Recorded by: Amy Nore

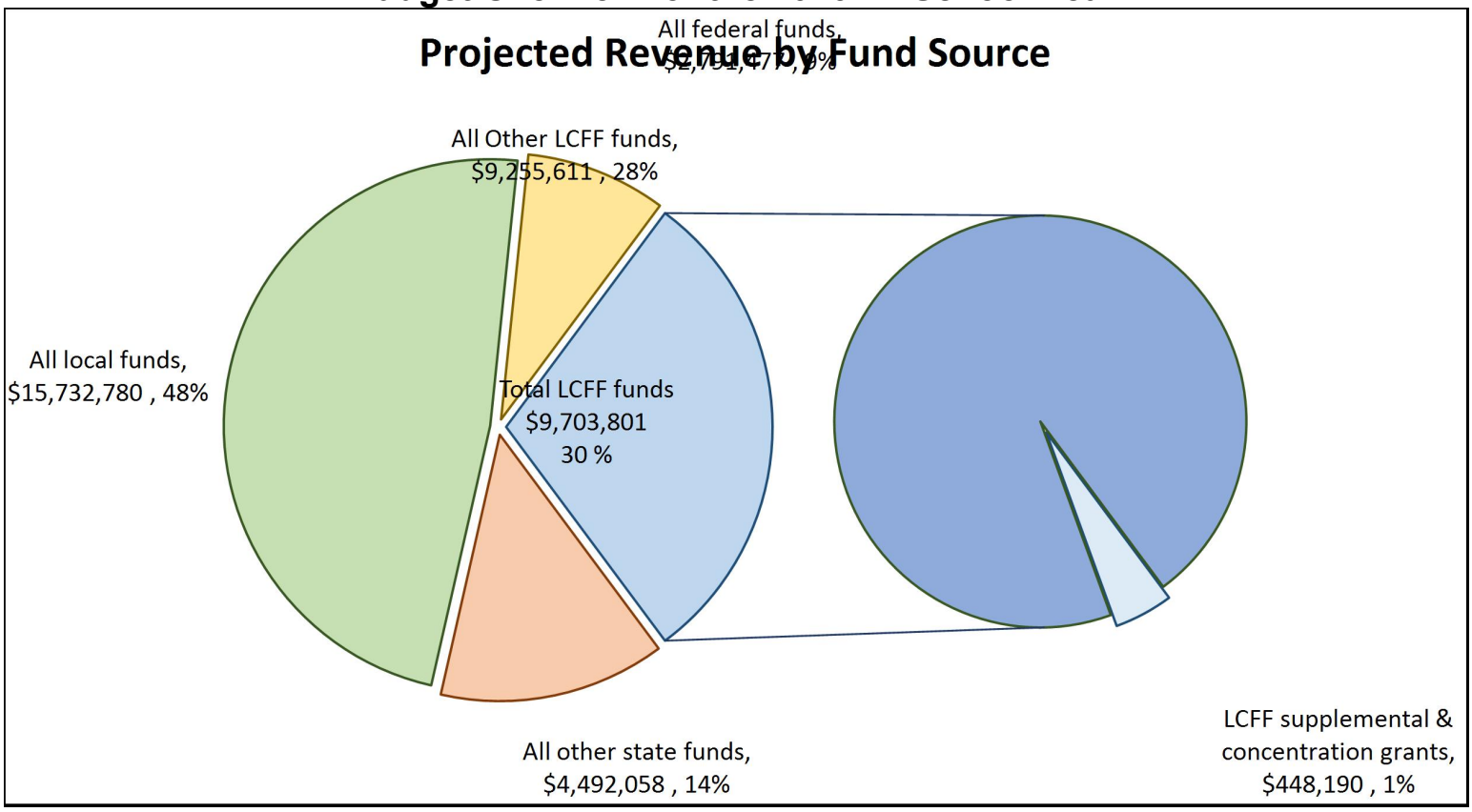
Rob Gregor
Yuba County Superintendent of Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yuba County Office of Education (YCOE)
CDS Code: 58-10587
School Year: 2026-27
LEA contact information:
Joe Lodigiani
Deputy Superintendent
joe.lodigiani@yubacoe.k12.ca.us
530-749-4872

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

Budget Overview for the 2026-27 School Year

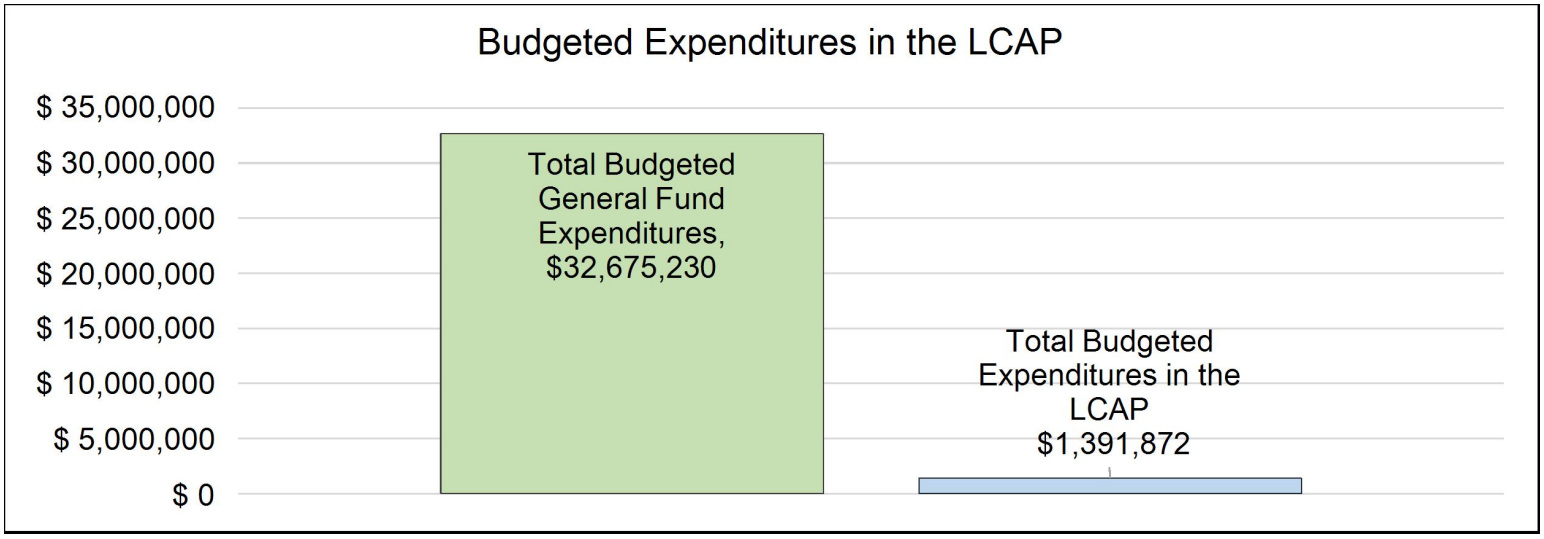


This chart shows the total general purpose revenue Yuba County Office of Education (YCOE) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yuba County Office of Education (YCOE) is $32,720,116, of which $9703801 is Local Control Funding Formula (LCFF), $4492058 is other state funds, $15732780 is local funds, and $2791477 is federal funds. Of the $9703801 in LCFF Funds, $448190 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Yuba County Office of Education (YCOE) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yuba County Office of Education (YCOE) plans to spend $32675230 for the 2026-27 school year. Of that amount, $1391872.10 is tied to actions/services in the LCAP and $31,283,357.9 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following: core instructional cost for salary and benefits, textbooks, instructional materials and supplies/equipment. Administrative Services, Maintenance and Operations, Routine Restricted Maintenance and Facility costs.

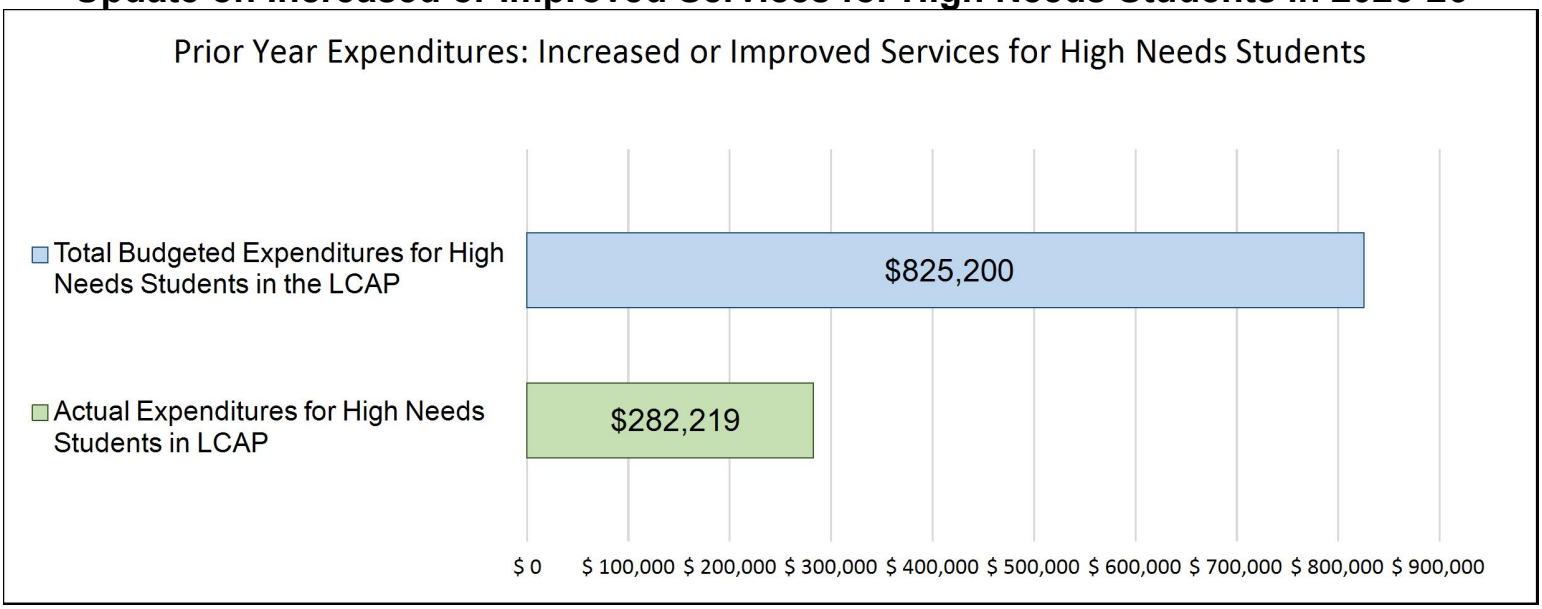
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Yuba County Office of Education (YCOE) is projecting it will receive $448190 based on the enrollment of foster youth, English learner, and low-income students. Yuba County Office of Education (YCOE) must describe how it intends to increase or improve services for high needs students in the LCAP. Yuba County Office of Education (YCOE) plans to spend $282218.51 towards meeting this requirement, as described in the LCAP.

The difference between the budgeted and actual expenditures of $542,982 had the following impact as Yuba County Office of Education will continue to provide and maintain services that are principally directed toward and effective in meeting the needs of unduplicated pupils, including intensive academic intervention, credit recovery, social-emotional and behavioral supports, case management, family engagement, and integrated student support services. These services are funded through a combination of other state, federal, and local resources to ensure improved outcomes for high-needs students.

LCFF Budget Overview for Parents

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



This chart compares what Yuba County Office of Education (YCOE) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yuba County Office of Education (YCOE) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Yuba County Office of Education (YCOE)'s LCAP budgeted $825200 for planned actions to increase or improve services for high needs students. Yuba County Office of Education (YCOE) actually spent $282218.51 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $542,981.49 had the following impact on Yuba County Office of Education (YCOE)’s ability to increase or improve services for high needs students:

Actual expenditures were lower than budgeted primarily due to staffing vacancies, timing of expenditures, and the need for improved coordination between program and fiscal departments to align planned activities and spending. These variances did not result in a significant reduction of services for unduplicated pupils. Yuba County Office of Education continued to provide academic interventions, behavioral and social-emotional supports, family engagement, and other targeted services intended to increase or improve outcomes for high-needs students. The LEA is strengthening planning, budget monitoring, and cross-department coordination processes to improve alignment between projected and actual expenditures and ensure supplemental, and concentration funds are fully leveraged to support equitable student outcomes.

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
Yuba County Office of Education (YCOE)	Joe Lodigiani Deputy Superintendent	joe.lodigiani@yubacoe.k12.ca.us 530-749-4872

Plan Summary [2026-27]

General Information

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

Yuba County is an agriculture-based community located in the northern Sacramento Valley. Economic conditions in the region continue to shift, contributing to variability in employment opportunities and family stability. The community also works to address factors such as teen pregnancy, substance use, and intergenerational poverty, which influence the types of supports needed by local students and families.

The Yuba County Office of Education (YCOE) provides educational services for students enrolled in its Court and Community School programs, which serve youth who benefit from targeted academic, behavioral, and social-emotional supports.

H.P.B. Carden School (Carden), located within the Tri-County Juvenile Rehabilitation Center, offers a Western Association of Schools and Colleges (WASC) accredited alternative learning program for incarcerated students. The school serves two distinct programs: students from Colusa, Sutter, and Yuba counties who are temporarily held in Juvenile Hall while awaiting disposition before the Juvenile Court, and students placed in the Maxine Singer Youth Guidance Center, a long-term commitment program serving youth from multiple counties across a broader region with a minimum 365-day court commitment.

In Spring 2025, Carden had a total enrollment of 22 students. All students were classified as low-income; 23% were English learners, 5% were foster youth, and 5% had disabilities. The school's racial/ethnic composition included 50% Hispanic, 46% White, and 5% African American students. Over the past five years, enrollment at Carden has steadily increased from a low of 14 students in 2021-2022. The enrollment will continue to show volatility due to the nature of the program.

Thomas E. Mathews County Community School (TEM) provides educational services for Yuba County students who are expelled from their school of residence, on probation, referred by probation, on truancy contracts, or experiencing significant behavioral challenges that require an alternative placement. The program is designed to provide targeted academic, behavioral, and social-emotional supports that prepare students to successfully transition back to their district of record.

In Spring 2025, Thomas E. Mathews had a total enrollment of 24 students. The student population included 96% low-income students, 17% students with disabilities, 8% English learners, and 8% students experiencing homelessness. The school demographic included 42% Hispanic, 38% White, 13% Asian, and 8% African American. Although the county has seen an increase in students requiring intensive social-emotional and behavioral supports, enrollment at TEM has declined from a high of approximately 50 students in 2021-2022. The enrollment will continue to show volatility due to the nature of the program.

Both schools operate as Title I Targeted Assistance Programs, and Equity Multiplier funding has been allocated to each school. These funding sources allow for additional resources to support historically underserved student groups. YCOE schools have not been identified for technical assistance under EC 52071. YCOE received Learning Recovery Emergency Block Grant (LREBG) funding. All funds were expended, and no funds will be carried forward to the 26-27 school year. The Annual Update addresses 25-26 LREBG actions and expenditures under Goal 1. YCOE will review the effectiveness of this LREBG-funded action in the 2027-28 LCAP, as required.

Reflections: Annual Performance

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

For the development of the 2026-2027 LCAP, based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, and educational partner input, it was determined that a focus on mitigating the learning gaps, and social, emotional wellness barriers with evidence-based practices and processes will continue to be a priority in the current and upcoming school years.

GOAL 1 AREAS OF STRENGTH
Across Carden and TEM, the LEA maintained several foundational strengths that supported student access and program quality. The LEA continued to ensure 100% instructional materials sufficiency, upheld 1:1 technology access for all students and teachers, and provided 100% of English Learners with ELD, course access, and intervention aligned to Individual Learning Plans (ILPs). All students had access to a broad course of study, including CTE, reflecting a sustained commitment to comprehensive educational opportunities.

Career Technical Education (CTE) pathways in Construction, Welding, Culinary, and Agriculture/Natural Resources remained a notable strength. Students engaged in hands-on learning through projects such as garden sheds and greenhouses, participated in Design Build competitions, and earned OSHA 10, forklift, and skid-steer certifications through Yuba County Adult Education, demonstrating strong alignment between coursework, real-world application, and workforce preparation.

At Carden specifically, local assessment data showed early academic progress. 31% of students scored at/near standard on the local reading assessment with 100% participation, and 79% scored at/near standard on the local math assessment, though participation in math was 40%. These results highlight areas of emerging strength while also signaling the need for improved participation to ensure reliable

growth monitoring.

GOAL 1 IDENTIFIED AREAS OF NEED
Across Carden and TEM, several system-level needs were identified through Dashboard indicators and local data. Only 19% of teachers are properly credentialed and assigned, a figure that remains significantly below the 100% target. While schools operating under EC 44865 typically do not achieve full credentialing, statewide averages are generally around 60%, indicating a continued need to strengthen staffing structures.

The LEA also reported 0% of students prepared for college and career on the College/Career Indicator, underscoring the importance of continued development of pathways, monitoring systems, and aligned supports.

Staff identified the need to strengthen LEA-level tracking and documentation systems, including instructional access monitoring, data tracking, and budget tracking. Additional challenges included maintaining student engagement in Edgenuity without supplemental hands-on instruction (Action 1.3) and administering assessments consistently due to varied enrollment and truancy (Action 1.4). The configuration of the local assessment date window also prevented some completed assessments from being counted, further affecting participation rates.

While ILPs are in place, staff noted that targeted intervention tools (Action 1.2) are still in development and that consistent classroom walk-through feedback cycles (Action 1.10) are still being established. These gaps impact MTSS fidelity and the LEA's ability to provide timely, data-driven supports for students.

GOAL 2 AREAS OF STRENGTH
Sites continued to implement the Incident Tracking Program and Monitoring Student Work structures with fidelity, providing a stable foundation for early identification and follow-up when students require additional support. Carden's student climate survey shows strong perceptions of safety (82%) and adult connections (75%), and students report clear behavioral expectations (75%) and strong teacher expectations for success (75%), reflecting a supportive, secure environment and consistent site-level routines for monitoring, communication, and follow-through. The coordinated work of the Youth Advocate/SARB remains a system strength, ensuring outreach, case management, and family engagement are timely and relationship-centered.

TEM's student climate survey indicates strong, respectful interactions from teachers (82%) and high academic expectations (81%), and students generally experience the school as structured and predictable. These strengths align with ongoing investments in PBIS and restorative practices, as well as with site routines that promote connectedness when implemented consistently. Collectively, these elements show that YCOE's multi-layered engagement and attendance structures provide a dependable framework for student participation and well-being.

GOAL 2 IDENTIFIED AREAS OF NEED
The Carden student climate survey identifies clear opportunities to strengthen student engagement and Tier 1 supports. Enjoyment of school is lower (63%), and recognition for positive behavior is 69%, while classroom conditions that consistently support teaching and learning are rated 74%. Although students report strong safety (82%), adult connections (75%), and clear expectations (75%), these lower engagement and recognition scores indicate a need to reinforce PBIS Tier 1 practices, increase visible and frequent positive reinforcement, and strengthen classroom routine consistency to boost daily motivation and belonging.

The TEM student climate survey identifies mid-60s to low-70s ratings on connectedness, engagement, classroom behavior, and recognition. These climate signals align with site outcome data showing significant attendance and behavior challenges: overall attendance 65%, chronic absenteeism 87%, and suspension rate 43% (with higher rates for low-income students 44%, students with disabilities 50%, English learners 42%, and Hispanic students 53%). This data indicates a need to administer the PBIS fidelity assessment, and parent survey and activity participation remain low.

GOAL 3 AREAS OF STRENGTH
YCOE fully implemented Action 3.1 as planned, maintaining consistent quarterly coordination meetings with districts and partner agencies to support the AB 922 Countywide Plan for Expelled Youth. Monitoring of reinstatement progress increased from an average of 50% in 2024-25 to 63% in Fall 2025-26.

GOAL 3 AREAS OF IDENTIFIED NEED
Data tracking and progress monitoring of goals and actions by the LEA require improvement. These identified needs are being addressed through continued refinement of LEA data systems.

GOAL 4 AREAS OF STRENGTH
YCOE fully implemented planned actions, maintaining consistent quarterly coordination meetings and supporting the AB 922 Countywide Plan for Expelled Youth. Data tracking and progress monitoring of the LEA's goals and actions have been strengthened.

GOAL 4 AREAS OF IDENTIFIED NEED
Continued refinement and implementation of data systems are needed to ensure long-term sustainability. These identified needs are being addressed through ongoing data system improvements within the LCAP.

GOAL 5 AREAS OF STRENGTH
YCOE implemented quarterly data monitoring and used Renaissance STAR and local assessments to guide literacy interventions and align behavior frameworks with PBIS and restorative practices.

GOAL 5 AREAS OF IDENTIFIED NEED
School connectedness, attendance, chronic absenteeism, and suspension rates, particularly at TEM, continue to require focused intervention and deeper MTSS alignment. These identified needs of student groups and the school site are being addressed through targeted actions and quarterly data monitoring within the LCAP.

2023 RED CA DASHBOARD INDICATORS (REQUIRED TO REMAIN UNCHANGED FOR THE THREE-YEAR CYCLE)

The following student groups were identified as "red."

TEM Suspension:

- All students 49%, Low-income 51%, Hispanic 53%, and White 52%

Yuba County Office of Education LEA level:

- All students 26%, Low-income 27%, Disabilities 26%, Hispanic 31%, White 29%

2024 RED CA DASHBOARD INDICATOR COMPARISON

The following student groups were identified as "red."

Carden Suspension:

- All students 9% and Hispanic students, 11%

TEM Suspension:

- All students 31% and Low-income 31%

Yuba County Office of Education LEA level:

- All students 17%, Low-income 17%, Disabilities 14%, Hispanic 19%, Long-Term EL 26%; White 16%

2025 RED CA DASHBOARD INDICATOR COMPARISON

The following student groups were identified as "red."

TEM Suspension:

- All students 43% and Low-income 44%

Yuba County Office of Education LEA level:

- All students 25%, Low-income 26%, Disabilities 31%, Hispanic 27%, Long-Term EL 30%; White 27%

ADDRESSING IDENTIFIED NEEDS

Reflections on prior practice, recent outcomes, and input from educational partners have identified clear priorities for focus in 2026-27. These priorities are intended to strengthen MTSS/ILP fidelity and benchmark participation (Goal 1), improve PBIS restorative practices fidelity with aligned behavior frameworks (Goal 2), and integrate literacy interventions with coordinated data monitoring (Goal 5). These focused efforts should drive measurable gains in academic progress, student connectedness, attendance, and suspension reduction at both sites during the final year of the current three-year LCAP cycle. This targeted work will directly inform and shape the development of the next three-year LCAP, ensuring full alignment with Carden School's WASC accreditation plan and continued excellence across YCOE's Court and Community School programs.

PRIORITY NEXT STEPS FOR 2026-27

Goal 1

1. Embed quick protocols into existing meetings/orientations to unlock data-driven interventions and complete the interventions tool, and maintain consistent walkthroughs with actionable feedback to boost MTSS/ILP fidelity.
2. Strengthen professional development through targeted mentoring and site-based support, ensuring that teachers and staff have clear procedures and shared practices at both the LEA and school levels. This includes reinforcing that online learning in Edgenuity is supported by active, credentialed teacher engagement through 1:1, small-group, or whole-class instruction to maintain high-quality teaching and learning.
3. The principal will work with the LEA supervisor to identify the root cause of the 2023-24 19% credential rate and correct it.
4. Strengthen alignment of project-based learning (PBL), daily interventions, and the core curriculum to allow students to earn credits efficiently while developing real-world skills that support credit recovery (Action 1.3). Consider expanding the CTE certificate options as part of CTE implementation and incorporate additional soft skills and diverse career exploration into (Action 1.6) and the College Readiness/Hall to Home program (Action 1.7).
5. Strengthen LEA-level tracking and documentation systems for progress monitoring (e.g., instructional access, data, including CTE course completion, and budget tracking).
6. Ensure the accuracy of the local assessment administration setup in July 2026 for 2026-27 (before the first assessment administration), so all student data can be tracked.

Goal 2
1. Implement a focused Tier 1 PBIS improvement strategy across Carden and TEM: restore a single streamlined PBIS fidelity check, implement quarterly climate mini-checks, and track recognition and engagement metrics. Scale enrichment and visible recognition at Carden to increase student engagement; Prioritize advisory, attendance interventions, and suspension-reduction strategies tied to MTSS/PBIS fidelity at TEM. Use quarterly results to inform Goal 1 MTSS walkthroughs and Goal 5 literacy/behavior alignment.
2. Fully implement PBIS and restorative practices with one streamlined fidelity check and refresher training to directly support Goal 5's suspension-reduction targets, improve school connectedness, and strengthen climate.
3. Boost parent/family engagement by integrating activities into ILP meetings and leveraging existing Youth Advocates/SARB Coordinator for outreach support. Explore Family Tree of Yuba County Probation's expanded therapy services.
4. TEM-specific attendance and suspension protocols: develop simple, at-least-bimonthly data-driven check-ins (Actions 2.4, 2.8, 2.10, 2.11; aligns with Goal 5's quarterly monitoring); identify students in need, adjust interventions, and track impact across both goals.
5. Enhance communication and visibility of school safety and bullying-prevention practices so students understand how systems operate and how to access support.
6. Strengthen connectedness structures, including advisory, SEL routines, and community-building activities, and increase the % of students indicating they receive recognition for good behavior.
7. Expand opportunities that promote positive peer relationships to support belonging and engagement.
8. Restore PBIS fidelity monitoring and add quarterly climate mini checks to track progress on recognition, connectedness, and behavior outcomes.

Goal 5
1. Use Renaissance STAR data and intervention blocks already planned (link to Goal 1 Actions 1.2 and 1.4) to increase reading growth.
2. Align behavior frameworks for TEM with Goal 2's PBIS/restorative protocols to reduce suspensions and strengthen overall student connectedness (work coordinated through the consolidated Tier 1 action under Goal 2).
3. Quarterly data monitoring: use the local assessment system to identify students working three or more grade levels below and implement

supports to increase reading growth; coordinate reviews with Goal 2's bimonthly attendance/suspension check-ins for seamless alignment with MTSS action.
4. Continue gathering qualitative input from students and families (empathy interviews and informal conversations) to complement survey data and guide refinements.
5. Integrate the Tier 1 improvement strategy into literacy and behavior work by using quarterly climate mini-checks and recognition metrics as leading indicators for intervention effectiveness, ensuring behavior and engagement gains support reading growth and suspension reduction.

For Goals 3 and 4, YCOE will maintain current efforts to sustain the progress already achieved, ensuring stability and continued improvement in the final year of the 3-year LCAP cycle. The LEA will implement data-tracking and progress-monitoring systems to support continuous improvement and state reporting.

Yuba County Office of Education continued to provide academic interventions, behavioral and social-emotional supports, family engagement opportunities, and other targeted services designed to increase or improve outcomes for unduplicated pupils. While actual expenditures were lower than budgeted, primarily due to staffing vacancies, expenditure timing, and the need for stronger coordination between program and fiscal departments, these factors did not significantly impact the level of services provided to high-needs students. To improve alignment between planned activities and actual expenditures, the LEA is strengthening internal planning, budget monitoring, and cross-department collaboration processes. These efforts will help ensure supplemental and concentration funds are strategically and fully leveraged to support equitable outcomes for students.

Reflections: Technical Assistance

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

N/A

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.

N/A

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
Teachers	Teachers contributed through School Site Council (4/23/26), staff meetings (4/23/26), ILP meetings (ongoing), and the Community School Advisory Council meeting for each site T.E.M. and Carden (LCAP 1/15/26 & 4/23/26). Their input informed instructional practices, student supports, and program needs identified through the LCAP process.
Principal	The principal participated through School Site Council (4/23/26), leadership meetings (9/24/25, 10/22/25, 1/28/26, 2/25/26, 3/25,26, 4/22/26) the Community School Advisory Councils (LCAP 1/15/26 & 4/23/26), and Yuba County Institutions/School meetings (8/7/25, 10/2/25, 11/6/25, 12/4/25, 2/5/26, 3/5/26, 4/2/26, 5/7/26), providing guidance on school operations, student transitions, and alignment between school-level and LEA-level planning.
Administrators	Administrators, including program directors, are engaged through School Site Council (4/23/26), staff meetings, and the CCSPP Advisory Council (LCAP 1/15/26 & 4/23/26). They supported strategic planning, resource allocation, and processes used to develop the LCAP. The requirement to consult with the Yuba County SELPA administration was met through the collaborative root cause analysis process, which includes the Yuba County SELPA Director and is reflected in the Why Statements for Goal 1 and Goal 2.
Other School Personnel	Classified staff, Youth Advocacy staff, and support personnel participated through staff meetings, ILP meetings, Student Transition

Educational Partner(s)	Process for Engagement
	meetings, and the Community School Advisory Council (LCAP 1/15/26 & 4/23/26). Their feedback informed student engagement strategies, school climate considerations, and coordinated services.
Bargaining Units	YCOE administration receives input on program needs, staffing considerations, and the implementation of actions and services during regular bargaining units. Their feedback supports alignment between employee perspectives, school operations, and the overall development of the LCAP. Meeting Dates: March 31 and April 13, 2026.
Parents	Parents provided input through the School Site Council (4/23/26), ILP meetings, and the CCSPP Advisory Council (LCAP 1/15/26 & 4/23/26). Their perspectives supported decision-making related to communication, family engagement, and student progress monitoring. Parent representation reflected all student group demographics.
Students	Students participated through the School Site Council (4/23/26), ILP meetings, and the Community School Advisory Council (LCAP 1/15/26 & 4/23/26). They contributed feedback on school climate, academic supports, transition readiness, and extended learning opportunities.
Community Partners & School Site Council	Community partners, including probation, service providers, Youth Advocacy staff, and referring LEA staff, engaged through Yuba County Institutions/School meetings, Student Transition meetings, and the Community School Advisory Council. Their input supported coordinated services, integrated student supports, and collaborative leadership practices. School Site Council Meeting: April 23, 2026
Consulting with Equity Multiplier Groups	The YCOE Community Schools program coordinates the annual survey of educational partners, which includes a demographic question for better data analysis. This resulted in planning and incorporation of increased activities for students, parents, staff, and community partners.
Yuba County Board of Education Public Hearing	The Yuba County Board of Education annually holds a public hearing on the Local Control and Accountability Plan to elicit input and

Educational Partner(s)	Process for Engagement
	recommendations from parents, students, educators, and community members prior to plan adoption. Meeting Date: April 15, 2026

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

Educational partner feedback, including input from teachers, staff, parents, legal guardians, and community members, directly informed the development and refinement of goals, metrics, actions, and expenditures in the adopted LCAP. Their perspectives shaped priorities related to instructional access, student engagement, behavior supports, and family involvement, ensuring alignment with both site-level needs and countywide coordination. Parent and legal guardian input, including consultation required for Equity Multiplier schools, was gathered through the YCOE Community Schools Program. While participation levels did not yield representative data trends, the feedback received contributed to refinements within several goals and actions, such as increasing high engagement activities for students.

Under Goal 1, educational partners emphasized the importance of active support for students using online learning platforms. This feedback directly influenced Actions 1.1 and 1.3 by reinforcing the need for targeted mentoring, site-based coaching, and hands-on instructional support to ensure that technology supplements, rather than replace, high-quality teaching. YCOE will review and consider reinstating/expanding the Work Ready Certificate as part of CTE implementation, and will incorporate additional soft skills and diverse career exploration into Action 1.6 and the College Readiness/Hall to Home program Action 1.7.

Under Goal 2 and Goal 5, staff input affirmed the value of PBIS implementation and trauma-informed practices. This feedback supported maintaining the investment in PBIS technical assistance and coaching under Action 2.3 and informed the development of the Restorative Practices Community of Practice under Action 2.6. Teachers and site staff also shared that new family engagement activities, such as the Fall Festival, Garden Program, and Parent Project cohorts, strengthened school-family connections. Their insights guided the continuation and expansion of Actions 2.9 and 2.10 through the community schools framework. Advisory Council partners recommended expanding the whole-family approach by connecting with Family Tree of Yuba County Probation’s expanded therapy services and piloting a Family Book Club; these ideas will be explored under Goal 2 family-engagement actions in 2026-27.

Under Goal 3, administrative and teacher feedback supported the maintenance of quarterly meetings to review data, placement options, and professional development needs for expelled youth. This collaborative process informed refinements to Action 3.1, including updates to the AB 922 Countywide Plan for Expelled Youth and strengthened monitoring of reinstatement progress, which increased from an average of 50% in 2024-25 to 63% in Fall 2025-26.

Educational partner input, including Equity Multiplier groups facilitated by the Community Schools staff also guided the inclusion of benchmark participation rates and PBIS fidelity measures as internal monitoring tools, the maintenance of PBIS training expenditures, additional student, parent, staff, and community partner engagement activities, and the prioritization of attendance and family engagement metrics. Overall, partner feedback ensured that the adopted LCAP remains responsive to classroom conditions, community priorities, and available resources while staying aligned with the plan's specific goals and actions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a multi-tiered system of intensive support and interventions to address learning gaps, credit deficiency, and social emotional wellness barriers to ensure that students meet reinstatement goals and return to their district of origin on track to graduate (or equivalent), enroll in post secondary education, and/or successfully enter the workforce.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on recent 2024-25 data analysis using multiple measures, as detailed in the Increased Improved Services section of this LCAP, all program students continue to experience significant barriers to being on track to graduate and to be college- and career-ready. As part of the enrollment and orientation process, students and parents meet with the administration and complete the Independent Learning Plan development process. The ILP review shows that most students are credit-deficient and have significant gaps in academic achievement. Additionally, empathy interviews and focus groups with students indicate that students lack motivation to engage in traditional instructional programs and would benefit from a project-based learning curriculum to increase connectedness to real-world applications. Feedback from both students and parents also indicates a strong interest in acquiring work-related skills.

In 2025-26, the following actions and services will continue to support progress towards Goal 1 by ensuring the teachers receive professional development to implement project based learning curriculum (1.1), are provided with curriculum and materials (1.3) (1.8) and use a robust assessment system (1.4) to identify targeted areas of need to be addressed in Intervention (1.3) thereby resulting in students receiving effective instruction and intervention necessary to meet grade level academic standards and obtain credits towards graduation.

Specific English Learner actions and services are not included in the LCAP as the EL student group, and LTEL student subgroup is not numerically significant, with fewer than 10 EL students and fewer than 10 LTEL students enrolled in the Court and Community School program. All EL and LTEL students receive integrated English Language Development (ELD) support in content-area classes, as well as specific ELD instruction during targeted interventions, both based on individual students' ELD levels.

Students who are eligible for Special Education services receive services from a Special Education teacher in collaboration with General Education teachers, as determined by their Individual Education Plan (IEP).

Additionally, in 2025-26, based on consultation with SELPA administration and on-going review of root cause analysis findings during Special Education services review indicated a continued need for processes and procedures to monitor ILPs, implement multi-tiered systems of support (MTSS) with fidelity, and provide staff on-board training with all school systems to address "out" indicators of graduation rate and college and career.

Yuba COE Court & Community School program focuses on credit recovery, improving social-emotional learning and behavior skills, and reinstating students to their district of residence. Successful completion of courses that satisfy the requirements for entrance to the University of California and the California State University is not a primary focus for our student population. However, A-G course offerings are available for students identified for placement.

Lastly, the implementation of the Community Schools Partnership Program during the 2024-25 school year at each site continues to highlight the need for ongoing exploration and greater incorporation of community curriculum and pedagogy. This includes the exploration and adoption of a curriculum that supports project-based learning and, through community connections, real-world problem-solving and skill development for pathways to college and career readiness (1.4, 1.5, 1.6, and 1.8).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1.1 % of properly credentialed and assigned teachers as measured by Williams Survey Priority 1a	1.1 71% properly credentialed teachers	1.1 75% properly credentialed teachers	Data is reported for the 23-24 school year, in which 22.74% of teachers were properly credentialed and assigned. Beginning with the Spring 2025 CA Dashboard, credential data reported in DataQuest is posted with the Basic Conditions Local Indicator.	1.1 100% properly credentialed teachers	The difference cannot be calculated due to reporting discrepancy; however, data does not account for credentialing flexibility with teacher consent under EC 44865.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	1.2-% of Instructional materials sufficiency as measured by Williams Survey Priority 1b	1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey	100% of student have instructional materials	1.2-100% Instructional materials sufficiency as measured by Williams Survey	No Change- Goal Met
1.3	1.3-% of Facilities Inspection Tool (FIT) ratings good or better as measured by Williams Survey Priority 1c	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey	1.3 - 50% Facilities Inspection Tool (FIT) ratings good or better, as measured by Williams Survey. Thomas E Mathews - Good Harry P B Carden - Fair	2025-2026 Carden- 85% Fair Thomas E. Matthews- 100% Exemplary	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey	TEM's rating improved slightly; however, the outcome remains unchanged. One of two schools meets the outcome.
1.4	1.4- California State Standard implementation as measured with the local observation tool Priority 2a-2b	1.4- 50% of classrooms demonstrated full implementation of California State Standards as measured by local observation tool	1.4- 80% of classrooms demonstrated full implementation of California State Standards as measured by local observation tool	1.4- 90% of classrooms demonstrated full implementation of California State Standards as measured by local observation tool	1.4- 100% of classrooms demonstrate full implementation of California State Standards as measured with observation tool	Observational data indicate an overall increase in standards aligned instruction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	1.5 % of students showing growth on local benchmark assessment proficiency Priority 8	1.5 Baseline to be established in Year 1 (new metric)	1.5- STAR Reading Carden/ TEM- Fall 2024 Nearing standards or better: 51%; Participation rate: 63% Winter 2024 Nearing standards or better: 50%; Participation rate: 65% STAR Math Carden/TEM- Fall 2024 Nearing standards or better: 43%; Participation rate: 65% Winter 2024 Nearing standards or better: 46%; Participation rate: 37%	Winter 2025 Carden Reading Overall 31% • Participation Rate 100% Carden Math Overall 79% • Participation Rate 40% TEM Reading 34% • Participation Rate 16% TEM Math 40% • Participation Rate 13%	1.5- Annual increase 10% of students making growth on local benchmark assessment proficiency	Low participation rates impact the validity of the data and change cannot accurately be determined. This is due to testing date windows that do not capture high student mobility.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	1.6- % Made growth on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts Priority 4a Source: CDE CAASPP Test Results	1.6- Baseline to be established in Year 1 (new metric)	1.6 - Spring 24 ELA Carden/TEM Overall nearing standards or better: 14.3% (+ 14.3% from prior year); Participation: 54% Low-income student data is comparable Spring 24 Math Carden/TEM Overall nearing standards or better: 0% (no change from prior year); Participation: 57%	Spring 2025 There are too few students for the CA Dashboard to report growth data.	1.6- Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	No change
1.8	1.7- % Made growth on the California Assessment of Student Performance and Progress (CAASPP) in mathematics Priority 4a Source: CDE CAASPP Test Results	1.7- Baseline to be established in Year 1 (new metric)	1.7- Baseline data results were inconclusive due to less than 10 students tested.	Spring 2025 There are too few students for the CA Dashboard to report growth data.	1.7-Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in mathematics	No change
1.9	1.8- % Made growth on the California Assessment of Student	1.8- Baseline to be established in Year 1 (new metric)	1.8- Baseline data results indicate that 0% of	Spring 2025 There are too few students for the	1.8-Annual increase 10% of students making	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance and Progress (CAASPP) in Next Generation Science Standards Priority 4a Source: CDE CAASPP Test Results		students were at "nearing standard".	CA Dashboard to report growth data.	growth on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	
1.10	% of EL students making at least one year's progress % reclassified ELs Priority 4e/4f Source: Dashboard ELPI & DataQuest			Spring 2025 ELPI: Too few students to publicly report 2025-2026 Reclassification: 0 students	Make positive annual gains	Change cannot be calculated based on insufficient data sample size.
1.11	1.10-% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP) % of students with access to courses and programs Priority 7b & 7c Source: Local tracking Uniform Complaint Process	1.10-100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.10-100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP)	100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP) 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled students	1.10-100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP) 100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to enrolled students	Maintained- Met Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				as measured by the UCP.	as measured by the UCP.	
1.12	1.11-% of Individual Education Plan (IEP) goals successfully completed Priority 8	1.11-63% of Individual Education Plan (IEP) goals successfully completed	1.11-63% of Individual Education Plan (IEP) goals successfully completed	This item has been discontinued. New LEA staff have not been able to identify a documented tracking mechanism.	1.11-80% of Individual Education Plan (IEP) goals successfully completed	Not applicable Efforts to support IEP students continue through staffing Special Education teacher and IEP implementation.
1.13	1.12-% of ALL students have access to/enrollment in a broad course of study, including Career Technical Education (CTE), as evidenced by the master schedule Priority 7a	1.12- 100% of ALL students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.12- 100% of ALL students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule 100% of students are enrolled in a CTE course	100% of ALL students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule 100% of students are enrolled in a CTE course for career exposure.	1.12- 100% of ALL students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	Maintained- Met Outcome
1.14	1.13-1:1 ratio teacher and student access to technology to support	1.13-1:1 ratio teacher and student access to technology to support	1.13-1:1 ratio teacher and student access to	1:1 ratio teacher and student access to	1.13-1:1 ratio teacher and student access to	Maintained- Met Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards aligned instruction Priority 8	standards aligned instruction	technology to support standards aligned instruction	technology to support standards aligned instruction	technology to support standards aligned instruction	
1.15	1.14- AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students	1.14-AP and EAP are not applicable metrics for court & community school students	Discontinued in Spring 2026. See 1.16.	1.14-AP and EAP are not applicable metrics for court & community school students	Data is not available based on program type and class size.
1.16	College ELA and math Preparedness (EAP) Priority 4g/4h Source: DataQuest 11th-grade test results			Spring 2025 Carden: Too few students to report TEM ELA: 0 students Conditionally Prepared or Prepared TEM Math: 0 students Conditionally Prepared or Prepared	Increase Preparedness by in each subject by at least 10% each year	Change cannot be calculated
1.17	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	Discontinued in Spring 2026. See 1.10	1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program	No data to report.

Goal Analysis [2025-26]

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

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

Implementation of Goal 1 continued to take shape in 2025-26, with systems becoming more consistent and aligned across the organization. While refinement is ongoing, staff carried out the planned actions and strengthened shared processes supporting instruction, intervention, assessment, and access to technology. Overall, Goal 1 actions were implemented as intended, with growing coherence and stability across the systems designed to address learning gaps and improve academic outcomes for all students.

1.1 Professional Development
Implementation of this action remained strong, with staff participating in the June 2026 PBL conference and completing CPI refresher training in Spring 2026. Staff also partnered with SPED for ongoing MTSS/CPI support, and the Wellness Center was actively used to support de-escalation and student well-being.

1.2 Intervention Teacher
The intervention teacher continued to provide one-on-one and small-group support aligned to ILPs, with increased integration of ILP processes and ongoing development of targeted intervention tools.

1.3 Curriculum and Materials
Edgenuity was fully implemented at both sites, supplemented by teacher-created materials and hands-on projects to maintain engagement for students with diverse learning needs.

1.4 Local Assessment System
All students were assessed regularly in reading and math, with initial assessments used for placement and progress monitoring. Assessment administration challenges arose from varied enrollment and truancy, but testing remained consistent across sites. Data disaggregation challenges persisted due to errors in the reporting window setup.

1.5 Technology Work Plan
Technology access remained stable, with new Chromebooks deployed at both sites and reliable connectivity maintained daily. Safe, controlled access to the Internet for student research remains a priority at Carden.

1.6 Career Technical Education (CTE)
CTE is provided in Construction, Welding, Culinary, and Agriculture/Natural Resources pathways. Students participate in hands-on construction projects (e.g., garden sheds, greenhouses, modular buildings) used by the community. They also participate in Design-Build competitions and earn OSHA 10, forklift, and skid-steer certifications through Yuba County Adult Education.

1.7 College Readiness / Hall to Home
Two Program Assistants were hired to support college coursework and transitions for youth exiting facilities, resulting in over 90% course completion among enrolled students.

1.8 Pilot Supplemental Instructional Materials
No supplemental curriculum was piloted this year, as Edgenuity continued to meet current instructional needs.

1.9 Food Service Assistant
Daily breakfast and lunch were provided at no cost to all students, with the Food Services Assistant managing pickup and distribution.

1.10 Classroom Observations, Walkthrough, and Feedback
Weekly informal walk-throughs were conducted at both school sites, with a focus on increasing walkthrough consistency and strengthening feedback cycles.

1.11 Maintain Licenses for Tech Security
Nucleos access was maintained for all students to support secure online coursework, though ongoing oversight was required to address student misuse of research tools.

1.12 Instructional Policy Updates
Instructional policies were reviewed, and the policy outline for graduation pathways was updated.

1.13 New Teacher Onboarding and Mentoring
Foundational work began on developing a site-based onboarding and mentoring structure, though no expenditures were required this year.

1.14 Review Middle School English Learner Curriculum
This action was not implemented in 25-26.

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.

1.1 Professional development was focused on instructional practices aligned with WASC areas of identified need, and additional PBL training. Costs supplemented through grant funds.
1.2 Intervention teacher salary & benefits difference. This included overestimated costs to staff the position.
1.3 Three-year contract paid in full in year one of the agreement. No costs were incurred in 2025-2026.
1.5 Technology Work Plan- Funds exceeding planned expenses were utilized in a major expenditure to replace all 70 student Chromebooks, as opposed to a partial replacement.
1.8 Supplemental curriculum and materials were not piloted. Scope and sequence development for current curriculum was conducted.
1.9 Food Service Assistant salary and benefits difference.
1.14 EL curriculum review- No additional cost was incurred.

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

INSTRUCTIONAL ACCESS: MATERIALS, TECHNOLOGY, AND COURSE OFFERINGS (Actions 1.3, 1.5, 1.6, 1.7, 1.8, 1.11)

These actions were effective in ensuring equitable access to materials, technology, and coursework, meeting all associated Year 2 targets needed to support academic progress. Year 2 Outcomes demonstrate:

- 100% instructional materials sufficiency maintained across Carden and TEM.
- 1:1 technology access maintained for all students and teachers.
- 100% of English Learners received ELD, course access, and intervention aligned to ILPs.
- 100% of students had access to a broad course of study, including CTE.

TEACHING, LEARNING, AND ASSESSMENT SYSTEMS (Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.10)

This action group represents the instructional core, staffing, intervention, assessment, and implementation of the instructional model. These actions supported emerging academic progress at Carden, while implementation across the system continues to develop. Year 2 outcomes highlight some areas of strength as well as opportunities to deepen consistency and impact.

Evidence of Effectiveness (Carden)

- Local Reading Assessment: 31% at/near standard with 100% participation
- Local Math Assessment: 79% at/near standard; although only 40% participation
- A dedicated 1.0 FTE CTE instructor now provides consistent career readiness instruction.

Evidence of Ineffectiveness (Systemwide)

- Only 19% of teachers were properly credentialed and assigned, far below the 100% target (even with EC 44865 flexibility).
- 0% of students were prepared for college and career on the College/Career Indicator.
- Low and inconsistent benchmark participation limited the ability to measure growth: TEM Reading 16% participation/ TEM Math: 13% participation; Carden Math 40% participation

SYSTEM OF SUPPORT: MTSS AND ILP MONITORING (Actions 1.2, 1.4, 1.10, 1.11)

These actions ensured that ILPs and intervention structures were in place; however, data indicate that implementation fidelity remains inconsistent.

Evidence of Effectiveness (Systemwide)

- 100% of English Learners received ILP-aligned ELD and intervention supports.
- ILP processes continue to guide individualized planning for all students.

Evidence of Ineffectiveness (Systemwide)

- Low and inconsistent benchmark participation limited the ability to measure growth.
- MTSS implementation has not yet produced measurable academic improvement.

SUMMARY
Together, these actions established strong foundational conditions for learning, ensuring full access to materials, technology, and coursework, while generating early academic progress at Carden and consistent ILP-aligned supports for English Learners. At the same time, systemwide implementation of the instructional model, assessment participation, credentialing, and MTSS structures continues to develop. Strengthening these areas will be essential to achieving more consistent academic outcomes across both schools in the coming 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.

Reflections on prior practice led to minor refinements in the next steps for action implementation as outlined in the Reflection. The LEA refined several metrics to align with the California Education Code.

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	Professional Development	1.1 Professional Development in project based learning in content areas. Continue all staff training on school-wide implementation of multi-tiered systems of support (MTSS), Crisis Prevention & Intervention (CPI)	$13,874.80	Yes
1.2	Intervention Teacher	1.2 Maintain Instructional Intervention Teachers to support Independent Learning Plan process and provide targeted intervention for Foster Youth and Low Income students	$216,086.54	Yes
1.3	Curriculum Instructional Materials	1.3 Fully implement Edgenuity, current board adopted core content area curriculum to increase student access to grade level instructional program for foster youth and low income students that are identified as having significant learning gaps	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Local Assessment System	1.4 Renassiance Learning to provide local assessment data in reading and mathematics	$8,338.00	Yes
1.5	Technology Work Plan	1.5 Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, and software.	$24,071.50	No
1.6	Career Technical Education	1.6 Provide Career Technical Education course access and career readiness skills to students	$202,267.06	No
1.7	College Readiness / Hall to Home	Provide a Prevention Assistant to provide college readiness workshops and support students who are enrolled in college courses. Provide transition supports and services to formerly incarcerated youth as they transition back to their school of residence and community.	$159,244.52	No
1.8	Pilot Supplemental Instructional Materials	1.8 - Pilot supplemental curriculum and materials to support students accessing grade-level content subject material for each English Learners, Foster Youth, and Low Income students.	$0.00	Yes
1.9	Food Service Assistant	1.9 Maintain Food Services Assistant.	$19,475.87	No
1.10	Classroom Observations, Walkthrough and Feedback	1.10 Conduct ongoing and regularly scheduled administrative classroom walk throughs with observations and feedback.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Nucleos instructional platform	1.11 Maintain Nucleos licenses and applications for secure technology access	$44,000.00	Yes
1.12	Instructional Policies	1.12 Revise and update Yuba County Office of Education Instructional Policies	$0.00	No
1.13	Teacher Retention	1.13 Develop a site-based new teacher and staff on-boarding and mentoring program	$0.00	No
1.14	English Learner Curriculum	1.14 Review English Learner Curriculum for middle school grade level	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop and implement an integrated support services model for students and families to address the social emotional wellbeing of students and barriers to successfully engaging in school, workplace and community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Based on 2024-25 data analysis of multiple measures, as detailed in the Increased and Improved Services section of this LCAP, all program students are experiencing significant barriers to academic, social, and emotional success. As part of the enrollment and orientation process, students, parents, and referring school district staff meet with the site and the COE leadership team to conduct a student needs analysis or develop an Independent Learning Plan (ILP). The results of these analyses continue to show that most students are experiencing or have experienced high levels of trauma and have significant social-emotional issues that prevent them from being fully engaged in their education. Additionally, in consultation with SELPA administration, findings from previous root cause analysis activities it was determined that there is still the need to continue to monitor processes and procedures to consistently implement and monitor ILPs, implement multi-tiered systems of support (MTSS) with fidelity, and provide staff training with all school systems to address indicators of suspension rate as well as all social emotional and behavioral barriers. Lastly, through the implementation of the Community Schools Partnership Program (CCSPP), integrated student supports will focus on reducing individual barriers to accessing resources for students and families, improving students' social and emotional well-being, physical health, and mental health.

In 2025-26 the following actions and services will continue to support progress towards Goal 2 by having parent engagement activities for parents to learn about how the school is supporting their student's academic, behavioral and social emotional needs (2.2), increasing students' connectedness to the school community by providing system wide implementation of PBIS (2.3), Restorative Practices (2.6) to develop pathways to re-enter back into the school site and relationships when there has been conflict. SWIS data shows student discipline for major incidents are reduced when provided a timely intervention and ongoing support. Behavior Specialist, Probation Officer, Student Resource Officer, Social-Emotional Learning Team, and Youth Advocate positions provide intensive levels of support (2.4, 2.8, 2.10, 2.11). The parent project and SARB Coordinator provide support to families in overcoming barriers to positive school outcomes, as identified by Independent Learning Plan assessment data and educational partner feedback.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2.1 Attendance rates Priority 5a	2.1 85.5% Attendance rate	2.1 - Spring 2024 Carden/TEM Overall: 83% (+3%) Low income: 82% (+2%) EL: 88% (+6%) Foster/homeless: 89% (+19%) Disabilities: 82% (-2%) African Am: 77% White: 83% (+1%) Hispanic: 83% (+2%)	Spring 2025 Carden 100% Overall TEM Overall 65% Low Income: 64% EL: 73% Disabilities: 73% White: 62% Hispanic: 62%	2.1 Annual 3% increase in Attendance rate	Carden maintained- Met Outcome TEM Overall: No change Low income: Nominal increase EL: Too few to report, but declined Foster/homeless: Too few to report, but declined significantly Disabilities: Increased 8% White: Declined 5% Hispanic: Increased 3%
2.2	2.2 Truancy/chronic absenteeism rates Priority 5b	2.2 58% Truancy/chronic absenteeism rates	2.2 - Spring 2024 Carden Not applicable to a court school. TEM Overall: 88% (-5%) Low income: 87% (-7%) Disabilities: 83% (-5%) White: 88% (-5%) Hispanic: 79% (-5%)	Spring 2025 Carden Overall 0 TEM Overall: 87% Low income: 88% Disabilities: 77% White: 79% Hispanic: 93%	2.2 Annual 3% decrease in Truancy/chronic absenteeism rates	Carden maintained- Met Outcome TEM Overall: Nominal decrease Low income: No change Disabilities: Decreased 7% White: Decreased 9% Hispanic: Increased 14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	2.3 Discipline referrals for disruption including suspension including the following student groups at Thomas E Mathews: School level: All students, SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White Priority 6c	2.3 Baseline for discipline referral rates for disruption to be established in Year 1 (new metric)	2.3 - Carden referrals for disruption are 9% of all referrals TEM referrals for disruption are 22% of all referrals	Spring 2026 as of: 5/29/26 Carden and TEM represent the LEA. 2.3 - Carden referrals for disruption are 26% of all referrals TEM referrals for disruption are 25% of all referrals	2.3 Annual 5% decrease in discipline referral rates for disruption including the following student groups at Thomas E Mathews: school level: All students, SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White	Carden 's rate of disruption referral increased 17%. TEM Maintained- No Change
2.4	2.4 Discipline referral rates for major incidents including suspension Priority 6c	2.4 Baseline for discipline referral rates for major incidents including suspension to be established in Year 1 (new metric)	Carden major referrals are 52% of total referrals. TEM major referrals are 44% of total referrals	Spring 2026 as of: 5/29/26 Carden and TEM represent the LEA. Carden major referrals are 45% of total referrals. TEM major referrals are 42% of total referrals	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions	Carden decreased 5%- Met Outcome TEM Maintained- No Change
2.5	2.5 PBIS implementation fidelity assessment Priority 6c	2.5 83% on PBIS implementation fidelity assessment	2.5 PBIS implementation fidelity assessment was not administered	2025-2026 PBIS implementation fidelity assessment was not administered	2.5 90% on PBIS implementation fidelity assessment	No change
2.6	2.6 Connectedness factors on CHKS and new local assessment	2.6 Baseline CHKS data and local assessment will be	2.6 Baseline CHKS data was	The CHKS Survey has not been used. A valid locally	2.6 5% annual increase CHKS and local	New survey tool demonstrates positive data and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6c	established in Year 1 (new metric)	not available at time of reporting Community School survey (new local assessment) 65% reported school connectedness	administered survey is used to capture climate feedback. Spring 2026 Climate Survey Carden: Connected: 74% Safe: 82% TEM: Connected: 70% Safe: 72%	assessment for school connectedness	positive trend towards student connectedness and safety.
2.7	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs Priority 5c-5e	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	Discontinued Spring 2026. See Metric 2.11	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	Not applicable/no change
2.8	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs Priority 6a & 6b	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	Spring 2025 Suspension Rate Carden Overall: 3% Low income: 3% Disabilities: 4% EL: 0 White: 4%	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	Suspension Rate Change from 2022-23 Baseline: Carden Overall: Increased 1% Low income: Increased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic 3% TEM Overall: 43% Low income: 44% Disabilities: 50% EL: 42% White: 33% Hispanic 53% Spring 2025 Expulsion Rates: Carden: 0 TEM: 0 Court and community schools exist to provide structured support for students who have experienced disciplinary challenges, so expulsion is a rare action reserved for situations where no other option is legally permissible.		Disabilities: Increased 4% EL: No change White: Increased 4% Hispanic: Increased 3% TEM Overall: Decreased 6% Low income: Decreased 7% Disabilities: Decreased 2% EL: Decreased 20% White: Decreased 19% Hispanic No change Expulsion Rates: Maintained
2.9	2.9 Parent survey participation rate Priority 3a	2.9 72% Parent Survey participation rate	2.9 8% Parent Survey Participation Rate.	Spring 2026 The metric calculation was changed to the number of parents who complete the annual Community Schools Survey.	2.9 72% Parent Survey participation rate	Change cannot be calculated due to a shift in reporting method

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Carden: 3 parents TEM: 6 parents		
2.10	2.10 Parent participation in school activities rate Priority 3b & 3c	2.10 Baseline for parent participation in school activities will be established in Year 1	2.10 Parent participation in school activities data not available at reporting	Carden: Probation (In loco parentis) is asked to participate in advisory council, WASC/LCAP meetings annually. 100% of families are invited to attend eligible events. TEM: 100% of parents are encourage to participate in advisory council as a member or guest. 100% of families are invited to school events.	2.10 Annual 5% increase in parent participation rate	Change cannot be calculated
2.11	Graduation and Dropout Rates Priority 5c-5e Source: CALPADS Internal Tracking			Spring 2025 GRADUATION RATES Carden: There are too few students to publicly report cohort data; however graduation rates are an area for	GRADUATION RATE Increase the 4–5-year cohort graduation rate by more than 10% annually to > 75% DROPOUT RATE Maintain 0 dropouts	Rates declined-Did Not Meet Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				focus overall and by student group. TEM: There are too few students to publicly report cohort data; however graduation rates are only marginally better than Carden, and in general, are an area for focus overall and by student group. DROPOUT RATES Carden high school: 0 Carden middle school: 0 TEM high school: 0 TEM middle school: 0		

Goal Analysis [2025-26]

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

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

2.1 High-Interest Student Activities
Teachers implemented at least one high-interest project per semester to increase student engagement and demand for hands-on learning.

2.2 Quarterly Parent Conferences
Parent engagement efforts expanded through orientation, community events, daily attendance calls, and frequent check-ins.

2.3 PBIS Implementation
PBIS was implemented at both sites, and daily incentives were intended to improve student behavior.

2.4 Behavior Specialist Support and Training for Teachers
The behavior specialist provided trauma-informed training, behavior plans, and Check-In/Check-Out (CICO) supports.

2.5 Carden Parent Engagement
Multiple family engagement events were held in coordination with visitation schedules.

2.6 Restorative Practices Training
Countywide restorative practices training was delivered, and a Community of Practice was launched to support ongoing implementation and improve school climate.

2.7 Parent Project Workshops
Three Parent Project cohorts and additional wellness programs were implemented, though family retention remained a challenge due to program length and mobility.

2.8 Probation Officer Support (PASS)
The on-site PASS officer was provided to improve safety, increase supervision, and build rapport with the intent of decreasing suspensions for physical altercations.

2.9 SARB Coordinator
Participation in SARB panels was implemented to connect students on SARB with services and resources.

2.10 Student Resource Officer (SRO)
The shared SRO was filled as a split position across Yuba County high schools, which limits access based on the number of campuses the position must support.

2.11 Youth Advocate Director (1.0 FTE)

The Youth Advocate Director coordinated services and programs for youth to improve access to student and staff supports.

2.12 Parent Workshops
Planning began for parent workshops aligned with family interest areas, with implementation continuing in 2026-27.

2.13 Social Emotional Screener
CoVitality was purchased, and staff training began, though full implementation and effectiveness data are still forthcoming.

2.14 Family Involvement Activities
Multiple family engagement events were held at both sites to increase family engagement.

2.15 Tier 3 PBIS Interventions
Tier 3 supports were expanded through behavior specialist-led interventions, Check-In/Check-Out, and RENEW.

2.16 Wellness Center
A wellness center was established through community partnerships to improve access to mental health supports and reduce truancy.

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

The material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services:
2.2 Parent Conferences were conducted at no cost.
2.3 PBIS training and implementation costs were utilized in prior years. Costs were primarily student incentives.
2.4 Behavior Specialist prior vacancy filled. Increased FTE from prior year.
2.5 Parent Engagement material and supplies cost difference.
2.6 Restorative Practices implementation was supported internally resulting in little expenditures. Additional training days and Trainer of Trainers training was conducted in 2025-26 fiscal year.
2.7 Parent Project workshops were held in June 2023, after the 23-24 LCAP development but prior to the closing of the 2022-23 fiscal year. In 2025-26, workshops were held with existing facilitators, therefore no facilitator training costs were incurred.
2.12 Parent Workshop material and supplies cost difference. No cost incurred in 2025-26.
2.13 Wellbeing Screener adopted 2025-26.
2.14 Family involvement activities supplemented through grant funds.

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

ATTENDANCE AND CHRONIC ABSENTEEISM SYSTEMS (Actions 2.1, 2.2)

This action group has been partially effective. Year 2 Outcomes show strong performance at Carden and developing implementation at TEM, where attendance and absenteeism remain priority areas.

Evidence of Effectiveness (Carden)

- Attendance: 100%
- Chronic Absenteeism: 0%
- Carden met or exceeded all Year 2 expectations.

Evidence of Ineffectiveness (TEM)

- Attendance: 65% Overall; 64% Low -income; 73% EL; 73% Disabilities; 62% White; 62% Hispanic
- Chronic Absenteeism: 87% Overall; 88% Low-income; 77% Disabilities; 79% White; 93% Hispanic

SCHOOL SAFETY AND SUSPENSION SYSTEMS (Actions 2.3, 2.4, 2.6, 2.8)

This group of actions has been partially effective. Year 2 Outcomes show low suspension rates at Carden and improving outcomes for several student groups at TEM, though overall suspension rates at TEM remain very high. School climate measures, including PBIS fidelity and connectedness, did not show improvement and remain areas for continued development.

Evidence of Effectiveness (Carden)

- Suspension Rates: Overall 3% (+1% from baseline); Low Income 3% (+1%); Disabilities 4% (+4%); EL 0% (no change); White 4% (+4%); Hispanic 3% (+3%)

Evidence of Effectiveness (Carden & TEM)

- Expulsions: 0 across both schools
- The behavior specialist support resulted in a 90% reduction in referrals and improved grades for identified students.

Evidence of Ineffectiveness (TEM)

- Suspension Rates: Overall 43% (-6% from baseline); Low Income 44% (-7%); Disabilities 50% (-2%); EL 42% (-20%); White 33% (-19%); Hispanic 53% (no change)

Evidence of Ineffectiveness (Carden & TEM)

- School Connectedness: Carden 57%/ TEM 30%
- PBIS Fidelity: Not administered for the second consecutive year

FAMILY ENGAGEMENT SYSTEMS (Actions 2.5, 2.9, 2.10)

This group of actions has been partially effective. Year 2 Outcomes show very low survey participation, and changes cannot be calculated due to shifts in reporting methods. Attendance at on-site activities is also low.

Evidence of Effectiveness (Carden)

- Although participation rates remain low, staff successfully implemented multiple family engagement events this year, including a Fall Festival, holiday food drive, Garden Program, Parent Project cohorts, and a basketball tournament, marking a significant increase from prior years when no parent engagement activities occurred.

Evidence of Implementation Needs (Carden & TEM)
- Parent Survey Participation: Carden 3 parents/ TEM 6 parents
- Parent Participation in School Activities: Data unavailable; participation cannot be calculated

GRADUATION AND DROPOUT SYSTEMS (Action 2.11)

This action group has been partially effective, with zero dropouts.

Evidence of Effectiveness (Carden & TEM)
Middle School Dropout Rates: 0
High School Dropout Rates: 0

Evidence of Ineffectiveness (Carden & TEM)
- Internal tracking indicates graduation rates are an area for intense focus.

SUMMARY
Across Goal 2, actions established several foundational systems and produced strong outcomes in specific areas, most notably Carden's attendance, chronic absenteeism, and suspension rates, as well as zero dropouts across both schools. At the same time, systemwide implementation remains inconsistent for graduation rates, and particularly at TEM, where attendance, chronic absenteeism, school connectedness, PBIS fidelity, and family engagement continue to require focused attention. This year also marked notable progress in PBIS fidelity, implementation of restorative practices, and the expansion of family engagement events, even as participation data remain limited. Increasing consistency across sites will be essential to improving overall climate, engagement, and student well-being in the coming 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.

Reflections on prior practice led to adjustments or minor refinements in the planned goals or actions. The next steps for action implementation are outlined in the Reflection. The LEA refined several metrics to align with the California Education Code.

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	Student Activities	2.1 Implement at least one high-interest student activity per semester.	$3,936.89	Yes
2.2	Parent Engagement	Parent conferences quarterly to review progress towards reinstatement.	$0.00	Yes
2.3	Positive Behavior Interventions and Supports (PBIS)	2.3 Implement Positive behavior Intervention Supports (PBIS) with fidelity to provide individualized interventions and supports for each English Learners, Foster Youth, and Low Income students. SWIS data system Behavior incentives PBIS training	$9,914.69	Yes
2.4	Behavior Specialist	2.4 Behavior Specialist to provide intensive trauma training and positive behavior support plans to each English Learner, Foster Youth and Low Income student, including those students with disabilities.	$113,349.69	Yes
2.5	Parent Engagement	2.5 Schedule quarterly Carden School parent engagement sessions in coordination with family visits at Tri-County Youth Rehabilitation Center	$366.61	Yes
2.6	Restorative Practices	2.6 Provide Restorative Practice training for all staff and service providers to support implementation of a restorative environment for each English Learner, Foster Youth, and Low Income student, including students with disabilities.	$11,357.72	Yes
2.7	Parent Project	2.7 Coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, and Health and Human Services to provide training for families of English Learners, Foster Youth and Low Income students, including students with disabilities.	$2,457.23	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Probation Officer	2.8 Provide a full-time on-site Probation Officer to support a safe school and effective learning environment.	$65,000.00	Yes
2.9	SARB Coordinator	2.9 5% SARB Coordinator to support system interventions to improve truancy rates and student attendance.	$5,000.00	Yes
2.10	Student Resource Officer	2.10 Provide a 30% Student Resource Officer to support a safe school and effective learning environment	$36,000.00	Yes
2.11	Youth Advocate Director	2.11 Provide a Youth Advocate Director position 1 FTE to coordinate Youth Advocacy program services.	$81,435.12	Yes
2.12	Parent Engagement	Schedule and provide a series of relevant workshops for parents; topics to be determined based on parent interest feedback, such as; Substance Use, Gang Awareness, Trauma Informed Practices, etc.	$0.00	Yes
2.13	Wellbeing Universal Screener	Social Emotional universal screener will be administered to student and parent at enrollment to determine student needs and intervention plan	$7,500.00	Yes
2.14	Parent Engagement	Host quarterly family involvement activities.	$1,187.15	Yes
2.15	PBIS	Strengthen Tier three interventions and supports	$0.00	Yes
2.16	Social Emotional Health and Well-being	Develop a School-based wellness center	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Collaborate with countywide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth.	Broad 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.

The County Office of Education is responsible for coordinating the Countywide Plan for Expelled Youth under AB922. Providing specific coordinator duties to oversee the countywide plan for expelled youth will ensure program sustainability, ensure that each expelled youth is placed in the least restrictive educational setting during their expulsion term, and ensure that each is transitioned into their district of residence once their expulsion term expires.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of Expelled Youth having educational services coordinated through Yuba County process Priority 9	100% of Expelled Youth having educational services coordinated through Yuba County process	100% of Expelled Youth had educational services coorinated through Yuba County process	100% of Expelled Youth having educational services coordinated through Yuba County process	100% of Expelled Youth having educational services coordinated through Yuba County process	No change- Met Outcome

Goal Analysis [2025-26]

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

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

During the 2025-26 school year, Yuba County Office of Education fully implemented Action 3.1 as planned. The LEA continued to provide administrative leadership to coordinate the countywide system of services for expelled youth, ensuring that all districts participated in the established Yuba County process. Quarterly meetings were held throughout the year to review local data, discuss placement options,

monitor reinstatement progress, and identify professional development needs for the staff of the expelled youth program. No substantive differences occurred between the planned action and the actual implementation.

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.

None

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

Year 2 outcome data demonstrate that this goal continues to be fully achieved. The LEA maintained 100% coordination of educational services for expelled youth, consistent with the baseline. This stability reflects strong interagency collaboration, effective administrative oversight, and a well-established countywide process for ensuring timely and appropriate educational placement and support. Reinstatement outcomes also improved, increasing from an average of 50% in 2024-25 to 63% in Fall 2025-26, indicating strengthened coordination and follow-through across districts. Quarterly meetings supported review of local data, placement options, and professional development needs, and the collaborative structure continued to refine the AB 922 Countywide Plan for Expelled Youth. No gaps in service coordination were identified, and no substantive implementation challenges were reported.

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.

Reflections on prior practice did not lead to changes in the planned goals or actions, metrics or outcomes.

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	Expelled Youth Plan Coordinator	3.1 Continue to provide administrative support to coordinate an improved system of countywide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Yuba County Blue Ribbon Commission (BRC) has served as the Executive Advisory Council (EAC) for the Foster Youth Services Coordinating Program (FYSCP) for over 20 years. The BRC comprises agency directors and the courts, all of whom develop policies. The FYSCP will expand the EAC to include direct service staff from various organizations currently participating in the BRC. In addition to meeting with direct service providers, the EAC will expand participation to other providers and encourage resource families, Foster Family Agencies (FFA), and current and former foster youth. This change aims to encourage more discussion and a greater focus on implementing policy and model practices.	Broad Goal

State Priorities addressed by this goal.

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The County Office of Education is responsible for coordinating Foster Youth Services countywide. Providing a Foster Youth Coordinator, educational caseworker, program secretary, and other program staff supports program sustainability and all LEAs within the county to provide the required services to all foster youth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	4.1 - Number of services provided to support Foster Youth county wide Priority 8	4.1 - this is a new metric no baseline for number of services provided to support Foster Youth county wide	449 services to 169 unique students	2025-2026 Discontinue. New LEA staff have not been able to identify a tracking mechanism.	800 services to 200 students	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Coordination of Services for Foster Youth Priority 10a-10d			2025-2026 YCOE will coordinate 100% of foster youth services by minimizing school placement changes with child welfare, providing all required educational information for court reports, responding to all juvenile court requests, and ensuring the rapid transfer of all health and education records, including the passport.	Maintain coordination of services at 100%	Met Outcome

Goal Analysis [2025-26]

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

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

During the 2025-26 school year, YCOE continued full implementation of Goal 4.

4.1 Foster Youth Coordinator
Implementation of Foster Youth coordination continued countywide, aligned to EC 42921, with services coordinated through the Prevention Coordinator.

4.2 Prevention Secretary/Accountant
Administrative and fiscal support for Foster Youth programs was maintained through the Prevention Secretary/Accountant role.

4.3 Foster Focus Data Sharing
Countywide data-sharing protocols for Foster Focus continued to support cross-agency coordination.

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.

Differences between the budgeted expenditures and the estimated actual expenditures were due to changes in staff classification and FTE allocation changes.
Change in 4.1 (Prevention Coordinator/Foster Youth Coordinator) due to loss of grant funding.
Change in 4.4 due to change in job classification.

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

Goal 4 actions continue to be implemented effectively. The LEA consistently meets statutory expectations for coordinating foster youth services and demonstrates strong service delivery patterns. Updated Year 2 service-count data further supports progress toward the Year 3 targets.

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.

Reflections on prior practice did not lead to changes in the planned goals and actions. Minor refinements in the next steps for action implementation are outlined in the Reflection. The LEA refined metrics and outcomes to address the legal requirements for State Priority 10 parts A through D.

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	Foster Youth Coordinator/Laision	4.1 Provide Prevention Coordinator to act as Foster Youth Coordinator to work with Foster Youth Executive Council to continue to coordinate all services described in Education Code Section 42921 county wide.	$131,000.00	No
4.2	Prevention Secretary/Accountant	4.2 Prevention Secretary/Accountant to support countywide Foster Youth programs	$27,700.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Foster Focus Data System	4.3 Continue to support a countywide protocol to share data from the Foster Focus system	$3,500.00	No
4.4	Foster Youth Educational Caseworker	4.4 Provide Educational Casemanagers to provide educational support	$19,800.00	No
4.5	Foster Youth Conferences	4.5 Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit and other Foster Youth conferences	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	SMART Goal: By June 2027, school sites receiving Equity Multiplier funding will implement at least two evidence-based programs and/or practices, supported by instructional staff, materials, and supplies, to reduce suspension rates by 10% and increase reading proficiency by 8% for socioeconomically disadvantaged students (SED), students with disabilities (SWD), and Hispanic students, as measured by local assessment indicator data and school discipline records.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238. Equity Multiplier funding must be used to provide evidence-based services and supports for students at these school sites. LEAs are also required to document efforts to improve student outcomes at these school sites, beginning with the 2024-25 Local Control and Accountability Plan (LCAP).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	5.1 Local Assessment Indicators in reading and literacy	5.1 Baseline to be determined in Year 1	Carden Reading and Literacy rates grew by 2.1 grade levels TEM grew by 0.6 grade levels	2025-2026 STAR READING Carden average reading growth: 0.3 grade equivalent TEM average reading growth: 0.4 grade equivalent	5.1 5% annual increase in local assessment indicators	Carden reading growth -1.8 TEM reading growth -0.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	5.2 Suspension rates for the following student groups: Socio-economically Disadvantaged Hispanic White	5.2 Baseline to be determined in Year 1	Carden overall suspension rate was 8.97% SED 7.69% Hispanic 2.56% White 5.12% TEM overall suspension rate was 42.8% SED 41.2% Hispanic 25.4% White 1.11%	Spring 2025 Suspension Rate Carden Overall: 3% Low income: 3% Disabilities: 4% EL: 0 White: 4% Hispanic 3% TEM Overall: 43% Low income: 44% Disabilities: 50% EL: 42% White: 33% Hispanic 53% Spring 2025 Expulsion Rates: Carden: 0 TEM: 0 Court and community schools exist to provide structured support for students who have experienced disciplinary challenges, so expulsion is a rare action reserved for situations where	5.2 2% annual decrease in suspension rates for the following student groups: Socio-economically Disadvantaged Hispanic	Carden: Overall decreased 6% Low-income decreased 4% Hispanic- no change White decreased 1% TEM: Overall- no change Low-income increased 2% Hispanic increased 28% White increased 32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				no other option is legally permissible.		

Goal Analysis [2025-26]

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

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

There were no material differences in the implementation of these actions. These actions will continue to address and support underlying educator
issues such as credentialing, subject matter preparation, and retention.

5.1 Equity Multiplier staff Thomas E Mathews
STAR data and classroom interventions were used to address literacy barriers, with one-on-one support proving particularly effective for struggling readers.

5.2 Equity Multiplier staff Harry P B Carden
Implementation mirrored Action 5.1, with staff providing targeted literacy supports aligned to student needs.

5.3 Equity Multiplier materials and supplies
Instructional materials and supplies supported hands-on learning, integrated projects, guest speakers, and community field trips across both sites.

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.

No material difference.
5.3 Planned expenditures covered by grant funds.

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

Goal 5 was partially effective based on Year 2 outcomes. Local assessment indicators in reading and literacy showed limited progress, with Carden averaging 0.3 grade levels of growth and TEM averaging 0.4, both below the Year 3 target and representing declines from Year 1.

Suspension outcomes were mixed: Carden demonstrated meaningful reductions across most student groups, while TEM’s rates remained high or increased, particularly for student groups. Both schools maintained zero expulsions, consistent with the program model. Overall, the

goal reflects early progress at Carden but ongoing implementation needs at TEM, especially in strengthening instructional supports, intervention systems, and behavior frameworks to meet the Year 3 targets.

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 material changes were made to goals, metrics, outcomes, or actions; however, Action 5.1 appeared to be missing a key word or phrase (e.g., professional development or support, etc.) and was updated for clarity.

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	Equity Multiplier staff Thomas E Mathews	Provide staff professional learning/support to implement evidence-based programs and practices to address learning barriers and improve student outcomes in reading and literacy	$96,703.55	No
5.2	Equity Multiplier staff Harry P B Carden	Provide staff professional learning/support to implement evidence-based programs and practices to address learning barriers and improve student outcomes in reading and literacy	$53,305.16	No
5.3	Equity Multiplier materials and supplies	Provide materials and supplies to support Thomas E Mathews and Harry P.B. Carden school programs.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$448190	$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
8.479%	7.335%	$394,473.66	15.814%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** Multiple measures including local assessment data, state testing and Individual Learning Plan (ILP) review indicates that unduplicated students are credit deficient and have significant achievement gaps due to lack of motivation to engage in traditional instructional programs.	Providing professional development related to the MTSS and CPI models will teach staff the skills to facilitate active student engagement and will allow for unduplicated students to receive targeted, needs-based instruction to close gaps in their achievement. Staff will be trained in implementation of all California State Standards to ensure the COE's unduplicated students are able to recover as many credits as possible while enrolled in our program.	1.4- % of classrooms demonstrate full implementation of California State Standards as measured with observation tool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	
1.2	**Action:** Intervention Teacher **Need:** Multiple measures including local assessment data, state testing and Individual Learning Plan (ILP) review indicates that unduplicated students are credit deficient and have significant achievement gaps due to lack of motivation to engage in traditional instructional programs. **Scope:** Schoolwide	The Intervention Teacher will develop ILPs to include accelerated credit attainment and specific learning goals to address achievement gaps to assist unduplicated students in recovering as many credits as possible during their enrollment in the COE's program. Unduplicated students will also be prioritized to receive individual intervention services from the Intervention Teacher to help close achievement gaps. This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	1.5- Annual increase 10% of students making growth on local benchmark assessment proficiency
1.3	**Action:** Curriculum Instructional Materials **Need:**	Providing a multiple grade level, multiple content area, online curriculum provides flexibility in assigning unduplicated students with an appropriate course of study, and opportunity to accelerate credit attainment.	1.6- Annual increase 10% of students making growth on California Assessment of Student Performance

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
	Multiple measures including local assessment data, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency **Scope:** Schoolwide	This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	and Progress (CAASPP) in English Language Arts 1.7-Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in mathematics 1.8-Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards
1.4	**Action:** Local Assessment System **Need:** Multiple measures including local assessment data, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency **Scope:** Schoolwide	Provides a system for on-going, regular formative assessment to track student progress and guide intervention and support in ILP This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	1.5- Annual increase 10% of students making growth on local benchmark assessment proficiency
1.8	**Action:** Pilot Supplemental Instructional Materials **Need:** Multiple measures including local assessment data, state testing and ILP review indicate that	Supplemental curriculum will provide individualized intervention support for unduplicated students as determined by ILP This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when	1.5- Annual increase 10% of students making growth on local benchmark assessment proficiency

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
	unduplicated students have significant achievement gaps and credit deficiency **Scope:** Schoolwide	compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	
1.11	**Action:** Nucleos instructional platform **Need:** Feedback from educational partners indicate that additional security measures are necessary to ensure that unduplicated youth access only instructional materials **Scope:** Schoolwide	Nucleos provides a secure platform for web-based curriculum applications to increase accessibility for unduplicated students This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	1.12- 100% of ALL students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule 1.13-1:1 ratio teacher and student access to technology to support standards aligned instruction
1.14	**Action:** English Learner Curriculum **Need:** Our data indicates EL students need ELD standards based curricular materials for ELD instruction. This curriculum and instruction is needed to provide equitable opportunities to achieve academic success. **Scope:** Schoolwide	The current ELD curriculum is outdated and doesn't address current state standards for ELD.	1.10-100% of EL students receive ELD, course access and intervention per Independent Learning Plan (ILP).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Student Activities **Need:** Multiple measures including "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level:All Students, SED, SWD, Hispanic, White as well as local assessment data, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency as a result of lack of engagement in educational program. **Scope:** Schoolwide	Providing high interest student activities will increase unduplicated student motivation and engagement in educational programs This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis..	2.1 Annual 3& increase in attendnance rates 2.2 Annual 3% decrease in Truancy/chronic absenteeism rates
2.2	**Action:** Parent Engagement **Need:** Review of multiple measures including parent participation rates and parent feedback during enrollment and orientation processes indicate that parents of Unduplicated student groups have significant barriers to being engaged in their student's education. **Scope:**	Providing opportunities for meaningful engagement will reduce the identified barriers for parents of Unduplicated students This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.10 Annual 5% increase in parent participation rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.3	**Action:** Positive Behavior Interventions and Supports (PBIS) **Need:** Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White **Scope:** Schoolwide	PBIS is an evidence based practice proven to improve student outcomes for unduplicated stunnets in suspension rates, attendance and chronic absenteeism rates. This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions 2.2 Annual 3% decrease in Truancy/chronic absenteeism rates
2.4	**Action:** Behavior Specialist **Need:** Multiple measures including local, state testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency. (see Goal 1 "WHY") Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators specifically "red" Dashboard indicators for	Providing behavior plans for unduplicated students in ILPs and IEPs, barriers to positive student outcomes will be reduced This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	1.6- Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts 1.7-Annual increase 10% of students making growth on California Assessment of Student Performance and Progress (CAASPP) in mathematics 1.8-Annual increase 10% of students making growth

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
	suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White **Scope:** Schoolwide		on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards 2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions
2.5	**Action:** Parent Engagement **Need:** Parents of incarcerated, unduplicated students have limited access to their student's educational program as evidenced by low parent engagement rates **Scope:** Schoolwide	Providing opportunities for engagement in coordination with family visits at TCJRC will increase parent access for parents of unduplicated students. This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.10 Annual 5% increase in parent participation rate
2.6	**Action:** Restorative Practices **Need:** Multiple measures including local, sate testing and ILP review indicate that unduplicated students have significant achievement gaps and credit deficiency. Review of student discipline incidents, suspensions and chronic attendance indicate that unduplicated students have a high rate of negative outcomes in these indicators.	Restorative Practices is an evidence based practice proven to increase the positive student outcomes for unduplicated students This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.7	**Action:** Parent Project **Need:** Multiple measures including suspension rates, chronic absenteeism and feedback from parents indicate that parents feel helpless and hopeless with regards to influencing their student's behavior Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White **Scope:** Schoolwide	Parent Project is an evidence based parent class proven to increase positive student outcomes in supension rates, attendance rates and chronic absenteeism. This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions
2.8	**Action:** Probation Officer **Need:** Educational partner feedback data indicates the Probation Officer on campus creates a safer school and more effective learning environment	Probation Officer interacts with unduplicated students and provides staff with supports as interventions as needed. This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers.	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions

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
	Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White **Scope:** Schoolwide	However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	
2.9	**Action:** SARB Coordinator **Need:** County Court and Community School unduplicated students have high rate of truancy Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White (see Goal 2 "WHY") **Scope:** Schoolwide	Provide program support and interventions to SARB that focus on improving unduplicated student attendance and chronic absenteeism This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.2 Annual 3% decrease in Truancy/chronic absenteeism rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.10	**Action:** Student Resource Officer **Need:** Educational partner feedback data indicates the Student Resource Officer on campus creates a safer school and more effective learning environment Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White **Scope:** Schoolwide	Student Resource Officer interacts with unduplicated students and provides staff with supports as interventions as needed This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions
2.11	**Action:** Youth Advocate Director **Need:** Multiple measures including ILP review indicate that students have significantly high level of barriers to successfully engaging in educational programs. Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators; specifically "red" Dashboard indicators for	Youth Advocacy Director coordinates various wrap around type services to reduce barriers and increase positive student outcomes for unduplicated students This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions 2.2 Annual 3% decrease in Truancy/chronic absenteeism rates

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
	suspension including the following student groups at Thomas E Mathews:school level: All students,SED, Hispanic, White Yuba COE LEA level: All Students, SED, SWD, Hispanic, White (See Goal 2 "WHY") **Scope:** Schoolwide		
2.12	**Action:** Parent Engagement **Need:** Multiple measures including suspension rates, chronic absenteeism and feedback from parents indicate that parents feel helpless and hopeless with regards to influencing their student's behavior as evidenced by low parent participation rates **Scope:** Schoolwide	Providing workshops for parents of unduplicated students will increase their ability to provide supports and increase positive student outcomes This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.10 Annual 5% increase in parent participation rate
2.13	**Action:** Wellbeing Universal Screener **Need:** Multiple measures including ILP review and educational partner feedback indicate that unduplicated students face multiple barriers to successfully engaging in their educational program due to social, emotional and overall wellness issues.	Providing a universal screener will support identifying interventions and supports to address the barriers that unduplicated students face in being successfully engaged in their educational program. This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions 2.2 Annual 3% decrease in Truancy/chronic absenteeism rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	
2.14	**Action:** Parent Engagement **Need:** Review of multiple measures including parent feedback during enrollment and orientation processes indicate that parents of Unduplicated student groups have significant barriers to being engaged in their student's education. **Scope:** Schoolwide	Providing opportunities for meaningful engagement will reduce the identified barriers for parents of Unduplicated students This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.10 Annual 5% increase in parent participation rate
2.15	**Action:** PBIS **Need:** Review of student discipline incidents, suspensions and chronic attendance indicate that Unduplicated students have a high rate of negative outcomes in these indicators. Feedback from educational partners indicates that students have significant social emotional issues that require coordination of services with county wide health and wellness partners. **Scope:** Schoolwide	PBIS Tier 3, RENEW is an evidence based practice that is proven to streamline coordination of services and provide an increase to positive student outcomes for unduplicated students. This action was designed with the needs of unduplicated students at the forefront, and the COE anticipates that unduplicated students will benefit the most from these services when compared to their non-unduplicated peers. However, due to the nature of the COE's programs and the high percentage of unduplicated students being served, the COE will be providing these services to all students on a Schoolwide basis.	2.4 Annual 5% decrease in discipline referral rates for major incidents including suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.16	**Action:** Social Emotional Health and Well-being **Need:** Review of data indicates students do not regularly attend school. Factors that contribute include academic deficiencies, social emotional dysregulation and high rates of poverty, substance use and abuse. **Scope:** Schoolwide	All students served struggle with consistent attendance, many were on previous SARB contracts at their district of residence. Additionally, this has major impacts on academics, social emotional well being and ability to access academic content throughout the school day resulting in low school connectedness factors and increased truancy rates and decreased attendance rates.	2.1 Annual 3% increase in Attendance rate 2.2 Annual 3% decrease in Truancy/chronic absenteeism rates 2.6 5% annual increase CHKS and local assessment for school connectedness

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.

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.

Not applicable to county Offices of Education

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,285,982	448190	8.479%	7.335%	15.814%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$461,703.09	$514,792.59	$209,875.28	$205,501.14	$1,391,872.10	$1,084,558.66	$307,313.44

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	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school year	$0.00	$13,874.80	$0.00	$13,874.80	$0.00	$0.00	$13,874.80	
1	1.2	Intervention Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	$216,086.54	$0.00	$46,114.08	$61,929.18	$0.00	$108,043.28	$216,086.54	
1	1.3	Curriculum Instructional Materials	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	All Schools	2024-27 school year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	Local Assessment System	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school year	$0.00	$8,338.00	$8,338.00	$0.00	$0.00	$0.00	$8,338.00	
1	1.5	Technology Work Plan	All	No			All Schools	2024-27 school year	$0.00	$24,071.50	$0.00	$24,071.50	$0.00	$0.00	$24,071.50	
1	1.6	Career Technical Education	All	No			All Schools	2024-27 school year	$202,267.06	$0.00	$0.00	$87,902.61	$114,364.45	$0.00	$202,267.06	0
1	1.7	College Readiness / Hall to Home	All	No			All Schools	2024-27 school years	$159,244.52	$0.00	$0.00	$62,825.56	$0.00	$96,418.96	$159,244.52	0
1	1.8	Pilot Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-25 school year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.9	Food Service Assistant	All	No			Specific Schools: Thomas E. Mathews All	2024-27 school years	$19,475.87	$0.00	$19,475.87	$0.00	$0.00	$0.00	$19,475.87	
1	1.10	Classroom Observations, Walkthrough and Feedback	All	No					$0.00	$0.00	$0.00				$0.00	
1	1.11	Nucleos instructional platform	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	All Schools	2024-27 school years	$0.00	$44,000.00	$44,000.00				$44,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.12	Instructional Policies	All	No			All Schools	2024-25	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.13	Teacher Retention	All	No			All Schools	2024-25 school year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.14	English Learner Curriculum	English Learners	Yes	Schoolwide	English Learners		2025-2027	$0.00	$0.00	$0.00			$0.00	$0.00	
2	2.1	Student Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2021-24 school years	$0.00	$3,936.89	$2,336.89	$1,600.00	$0.00	$0.00	$3,936.89	
2	2.2	Parent Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Positive Behavior Interventions and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	$0.00	$9,914.69	$9,914.69	$0.00	$0.00	$0.00	$9,914.69	
2	2.4	Behavior Specialist	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	$72,540.84	$40,808.85	$0.00	$16,799.96	$95,510.83	$1,038.90	$113,349.69	
2	2.5	Parent Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Carden School	2024-27 school years	$0.00	$366.61	$366.61	$0.00	$0.00	$0.00	$366.61	
2	2.6	Restorative Practices	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	$0.00	$11,357.72	$0.00	$11,357.72	$0.00	$0.00	$11,357.72	
2	2.7	Parent Project	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	$0.00	$2,457.23	$0.00	$2,457.23	$0.00	$0.00	$2,457.23	
2	2.8	Probation Officer	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	$0.00	$65,000.00	$65,000.00	$0.00	$0.00	$0.00	$65,000.00	
2	2.9	SARB Coordinator	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-25	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
2	2.10	Student Resource Officer	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	$0.00	$36,000.00	$36,000.00	$0.00	$0.00	$0.00	$36,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Youth Advocate Director	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-27 school years	$81,435.12	$0.00	$65,148.24	$16,286.88	$0.00	$0.00	$81,435.12	
2	2.12	Parent Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.13	Wellbeing Universal Screener	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2027	$0.00	$7,500.00	$0.00	$7,500.00			$7,500.00	
2	2.14	Parent Engagement	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2027	$0.00	$1,187.15	$0.00	$1,187.15			$1,187.15	
2	2.15	PBIS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.16	Social Emotional Health and Well-being	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-25	$0.00	$20,000.00		$20,000.00			$20,000.00	
3	3.1	Expelled Youth Plan Coordinator	Expelled Youth	No				2024-27 school years	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
4	4.1	Foster Youth Coordinator/Laision	Foster Youth	No			All Schools	2024-27 school years	$131,000.00	$0.00	$0.00	$131,000.00	$0.00	$0.00	$131,000.00	
4	4.2	Prevention Secretary/Accountant	Foster Youth	No				2024-27 school years	$27,700.00	$0.00	$0.00	$27,700.00	$0.00	$0.00	$27,700.00	
4	4.3	Foster Focus Data System	Foster Youth	No				2024-27 school year	$0.00	$3,500.00	$0.00	$3,500.00	$0.00	$0.00	$3,500.00	
4	4.4	Foster Youth Educational Caseworker	Foster Youth	No				2024-27 school year	$19,800.00	$0.00	$0.00	$19,800.00	$0.00	$0.00	$19,800.00	
4	4.5	Foster Youth Conferences	Foster Youth	No				2024-27 school years	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
5	5.1	Equity Multiplier staff Thomas E Mathews	Socio-economically Disadvantaged	No			Specific Schools: Thomas E Mathews	2024-27 school year	$96,703.55	$0.00	$96,703.55				$96,703.55	
5	5.2	Equity Multiplier staff Harry P B Carden	Socio-economically Disadvantaged	No			Specific Schools: Harry P B Carden	2024-27	$53,305.16	$0.00	$53,305.16	$0.00			$53,305.16	
5	5.3	Equity Multiplier materials and supplies	Socio-economically Disadvantaged	No			All Schools	2024-27 school year	$0.00	$0.00		$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,285,982	448190	8.479%	7.335%	15.814%	$282,218.51	0.000%	5.339 %	**Total:**	$282,218.51
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$282,218.51

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.2**	Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$46,114.08	
1	**1.3**	Curriculum Instructional Materials	Yes	Schoolwide	Foster Youth Low Income	All Schools	$0.00	
1	**1.4**	Local Assessment System	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,338.00	
1	**1.8**	Pilot Supplemental Instructional Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.11**	Nucleos instructional platform	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$44,000.00	
1	**1.14**	English Learner Curriculum	Yes	Schoolwide	English Learners		$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 (%)
2	2.1	Student Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,336.89	
2	2.2	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.3	Positive Behavior Interventions and Supports (PBIS)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$9,914.69	
2	2.4	Behavior Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.5	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Carden School	$366.61	
2	2.6	Restorative Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.7	Parent Project	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.8	Probation Officer	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
2	2.9	SARB Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.10	Student Resource Officer	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$36,000.00	
2	2.11	Youth Advocate Director	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$65,148.24	
2	2.12	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.13	Wellbeing Universal Screener	Yes	Schoolwide	English Learners Foster Youth Low Income		$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 (%)
2	2.14	Parent Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income		$0.00	
2	2.15	PBIS	Yes	Schoolwide	English Learners Foster Youth Low Income		$0.00	
2	2.16	Social Emotional Health and Well-being	Yes	Schoolwide	English Learners Foster Youth Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,689,980.00	$1,389,937.28

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**	Professional Development	Yes	$8,000.00	$13,374.80
1	**1.2**	Intervention Teacher	Yes	$255,880.00	$216,086.54
1	**1.3**	Curriculum Instructional Materials	Yes	$179,000.00	
1	**1.4**	Local Assessment System	Yes	$7,000.00	$8,338.00
1	**1.5**	Technology Work Plan	No	$10,000.00	$24,071.50
1	**1.6**	Career Technical Education	No	$200,000.00	$202,267.06
1	**1.7**	College Readiness / Hall to Home	No	$175,000.00	$159,244.52
1	**1.8**	Pilot Supplemental Instructional Materials	Yes	$25,000.00	
1	**1.9**	Food Service Assistant	No	$15,000.00	$19,475.87
1	**1.10**	Classroom Observations, Walkthrough and Feedback	No	$0.00	
1	**1.11**	Nucleos instructional platform	Yes	$50,000.00	$44,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Instructional Policies	No	$0.00	
1	1.13	Teacher Retention	No	$0.00	
1	1.14	English Learner Curriculum	Yes	$5,000.00	
2	2.1	Student Activities	Yes	$5,000.00	$3,936.89
2	2.2	Parent Engagement	Yes	$3,000.00	
2	2.3	Positive Behavior Interventions and Supports (PBIS)	Yes	$60,000.00	$9,914.69
2	2.4	Behavior Specialist	Yes	$73,000.00	$113,349.69
2	2.5	Parent Engagement	Yes	$1,000.00	$366.91
2	2.6	Restorative Practices	Yes	$32,000.00	$11,357.72
2	2.7	Parent Project	Yes	$35,000.00	$2,457.23
2	2.8	Probation Officer	Yes	$70,000.00	$65,000.00
2	2.9	SARB Coordinator	Yes	$5,000.00	$5,000.00
2	2.10	Student Resource Officer	Yes	$30,000.00	$36,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Youth Advocate Director	Yes	$80,000.00	$80,000.00
2	2.12	Parent Engagement	Yes	$2,000.00	
2	2.13	Wellbeing Universal Screener	Yes	$5,000.00	$7,500.00
2	2.14	Parent Engagement	Yes	$3,000.00	$1,187.15
2	2.15	PBIS	Yes	$50,000.00	
2	2.16	Social Emotional Health and Well-being	Yes	$20,000.00	$20,000.00
3	3.1	Expelled Youth Plan Coordinator	No	$10,000.00	$10,000.00
4	4.1	Foster Youth Coordinator/Laision	No	$60,000.00	$131,000.00
4	4.2	Prevention Secretary/Accountant	No	$16,000.00	$27,700.00
4	4.3	Foster Focus Data System	No	$2,300.00	$3,500.00
4	4.4	Foster Youth Educational Caseworker	No	$19,800.00	$19,800.00
4	4.5	Foster Youth Conferences	No	$7,000.00	$5,000.00
5	5.1	Equity Multiplier staff Thomas E Mathews	No	$108,000.00	$96,703.55

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)
5	**5.2**	Equity Multiplier staff Harry P B Carden	No	$48,000.00	$53,305.16
5	**5.3**	Equity Multiplier materials and supplies	No	$15,000.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
453556	$825,200.00	$282,218.51	$542,981.49	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$4,000.00	0		
1	1.2	Intervention Teacher	Yes	$131,200.00	46,114.08		
1	1.3	Curriculum Instructional Materials	Yes	$179,000.00	0		
1	1.4	Local Assessment System	Yes	$7,000.00	8,338.00		
1	1.8	Pilot Supplemental Instructional Materials	Yes	$25,000.00	0		
1	1.11	Nucleos instructional platform	Yes	$50,000.00	44,000		
1	1.14	English Learner Curriculum	Yes	$0.00	0		
2	2.1	Student Activities	Yes	$5,000.00	2,336.89		
2	2.2	Parent Engagement	Yes	$3,000.00	0		
2	2.3	Positive Behavior Interventions and Supports (PBIS)	Yes	$60,000.00	9,914.69		
2	2.4	Behavior Specialist	Yes	$48,000.00	0		
2	2.5	Parent Engagement	Yes	$1,000.00	366.61		
2	2.6	Restorative Practices	Yes	$32,000.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.7**	Parent Project	Yes	$35,000.00	0		
2	**2.8**	Probation Officer	Yes	$70,000.00	65,000		
2	**2.9**	SARB Coordinator	Yes	$5,000.00	5,000		
2	**2.10**	Student Resource Officer	Yes	$30,000.00	36,000		
2	**2.11**	Youth Advocate Director	Yes	$80,000.00	65148.24		
2	**2.12**	Parent Engagement	Yes	$2,000.00	0		
2	**2.13**	Wellbeing Universal Screener	Yes	$5,000.00	0		
2	**2.14**	Parent Engagement	Yes	$3,000.00	0		
2	**2.15**	PBIS	Yes	$50,000.00	0		
2	**2.16**	Social Emotional Health and Well-being	Yes		0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,378,071	453556	4.149%	12.582%	$282,218.51	0.000%	5.248%	$394,473.66	7.335%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

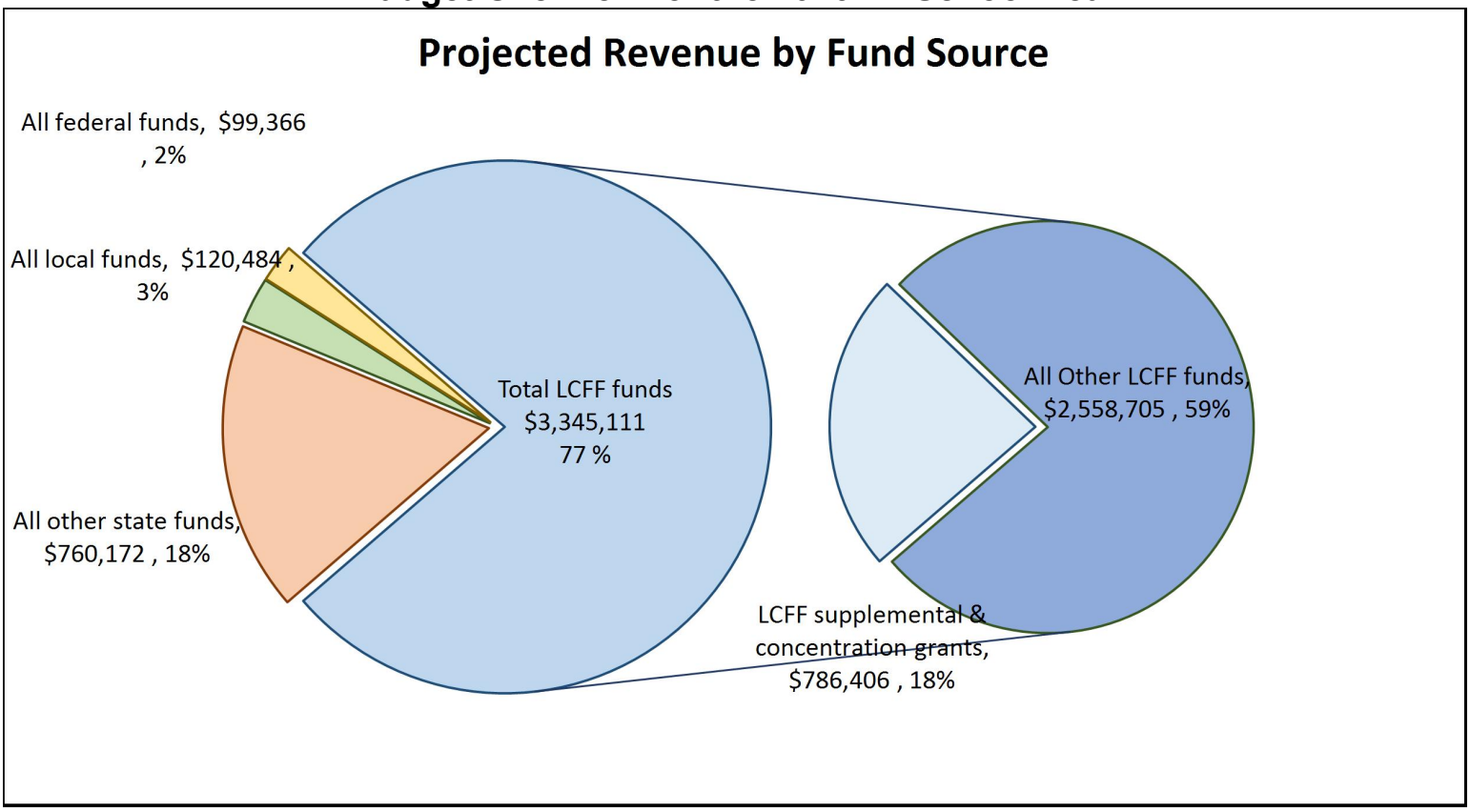
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yuba County Career Preparatory Charter School
CDS Code: 58105875830112
School Year: 2026-27
LEA contact information:
Cynthia A. Soares, M.S.
Director
cynthia.soares@yubacharterschool.org
530-749-4000

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

Budget Overview for the 2026-27 School Year

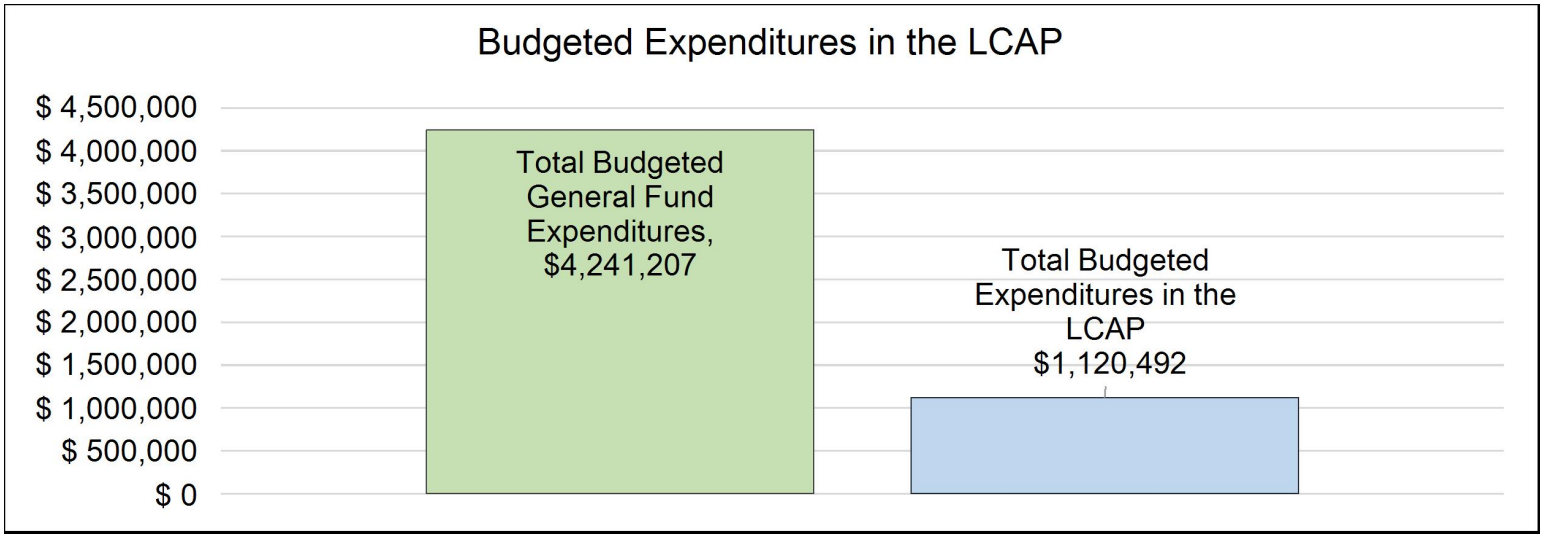


This chart shows the total general purpose revenue Yuba County Career Preparatory Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yuba County Career Preparatory Charter School is $4,325,133, of which $3,345,111 is Local Control Funding Formula (LCFF), $760,172 is other state funds, $120,484 is local funds, and $99,366 is federal funds. Of the $3,345,111 in LCFF Funds, $786,406 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Yuba County Career Preparatory Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yuba County Career Preparatory Charter School plans to spend $4,241,207 for the 2026-27 school year. Of that amount, $1,120,492 is tied to actions/services in the LCAP and $3,120,715 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

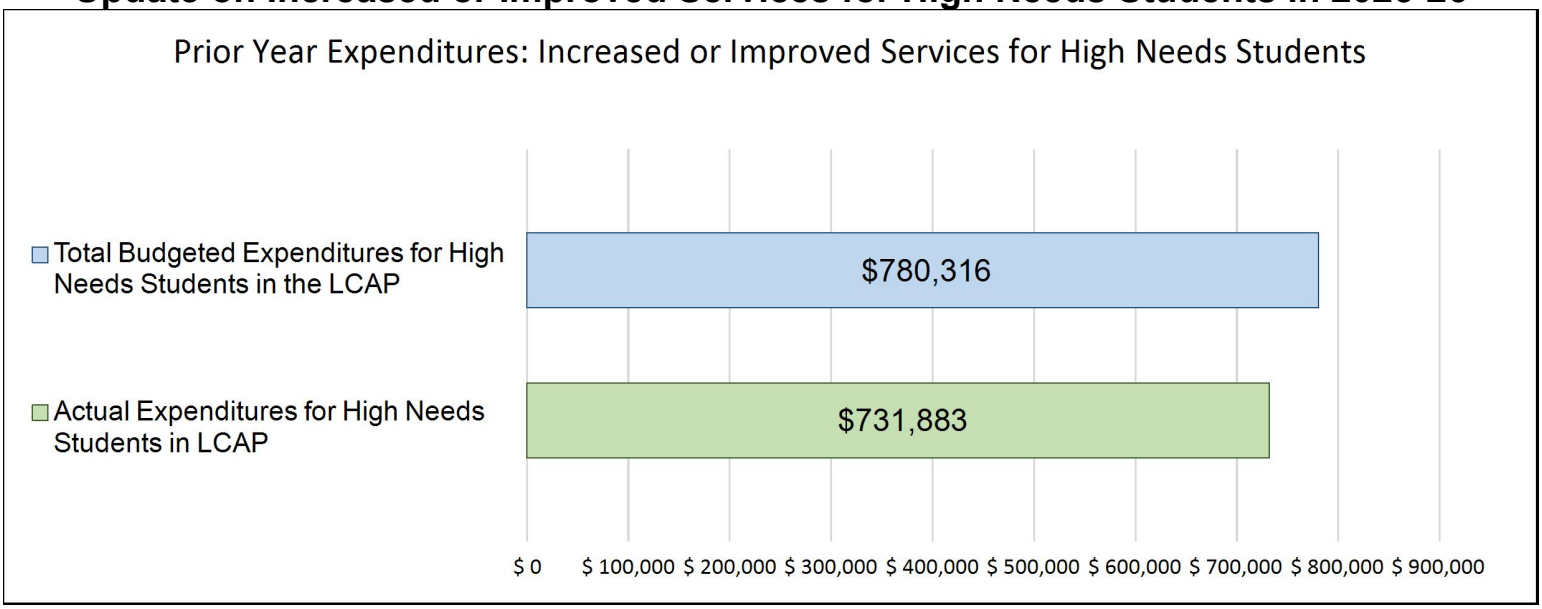
Salary and benefits for staff that are not listed in the plan that is tied to that specific goal. Operating costs of school site, such as utilities, insurance, etc. Instructional materials, supplies for all students not listed in plan. Professional development for staff as needed.Cost of oversight and administration costs paid to the county office outlined in the MOU.

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

In 2026-27, Yuba County Career Preparatory Charter School is projecting it will receive $786,406 based on the enrollment of foster youth, English learner, and low-income students. Yuba County Career Preparatory Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Yuba County Career Preparatory Charter School plans to spend $458,608 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Yuba County Career Preparatory Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Yuba County Career Preparatory Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Yuba County Career Preparatory Charter School's LCAP budgeted $780,316 for planned actions to increase or improve services for high needs students. Yuba County Career Preparatory Charter School actually spent $731,883 for actions to increase or improve services for high needs students in 2025-26.

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
Yuba County Career Preparatory Charter School	Cynthia A. Soares, M.S. Director	cynthia.soares@yubacharterschool.org 530-749-4000

Plan Summary [2026-27]

General Information

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

Yuba County Career Preparatory Charter School (YCCPCS) is a WASC-accredited institution that proudly holds the Dashboard Alternative School Status (DASS), reflecting our commitment to serving students with unique educational needs. Founded in July 1995, YCCPCS emerged to address a gap in Yuba County by offering an alternative for students who struggled to thrive in traditional school programs, including at the elementary and secondary levels. From the start, we emphasized a strong vocational focus, introducing Career Technical Education (CTE) programs to inspire students and provide practical pathways to completing their education. This need had previously gone unmet in our community. YCCPCS is authorized by the Yuba County Office of Education and functions as a Local Educational Agency (LEA) for the purpose of this LCAP.

Our students often arrive after facing challenges in conventional school settings. They're drawn to YCCPCS for our flexible scheduling, hands-on CTE training opportunities, small class sizes, and personalized, engaging learning experiences. Many seek credit recovery to "catch up" on credits or pursue early graduation. Over 74% of our students are considered at-promise and navigate chronic absenteeism, credit deficiency, emotional or behavioral difficulties, teen parenting, socio-economic hardships, health challenges, or unpredictable, traumatic circumstances. Trauma includes absent parents, emotional, physical, or sexual abuse, neglect, mental health struggles, unhoused, or time in foster care. Often, staff uncovers these deeply personal stories when responding to students' behaviors—whether they are acting out or falling behind academically. The barriers these students face require staff to build trust and understanding with students throughout their educational journey.

YCCPCS serves a diverse population, reflecting the school's dedication to supporting learners from varied backgrounds and needs. In 2025, this included 250 students across grades K-12. Ethnically, YCCPCS served approximately 45% Hispanic and 37% White populations. 91% of students were socioeconomically disadvantaged, underscoring the economic barriers faced. Additionally, 26% were Students with Disabilities, another 10% were unhoused, and 1% were foster youth. This mix highlights our role as a vital resource for students overcoming systemic and personal challenges.

At YCCPCS, creating a safe and supportive environment is at the heart of what we do. Our teachers, administration, and staff dedicate significant time to counseling students, de-escalating conflicts, and fostering meaningful connections to help them succeed. Collaboration is key. Our team regularly discusses how to best meet each student's needs. Through our Independent Study (IS) program, students benefit from individualized pacing and one-on-one meetings with a Supervising Teacher, allowing them to focus on credit recovery or explore career and technical education (CTE) options tailored to their interests. We also offer a unique "Collaborative Cohort" IS model in which two or three teachers work together in a classroom, each supporting up to five students during each Collaborative Cohort time. These two-hour sessions include one hour of direct instruction and one hour for students to complete assignments, collaborate with peers, or meet with their Supervising Teacher.

While YCCPCS does not receive Equity Multiplier funding, we are committed to continuous improvement. We use the Local Control and Accountability Plan (LCAP) to meet planning requirements and to align goals and actions for Comprehensive Support and Improvement (CSI), Differentiated Assistance, and other grants (e.g., the Learning Recovery Emergency Block Grant), as well as for WASC accreditation.

$144,856.72 of unexpended Learning Recovery Emergency Block Grant (LREBG) funding will be carried forward to the 26-27 school year. The required needs assessment can be found in the Reflection section of the LCAP, and the funding plan, including required rationale, metrics, expenditures, etc., is located under Goal 1, Action 5 and Goal 1, Action 6. YCCPCS will review the effectiveness of this LREBG-funded action in the 2027-28 LCAP, as required.

Having a set of aligned plans ensures we address the evolving needs of our students and community. By blending academic support, vocational training, and a nurturing environment, we strive to empower every student to overcome obstacles and build a brighter future.

Reflections: Annual Performance

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

2025 ANNUAL PERFORMANCE REVIEW
YCCPCS evaluated its 2025 performance using the California School Dashboard, local data, and input from educational partners. The review highlights areas of strong performance, areas requiring continued attention, and the strategies underway to address identified needs.

GOAL 1 SUCCESSES
YCCPCS continues to maintain strong learning conditions. All students had 100% access to standards-aligned instructional materials, and no facilities were rated below "good repair." Students also continued to benefit from 100% access to a broad course of study and full access to all programs and services, including unduplicated students and students with disabilities. School climate indicators also showed improvement. Stability rates increased from approximately 34% in 2021-22 to 55.2% in 2024-25, and the percentage of students classified as

“getting by,” “moderate thriving,” or “high thriving” on the CoVitality Screener increased 13% from the 2023 baseline.

The school also made progress in graduation outcomes. The 1-year cohort graduation rate increased to 85% overall, exceeding the >80% target, with student groups performing within 5% of the overall rate. Dropout outcomes remained strong, with a middle school dropout rate of 0% and a high school rate of 12%, meeting expectations. In addition, local CTE data show increased exposure to introductory and concentrator courses, indicating early progress toward long-term pathway development.

GOAL 1 NEEDS IDENTIFICATION/ CHALLENGES
YCCPCS continues to experience enrollment and stability patterns that affect implementation. Enrollment typically decreases from CBEDS to P2, but in 2024-25, enrollment increased from 217 at CBEDS to 247 at P2, a growth of approximately 15% that impacts a small school’s systems and supports. Students experiencing be unhoused and some students classified as low-income continue to experience higher mobility. The school also continues to serve a high-need, diverse student population, including 90% socioeconomically disadvantaged, 25.6% students with disabilities, and 10.4% students experiencing be unhoused.

Post-secondary readiness indicators highlight ongoing needs. A-G completion remains at 0%; CTE pathway completion is 11% (target >25%); and no students completed college coursework. Academic readiness remains low, with ELA readiness at 15% (target >25%) and math readiness at 0% (target >5%). Attendance and engagement also remain areas of concern. Attendance is 86%, below the 90% target, and chronic absenteeism is 37%, above the <15% target, with higher rates among students experiencing being unhoused and Hispanic students.

Graduation outcomes also show a continued need for improvement. The 4-5-year graduation rate is 46% overall, below the >75% target, though some student groups show notable gains over baseline (for example, students with disabilities: +15%; Hispanic: +21%). School climate data show that 71% of students were classified as “getting by” or better on the CoVitality screener, an improvement from the 58% baseline, but still below the >85% target. Academic achievement results reinforce the need for continued implementation of targeted math and ELA interventions, aligned professional development, and strengthened data-driven instruction, with CAASPP ELA at 15% proficient, CAASPP math at 0% proficient, and ELPI at 25% overall, including some students identified as LTELs.

GOAL 2 SUCCESSES
Professional development remains a strength for certificated staff. Eighty-three percent reported having “plenty to be effective” in academic PD, and 75% reported having “plenty to be effective” in SEL and non-academic PD. Overall PD satisfaction exceeded 85%, and implementation rates for certificated staff also exceeded 85%, reflecting strong engagement with training and instructional expectations.

GOAL 2 NEEDS IDENTIFICATION/ CHALLENGES
Despite strong overall PD outcomes, needs remain in PD equity and differentiation. Some certificated staff report needing additional PD, particularly training specific to independent study. Implementation rates for classified staff were 60%, compared to >85% for certificated staff, indicating a need for more targeted support for classified roles. Parent engagement survey participation also remains low, with only 15 responses in 2025-26, which limits the reliability of the survey data. YCCPCS continues to expand multilingual communication, event-based engagement, and personalized outreach to increase participation and strengthen family partnerships.

RED CA DASHBOARD INDICATOR REQUIREMENT

2023 Red Indicators (Remains unchanged for LCAP cycle)
-Red Overall: ELA, math, graduation rate indicators, and 'very low' college/career readiness indicator.
-Red for Low-Income (ELA, graduation rate, and college/career).

2024 Red Indicators Update
-Red Overall: Graduation rate, college/career readiness.
-No student groups are red on the ELA/math indicators.

2025 Red Indicators Update
-Red Overall: Graduation rate, ELA, math
-Red Student Groups: Low-income (ELA, math, graduation rate); Hispanic (graduation rate)

ADDRESSING IDENTIFIED NEED
Educational partners, including the Charter Advisory Council (CAC), teachers, classified staff, students, and families, consistently emphasized the importance of clear communication, culturally responsive engagement, mental health supports, attendance, and strengthened instructional practices. Their feedback, in conjunction with data analysis, highlighted the need for refined math intervention, more differentiated professional development, stronger attendance outreach, and clearer data communication with families.

Building on this input, YCCPCS reviewed multiple years of Dashboard and local data and found that identified needs remain largely consistent. In 2026-27, the school will continue to implement planned actions, with targeted refinements informed by enrollment patterns, demographic shifts, and partner priorities. These adjustments reflect the school's mission as a flexible, hands-on alternative program serving a high proportion of unduplicated students, and they reinforce YCCPCS's commitment to strengthening effectiveness with a changing demographic while maintaining strong access and supportive learning conditions.

NEXT STEP IN 2026-2027
YCCPCS anticipates additional evidence of progress with the release of the 2026 and 2027 CA Dashboards. Therefore, YCCPCS will focus on several minor refinements to existing actions, informed by data analysis and educational partner priorities. These actions emphasize consistent implementation, clear routines, and targeted supports.

1. Enhance Data-Driven Decisions (Goal 1.1)
-Refine data systems in collaboration with YCOE/PCOE
-Refine STAR assessment systems to generate reliable reports to align instructional supports and communicate progress to families
-Provide professional development aligned with identified needs in the annual PD survey

2. Strengthen Attendance & Engagement (Goal 1.2)
-Continue tiered re-engagement supports for students identified as having a disability, those classified as low-income, and students identifying as Hispanic
-Maintain consistent attendance routines and family outreach (multilingual reminders, incentives, flexible participation options, and relevant family engagement events to reinforce regular attendance)

-Continue targeted outreach to underrepresented families (tailored phone/text in preferred language, virtual/transportation options, co-hosted cultural events, brief feedback opportunities at high-traffic gatherings)

3. Boost College/Career Pathways & Readiness (Goal 1.3)
-Strengthen monitoring of first-year graduation plan completion
-Strengthen transcript and Individual Learning Plan (ILP) monitoring with routine transcript audits, staff training, and advisor checkpoints aligned to graduation milestones
-Continue FAFSA and college workshops for students and families
-Revise the master schedule: Allow additional opportunities for students to become CTE completers in one year; increase traditional independent study session time from 45 minutes to an hour
-Decrease Collaborative-Cohort independent study sessions from three hours to two hours
-Updated and revised the orientation process with a focus on CTE Pathways opportunities

4. Intensify Academic Interventions & Differentiation (Goal 2.1)
-Implement assigned math tutoring/intervention based on Renaissance STAR assessment scores for grades 6-12
-Monitor progress through STAR and review progress in PLCs every 6-8 weeks to adjust supports
-Pilot a virtual high school math class

Reflections: Technical Assistance

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

YCCPCS previously qualified for technical assistance due to the identification of ELA, Math, and the College/Career Indicator performance. During this period, the school made measurable progress on the College/Career Indicator; however, performance declined on the 4/5-year Graduation Rate Indicator, resulting in the school's current identification for ELA, Math, and Graduation Rate.

To address these areas, YCCPCS is partnering with the Placer County Office of Education (PCOE) to provide targeted technical assistance focused on the following:
-Data Analysis: Review California School Dashboard and local data to identify root causes contributing to low academic achievement and graduation outcomes.
-Data Systems: Strengthen systems for accurate, timely data collection, disaggregation, and reporting to support instructional and intervention decisions.
-Strategy Refinement: Refine and align interventions, including tiered student supports (Action 1.2) and targeted professional development (Action 2.1), to address identified needs.
-Implementation Monitoring: Monitor progress through leadership team oversight (Action 1.1) and continuous improvement cycles (Action 2.2) to ensure fidelity and effectiveness.

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.

YCCPCS is identified for Comprehensive Support and Improvement (CSI) for Graduation Rate.

Support for Identified Schools

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

YCCPCS is a locally funded school under the Yuba County Office of Education (YCOE). As the LEA for state accountability and a school of YCOE for federal funding purposes, YCOE supports YCCPCS in developing its Comprehensive Support and Improvement (CSI) plan consistent with ESSA Section 1003 requirements. The YCOE Deputy Superintendent provides direct supervision and support for CSI plan development, delegating responsibilities to the Executive Director of Education Services and other support staff as needed to ensure compliance and effective implementation.

As needed, YCOE provides assistance with school-level needs assessment development, including analysis of Dashboard indicators and local assessment data, as well as input from educational partners. This process informs the identification of evidence-based interventions and strategies aligned to the school's areas of need. YCOE also supports YCCPCS in reviewing state and local data to identify and address resource inequities, which may include examination of school budgets, staffing patterns, and access to services.

Aligned plans and local monitoring systems provide timely, actionable information that supports responsive adjustments, strengthens accountability, and ensures alignment with ESSA requirements.

Monitoring and Evaluating Effectiveness

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

YCOE and YCCPCS monitor and evaluate the implementation and effectiveness of the CSI plan by tracking state and local data, regardless of student group size, and reviewing progress through the Charter Advisory Council (CAC) and regular staff meetings. These structures provide ongoing opportunities to analyze data, monitor site plan implementation, and gather feedback from educational partners. Multiple data sources inform decision-making and guide any refinements. This monitoring process supports improvement in key DASS indicators such as graduation, attendance, and dropout rates, while maintaining a sustained focus on student achievement.

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
ADMINISTRATION/COUNCIL & BOARD	1. YCCPCS reports data annually to the Charter Advisory Council (CAC) and YCOE Board, including, at a minimum, CA Dashboard presentation, climate survey results, a Mid-year LCAP update, and staff PD survey results. 2. The Director prepares CAC updates, which allow for conversation and input on school improvement, professional development, and fiscal allocations. 3. The CAC reviews existing LCAP goals each spring and provides input on proposed goals and actions. 4. A public hearing on the proposed LCAP and budget is held during the regularly scheduled June Board meeting. The public can comment and the YCOE will respond as required by law. The LCAP and budget are adopted at a subsequent June board meeting. 5. YCCPCS administration reports to the YCOE administrative team, who also provide program input.
TEACHERS	1. Teacher input is elicited through annual climate and professional development surveys. 2. Teachers provide feedback during weekly staff meetings. 3. Teachers provide input during WASC Committee and CAC meetings. 4. Teacher input is provided during professional development days and leadership team meetings.
OTHER STAFF	Based on the small number of staff at YCCPCS, input is solicited from other Staff in the same manner as listed for Teachers.

Educational Partner(s)	Process for Engagement
PARENTS	1. Parent input is solicited through "Parent Voices" and in an annual parent survey administered through the Community Schools partnership. 2. Parents participate on the WASC Committee and CAC. 3. Parent feedback is received during regularly scheduled independent study meetings and via email/Parent Square.
STUDENTS	1. Student input is solicited through "Student Voices" and surveys. 2. Students participate in the WASC Committee and CAC. 3. A bi-annual climate survey is administered to all grades 6 -12 students. 4. An annual student engagement survey is administered to students.
EDUCATIONAL PARTNERS	Educational partner input is actively solicited throughout the year through various channels, including, but not limited to, emails, text messages, orientations, site meetings, CAC, and collaboration with YCOE, our authorizer.

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

Educational partner feedback, gathered through the CAC (which has averaged nearly 4/4 stars in its end-of-year effectiveness survey for two consecutive years), staff input, and student and family engagement activities, directly shaped refinements to the 2026–27 LCAP. Partners emphasized communication, cultural responsiveness, mental health supports, attendance, and continued instructional improvement. These priorities informed adjustments to goals, actions, and expenditures as described below.

1. Goal 1.2: Attendance, Engagement & Communication
Educational partners emphasized the importance of consistent communication with newly enrolling families and expressed interest in deeper cultural outreach and in recognizing students' diverse backgrounds. They also noted rising absenteeism and encouraged positive, relationship-centered strategies to support engagement. In response, the LCAP strengthens Action 1.2 by enhancing orientation reminders, multilingual communication, and ongoing outreach via ParentSquare, email, mail, and phone calls. The plan also incorporates partner-recommended attendance supports, including random reinforcement days, small incentives, and a teacher attendance trophy to reinforce a positive attendance culture.

2. Goal 1.4: Counseling & SEL Supports
The CoVitality survey showed great improvement (from 62% to 88% of students reporting positive well-being), and partners encouraged continued investment in SEL and counseling. The LCAP maintains and expands Action 1.4, including counselor-led craft sessions and structured opportunities for students to connect, reflecting feedback about the value of accessible, relationship-centered mental health supports.

3. Goal 2.1 Professional Development and Goal 1.1 Data Systems

Staff emphasized the need for continued instructional support, especially in independent study pedagogy and differentiated instruction. Parents also requested clearer communication about academic progress. The LCAP continues targeted PD under Action 2.1 and strengthens data communication systems under Action 1.1 to support consistent progress monitoring and family updates.

5. Goal 2.2 Continuous Improvement & Leadership Development
CAC members expressed interest in expanding community participation to broaden perspectives. The LCAP reinforces outreach efforts in Action 2.2 to raise awareness of CAC meetings and encourage broader engagement.

6. Goal 2.3 Learning Recovery Grant: Accelerating Progress with Learning Supports
Two math teachers participated in the YCOE Math Framework Implementation Group, in which training was developed by the Sacramento County Office of Education and facilitated by the Sutter County Superintendent of Schools to promote equity and excellence in math education. This was intended to be a short-term action and has been discontinued based on staff completion and feedback at the conclusion of the 25-26 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and to students' college/career pathway.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WHAT YCCPCS PLANS TO ACHIEVE
In alignment with the WASC Mid-Cycle Review process and based on a review of multiple years of low achievement, climate, and engagement data, committee members, including staff and educational partners, identified the need to build on recognition and reinforcements for positive behaviors established in Spring 2024, including building staff capacity to implement effective practices that support educational partners as decision-makers, improve school climate and culture, and increase communication and access to resources, tools, and events. Additionally, staff will fully implement the YCCPCS MTSS Tiered System of Support, including home visits, increased direct instruction and intervention lessons, tutoring groups, and counseling and field trip participation to address identified needs.

YCCPCS will also increase resources to support mental health and wellness, including revising the SST process and providing students with a food bank, food distribution, and volunteer opportunities; building capacity for early identification of needs and support, earlier intervention, wrap-around services with an onsite counselor, and administering the CoVitality Survey, completing the Community of Practice and further implementing change ideas and seeking further community involvement in planning and implementation (e.g., via Community Schools Grant implementation).

EXPECTED OUTCOMES
Staff will track and monitor implementation and effectiveness, including increasing and tracking onsite tutoring and field trip participation. As a result of meeting basic needs and effective implementation, YCCPCS strives to increase the number of students completing college courses and CTE Pathways, as well as grad rates and attendance rates. By implementing the MTSS System of Support, YCCPCS will see more students responding positively to the climate screener.

YCOE and the WASC Visiting Committee have endorsed this plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students with sufficient standards-aligned materials Priority 1b Source: Local Inventory	2023-2024 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home	2024-2025 100% of students have standards-aligned materials.	2025-2026 100% of students have standards-aligned materials.	100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	No Change- Met Outcome
1.2	Annual parent input satisfaction/participation Parent participation Priority 3a/3b Source: Local Surveys & Tracking	2023-2024 93% of parents responded they are satisfied with YCCPCS. Less than 10% of parents participated in the survey. YCCPCS strives to maintain positive survey response rates of at least 85%.	2024-2025 93% of parents responded they are satisfied with YCCPCS. Approx 13% (+3%) of parents participated in the survey.	2025-2026 (NEW) Community Schools Parent/Guardian Survey Respondents: 15 Across 10 questions the average satisfaction rate is 83%. Areas scoring well above 85% include welcoming environment, and respect of language and culture. Scoring significantly lower than 85% includes a feeling of being understood: 77%,	85%+ parent/guardian survey satisfaction with greater than 50% participation increases in involvement through volunteering, decision-making, or schoolwide events.	The data is not reliable for comparison due to low participation rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				level of parent/family engagement 71% and teacher communication regarding learning 71%.		
1.3	Annual Facility Inspection Priority 1c Source: Facility Inspection Tool (FIT)	2023-2024 0 instances	Fall 2024 0 instances	Fall 2025 0 instances	0 instances where facilities do not meet at least "good repair"	No Change- Met Outcome
1.4	% completion a-g requirements % CTE Completers % of students completing a-g and at least one Pathway Priority 4b-4d Source: CALPADS/SIS	2022-2023 UC/CSU: 0 Low income: 0 Disabilities: 0 Hispanic: 0 White: 0 CTE: 20.6% Low income: 21% Disabilities: 33% Hispanic: 29.2% White: 14.3% UC/CSU and Pathway: 0 Low income: 0 Disabilities: 0 Hispanic: 0 White: 0	Spring 2024 4/5 Yr Reporting Req: UC/CSU: 0 CTE: 4% (11 students) UC/CSU and Pathway: 0 Spring 2024 Local Metric 1-Yr CTE Cohort: 9-12th grade completing Intro Courses: 41% (+18%) Concentrator Courses: 19% (+13%) 1-Yr CTE Cohort: 11-12th grade completing	Spring 2025 UC/CSU: 0 CTE: 13% UC/CSU and Pathway: 0	Overall >0% of students will complete a-g requirements >25% of students will complete CTE pathways >1% of students will complete a-g and at least one Pathway Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	UC/CSU: No change CTE: Increased 9% UC/CSU and Pathway: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Concentrator Courses: 21% (+13%) Completer Courses: 10% (+3%)			
1.5	Attendance % Priority 5a Source: SIS/DataQuest	Spring 2023 (K-12) Overall: 89% Low income: 88% Disabilities: 90% Hispanic: 90% White: 87%	Spring 2024 (SIS) Overall: 90% (+1%) Low income: 90% (+2%) Disabilities: 94% (+4%) Hispanic: 91% (+1%) White: 90% (+3%)	Spring 2025 Overall: 86% English Learner: 83% Low income: 85% Disabilities: 84% Hispanic: 85% White: 82% Multiple Races: 82%	Overall At least a 90% attendance rate Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	Overall decrease 3%; each student groups decreased 3-5%
1.6	4/5-year graduation rate Priority 5e Source: CA Dashboard	Spring 2023 Overall: 37% (new baseline 4/5 year) Student Groups Low income: 37% Disabilities: 17% Hispanic: 29% White: 43%	Spring 2024 Overall: 51% (+14%) Student Groups Low income: 51% (+14%) Disabilities: 63% (+46%) Hispanic: 49% (+20%) White: 48% (+5%)	Spring 2025 Overall: 46% Student Groups Low income: 46% (red) Homeless: 41% Disabilities: 33% Hispanic: 50% (red) White: 36%	Overall Maintain a target 4/5-year graduation rate of >75%. Student Groups Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap	Increased 9% overall Low Income: +9% Disabilities: +15% Hispanic: +21% White: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					by same % as overall	
1.7	Broad Course of Study Percentage of 6-12 students with access to a broad course of study Priority 7a Source: SIS	2023-2024 100% of enrolled students have access to a broad course of study.	Fall 2024 100% of enrolled students have access to a broad course of study.	Fall 2025 100% of enrolled students have access to a broad course of study.	Overall 100% of enrolled students will have access to a broad course of study.	No Change- Met Outcome
1.8	Programs and services for unduplicated students and students with IEPs Priority 7b/7c Source: SIS/Local tracking	2023-2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.	Fall 2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.	Fall 2025 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.	100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.	No Change- Met Outcome
1.9	Climate Screener Priority 6c Source: Locally Tracked CoVitality	Fall 2023 Baseline 58% of students were classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.	Fall 2024 66% (+8%) of students were classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.	Fall 2025 71% of students were classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.	Of students participating, >85% will be classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.	Increased 13%
1.10	1-year cohort grad rate Priority 8 Source: CA Dashboard	Spring 2022 Overall 81% Low income: 79% Disabilities: 94% Hispanic: 88% White: 77%	Spring 2024 Overall 96% (+26%) Low income: 98% (+33%) Disabilities: 100%	Spring 2025 Overall 85% Low income: 83% Disabilities: Too few Hispanic: 82%	Overall Maintain a target 1-year graduation/ equivalency rate of >80%.	Increased 4% overall Low Income: +4% Disabilities: Too few to report this

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 100% White: 89% (+20%)	White: 88%	Student Groups Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap by same % as overall	year, but increased 6% the year prior Hispanic: -6% White: +11%
1.11	Number of students completing college courses Priority 8 Source: SIS Query/ Report	Fall 2023 2 student Student Groups Too few students to publicly report, however, the student is identified in one or more unduplicated student groups.	Fall 2024 1 student Student Groups Too few students to publicly report, however, the student is identified in one or more unduplicated student groups.	Fall 2025 0 students	>30 students successfully completing Concurrent Enrollment, Dual Enrollment, or Articulated courses Student Groups Low income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	Decreased by 2 student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	% of high school students completing grad plans Priority 8 Source: Locally Tracked	2023/2024 school year 91% of first year students completed a grad plan.	Spring 2025 65% of students completed a grad plan as of 4/23/25.	Spring 2026 61% of students first year students completed a grad plan as of April 2026.	100% of students will meet with and complete a graduation plan with an academic advisor within the first year of enrollment.	Decreased 4%
1.13	CTE Career Exposure Priority 8 Source: Locally Tracked 1 Year Cohort			Spring 2025 (Baseline) Grades 9-12 completing a CTE Introductory Class: 61% (+19% from prior year) Grades 10-12 completing a CTE Concentrator Class 33% (+6% from prior year)	As a career preparatory charter school, ensure continued increases sustainable rates of completion in introductory and completer courses	There was a large increase in the rate of students completing introductory and concentrator classes.

Goal Analysis [2025-26]

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

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

Implementation status for Goal 1 actions, including key challenges and successes are as follows:

Action 1.1: Systems to Support Student & Family Engagement & Connectedness; Metrics 1.9 (CoVitality) and 1.2 (Parent Participation)
Implementation remained consistent with the adopted plan. Access to standards-aligned instructional materials continued at 100 percent, and student climate supports were fully implemented. The transition to the Community Schools partnership survey in 2025–26 was completed as planned. A key implementation challenge was low parent participation, with only 15 survey respondents, which limited the reliability of the feedback.

Action 1.2: Tiered Support Procedures; Metrics 1.5 (Attendance) and 1.6 (Graduation Rate)
The updated Student Study Team (SST) process was fully implemented and functioned as intended, supporting consistent identification of student needs. Attendance outreach efforts, including home visits and expanded staffing, were implemented as planned. A key challenge was a decline in attendance across all student groups and increased chronic absenteeism, particularly among students experiencing homelessness, students classified as low-income, and Hispanic students.

Action 1.3: College & Career Procedures & Supports; Metrics 1.4 (A-G/CTE), 1.11 (College Courses), and 1.12 (Grad Plans)
Planned college and career readiness procedures were implemented, including CTE pathway supports, monitoring of graduation plans, and dual-enrollment coordination. Implementation challenges included limited course availability at the local community college, which prevented students from enrolling in college courses as planned. Graduation plan completion also decreased, indicating the need for strengthened monitoring. Wellness components were implemented as described and aligned with broader student climate supports. These challenges reflect implementation conditions rather than changes to the planned action.

Action 1.4: Additional Resources & Staffing; Metrics 1.1 (Materials), 1.7 (Course Access), and Metric 1.8 (Unduplicated/IEP Access)
This action remained fully implemented. All students, including unduplicated students and students with IEPs, continued to have full access to required courses and programs (Metrics 1.7 and 1.8). No implementation challenges were identified.

Action 1.5: Learning Recovery Grant: Increase Instructional Learning Time; Metric 1.6 (Graduation Rate)
Summer credit recovery and targeted math interventions were fully implemented. The 4/5-year graduation rate decreased slightly from 51 percent to 46 percent but remains 9 percentage points above the 2023 baseline, with notable gains for students with disabilities (+15 percent) and Hispanic students (+21 percent) (Metric 1.6). These results reflect continued long-term improvement.

Action 1.6 Learning Recovery Grant: Accelerating Progress with Learning Supports; Metric 1.5 (Attendance) and Metric 2.9 (Credit Completion)
Implementation expanded access to academic and social-emotional supports as planned. Students received targeted assistance, and credit completion improved for those participating in supports. Attendance challenges noted under Action 1.2 also affected this action, but implementation itself did not differ from the adopted plan.

No substantive differences exist between the planned and actual implementation of these actions as 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.

Estimated actuals for Goal 1.1 and 1.4 were lower than anticipated due to staff leave of absence and an unfilled paraeducator position for the majority of the year. The difference did not impact funding contributing to increased or improved services for unduplicated students.

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

Overall, the actions implemented under this goal have been effective in establishing access, equity, and foundational systems, and partially effective in improving student well-being and graduation outcomes. Several actions have not yet produced targeted results in areas such as attendance, parent engagement, college course completion, and graduation planning. Because attendance and graduation data lag, the full impact of current work will not be available until Fall 2026 and Fall 2027. Access to college coursework continues to depend on the local community college's available capacity. Access to college coursework continues to depend on the local community college's available capacity, and YCCPCS leadership continues to work with the college to help students gain access to relevant courses.

Student Access, Engagement, and Climate (Actions 1.1, 1.8; Metrics 1.1, 1.2, 1.9)
Despite a shift to the Community Schools partnership survey to strengthen data collection, only 15 parents participated in the 2025-26 survey, and Metric 1.2 remains below expectations. However, family participation at on-site events increased significantly, with more than 120 people signing in at a recent Spring 2026 event. Student climate outcomes have improved over time.

Despite a shift to the Community Schools partnership survey to strengthen data collection, only 15 parents participated in the 2025-26 survey, and Metric 1.2 remains below expectations. Despite this, however, family participation at on-site events increased significantly, with more than 120 people signing in at a recent Spring 2026 event. Student climate outcomes have improved over time.

The percentage of students classified as “getting by,” “moderate thriving,” or “high thriving” on the CoVitality Screener increased from 58% at baseline to 71% in Fall 2025, representing a 13% improvement (Metric 1.9). These gains suggest that actions related to student connection, wellness supports, and staff training have been effective for participating students.

Tiered Supports and Attendance (Action 1.2; Metric 1.5)
Actions related to tiered supports have been effective in strengthening systems but have not yet improved attendance outcomes. The SST process was clarified and consistently used, and outreach efforts expanded. However, overall attendance decreased from 90 percent to 86 percent, with all student groups declining 3–5 percent (Metric 1.5). Chronic absenteeism increased, particularly for students experiencing being unhoused , students classified as low-income, and Hispanic students. Because attendance data lags, the impact of current strategies will not be reflected until Fall 2026 and Fall 2027.

College, Career, and Postsecondary Readiness (Action 1.3; Metrics 1.4, 1.11, 1.12)
Actions intended to improve college and career readiness have shown limited effectiveness in achieving targeted results. While CTE pathway completion increased to 11% of students in Spring 2025, this remains below the expected outcome of greater than 25%, and completion of A-G requirements and combined A-G/Pathway completion remains at 0% (Metric 1.4). Similarly, college course completion declined from 2 students at baseline to 0 in Fall 2025 (Metric 1.11). As previously noted, this is due to capacity limitations at the local community college.

Despite strong partnership efforts and system development, barriers related to course availability, timing, and student readiness have limited effectiveness to date.

Academic Intervention and Graduation Outcomes (Actions 1.5, 1.6; Metrics 1.6, 1.10)
Academic intervention, credit recovery, and tutoring have been partially effective. The 4/5-year graduation rate increased from 37 percent to 46 percent (Metric 1.6), with substantial gains for students with disabilities and Hispanic students. These improvements contributed to the school's removal from Differentiated Assistance for graduation.

Short-term outcomes were mixed. The 1-year graduation rate declined from 96 percent to 85 percent but remained above the 80 percent target (Metric 1.10). Credit completion improved for students receiving targeted supports (Metric 2.9), indicating progress in academic recovery.

Overall Determination
Actions related to access, equity, materials, and student climate have been effective and sustained. Based on available data, actions related to attendance, parent engagement, college course completion, and graduation planning have not yet produced targeted results, though current efforts are expected to show impact in future data cycles. Academic intervention and credit recovery efforts have been partially effective, but may need continued refinement to improve outcomes.

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

Metric 1.2 data source shifted to the Community Schools Need Survey. Identified needs continue to fit within the scope of identified actions. Metric 1.13 was developed last year and incorporated into Metric 1.4, UC/CSU, and Pathway 4/5 Year Cohort data as additional Year 1 Outcome information. The metric was refined in late Spring 2025 and is added as a Priority 8 one-year cohort measure of exposure to career opportunities. No ineffective actions were required to change.

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	Student & Family Engagement Plan	To improve low graduation rates and college-career readiness for low-income and underperforming students, as identified by the CA Dashboard, Yuba County Career Preparatory Charter School (YCCPCS) will implement local procedures to foster academic engagement and school connectedness over the next three years. The plan includes: 1. Strengthening Internal Operations:	$208,608.96	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Continue improvement to our enrollment and orientation procedures, training staff effectively in 2026-27. b. Partner with YCOE and PCOE to enhance state and local data systems. c. Train new staff to use local assessment tools (e.g., STAR reports) for real-time instructional decisions. 2. Enhancing Family Engagement: a. Boost parent participation via personalized event invitations (e.g., awards nights, CAC meetings) • Encourage survey completion during events. b. Expand parent support for independent study programs via onsite and virtual opportunities. c. Student/Parent/Teacher Conferences one time per semester (2x a year) 3. Improving School Climate and Culture: a. Use CoVitality data to address SEL needs. b. Increase participation in biannual surveys from the Fall 2023 baseline. c. Implement tiered responses to CoVitality data, including group-based CoVitality lessons. d. Provide classes that support life skills, social-emotional and academic growth.		
1.2	Tiered Support & Procedures Plan	To address low graduation rates, ELA/math achievement, and college-career readiness for low-income and underperforming students, as identified by the CA Dashboard, Yuba County Career Preparatory Charter School (YCCPCS) will enhance tiered support systems in collaboration with the Community Schools Department. The plan focuses on behavioral (attendance) and social-emotional (student screener) needs and includes: 1. Continue to evaluate and refine MTSS Framework: Monitor the effectiveness of early identification (using state and local assessment data) and matching of academic and social-emotional supports (including differentiated curricular supports) using the YCCPCS MTSS Framework. 2. Strengthen Student Success Team (SST) Process: Review and update the SST process to align with identified student needs.	$231,340.84	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Improve Attendance Systems: Leverage the leadership team and Charter Advisory Council (CAC) to develop systems targeting chronic absenteeism, then monitor implementation and effectiveness in collaboration with the program specialist.		
1.3	College/Career Pathway Plan	To improve low graduation and college-career readiness rates for low-income and underperforming students, as identified by the CA Dashboard, Yuba County Career Preparatory Charter School (YCCPCS) will implement clear college/career pathway procedures and support systems. The plan includes: 1. Develop Graduation Plans: Create and update semesterly graduation plans, exploring integration with Aeries. 2. College/Career Transition Support: Encourage student participation in college courses, work experience, and college/career events like field trips, job shadowing, and job fairs. 3. Enhance Community Engagement: a. Increase FAFSA awareness through family events and Parent Square. b. Identify students early for dual enrollment and support them with on-site courses. c. Finalize articulation of CTE Capstone courses and others as feasible. 4. Support Mental Health and Wellness: Raise awareness and provide resources for student mental health, including drug abuse prevention. 5. Ensure Equitable Access: Provide equitable pathway opportunities for unduplicated students and those with IEPs.	$85,484.26	Yes
1.4	Additional Resources & Staffing Plan	YCCPCS will maintain adequate resources and staffing to provide a multi-tiered system of support (e.g. academic tutors, PBIS, behavior/attendance), including social, emotional, and mental health coaching and referrals.	$150,339.22	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Learning Recovery Grant: Increase Instructional Learning Time	Description: In 25-26, offer an 18 - day voluntary (approximately 10%) and referred (approximately 90%) 9-12 summer school program to maintain student and family engagement and provide: a. instructional support for credit recovery in core subjects and b. 1:1 and small group math intervention. Conduct specific outreach to enroll low-income/Hispanic students. Expand the summer program to 20+ days beginning in 26-27. Impact Metric: Track the 25-26 school year 4/5-year and 1-year graduation rates, dropout, and attendance rates. Rationale: YCCPCS, a DASS school, serves primarily low-income, at-promise students needing substantial support for graduation and college/career readiness. A summer learning program will make graduation attainable for some students and support voluntary enrollments with learning acceleration. Additionally, it will support the improved attendance in 25-26. Research Support: The Wallace Foundation's Summer Learning Toolkit highlights evidence for well-designed summer programs: 1. A RAND study for the NSLP showed students attending voluntary summer programs for 20+ days over two summers significantly outperformed peers in reading and math on standardized tests. 2. Research confirms low-income students face summer learning loss in math and reading. Quality summer programs with academics and enrichment prevent this loss and advance skills. 3. NSLP data tracked through 7th grade revealed sustained benefits, including improved grades and attendance, indicating long-term academic impact. 4. The RAND study noted enhanced social-emotional skills, like empathy and teamwork, in students with high attendance, supporting long-term success. 5. Structured programs foster supportive relationships, promoting positive behavior and reducing disciplinary issues.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Learning Recovery Grant: Accelerating Progress with Learning Supports	TUTORING Description: The staff will provide 1:1 and small-group instructional support (tutoring), both assigned and voluntary, in-person and virtually, to boost engagement and provide first instruction support, especially for low-income students. Impact Metric: Because YCCPCS is a non-classroom-based program, attendance (based on work completion) and average credits (9-12) will be tracked. Rationale: YCCPCS serves a low-income, at-promise student population. As a DASS school, students typically lag in graduation and college/career readiness. Flexible tutoring options will enhance work completion and support attendance, driving gains in reading and math. Research Support: The National Student Support Accelerator (NSSA) District Playbook from Stanford University highlights evidence for high-impact tutoring, which is similarly supported by the Anneberg Institute at Brown University's "Design Principles for Accelerating Student Learning with High-Impact Tutoring: 1. It outperforms other interventions, delivering significant academic gains across grade levels and subjects. 2. Defined by frequent, consistent, trained tutors using quality materials and data-driven methods, it yields over four months of extra learning in elementary literacy and nearly ten months in high school math. 3. It effectively addresses learning gaps widened by COVID-19 and systemic inequities through personalized instruction, particularly for low-income students and students of color. 4. Research and district insights emphasize frequent sessions, consistent tutors, quality materials, and data-informed instruction as keys to impactful tutoring. 5. Studies, like those from OSSE in Washington, D.C., indicate that high-impact tutoring boosts attendance and academic outcomes by enhancing student engagement.	$61,478.82	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase educators' capacity to support all students in engagement, learning, and achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WHAT YCCPCS PLANS TO ACHIEVE
In alignment with the WASC Mid-Cycle Review, the WASC Committee, including staff and educational partners, the ongoing need to increase educator efficacy in the areas of instruction, implementation of standards-based curriculum, and meaningful assessment to guide instruction. Including differentiated instruction, accommodations, and modifications when appropriate with clear and consistent protocols for supporting students in their learning.

EXPECTED OUTCOMES
In addition to meeting basic needs, YCCPCS will strive to see increases in staff implementation of professional learning and local assessment proficiency, which will over time, impact statewide assessment scores. In addition, staff strive to decrease chronic absenteeism and dropout rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of appropriately assigned and credentialed teachers Priority 1a Source: CALSASS	2022-2023 100% of teachers are appropriately assigned and credentialed.	Fall 2024 82% (9/11) of teachers are appropriately assigned and credentialed.	Fall 2025 Now available on the CA Dashboard 52% of teachers are appropriately	100% of teachers are appropriately assigned and credentialed	Decreased by 48%; YCCPCS operates pursuant to EC 44865 allowing credentialing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				assigned and credentialed. YCP operates under EC 44865, which provides credentialing flexibility for alternative education programs.		flexibility with teacher consent.
2.2	State standards implementation EL access to State and ELD standards (avg 3 ELD scores) Priority 2a/2b Source: LI Self-Reflection Tool	Spring 2024: 4.3 points on a 5-point scale	Spring 2025 4.3 points on a 5-point scale	Spring 2026 4.3 points on a 5-point scale	On a 5-point self-reflection tool maintain at least a 4 (80%).	No Change- Met Outcome
2.3	% of students proficient on CAASPP ELA % of students proficient on CAASPP math Priority 4a Source: DataQuest/ CDE Test Results	Spring 2023 ELA: 15% Overall and Low Income 0% Disabilities; 21% White; 18% Hispanic Math: 2% Overall and Low Income 0% Disabilities; 5% White; 0% Hispanic	Spring 2024 ELA 33% (+18%) Overall 32% (+17%) Low Income 14% (+14%) Disabilities 42% (+21%) White 23% (+5%) Hispanic Spring 2024 MATH 0% (-2%) Overall 0% (-2%) Low Income 0% (No change) Disabilities	Spring 2025 ELA 15% Overall 15% Low Income 0% Disabilities 13% White 14% Hispanic Spring 2025 MATH 0% Overall 0% Low Income 0% Disabilities 0% White 0% Hispanic	Overall ELA: At least 30% proficient Overall math: At least 10% proficient Student Groups Low income: within 5% of other groups Disabilities: within 10% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	ELA no change Overall, Low-Income, Disabilities; -4% Hispanic; -8% White Math decreased by 2% overall, Low Income, Disabilities, Hispanic remain at 0%; White -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0% (-5%) White 0% (No change) Hispanic			
2.4	% of EL students making at least one year's progress % reclassified ELs Priority 4e/4f Source: CA Dashboard ELPI & DataQuest	Spring 2023 There are too few to report publicly.	Spring 2024 There are too few to report publicly.	Spring 2025 There are too few to report publicly.	>50% of ELs will make at least one year's progress toward English proficiency. Maintain a reclassification rate of at least 1%	No data available
2.5	College ELA and math Preparedness (EAP) Priority 4g/4h Source: DataQuest 11th gr test results	Spring 2023 Conditionally Ready/Ready ELA: 17% Conditionally Ready/Ready math: 0%	Spring 2024 Conditionally Ready/Ready ELA: 33% (+16%) Conditionally Ready/Ready math: 0% (No change)	Spring 2025 Conditionally Ready/Ready ELA: 15% Conditionally Ready/Ready math: 0%	>25% of students will be Conditionally Ready or Ready for college-level ELA courses >5% of students will be Conditionally Ready or Ready for college-level math courses College placement assessments do not apply to DASS schools	Conditionally ready in ELA decreased 2%; Conditionally ready in math remained 0%
2.6	Chronic absentee % Priority 5b Source: SIS/DataQuest	Spring 2023 Overall: 28% Student Groups Low Income: 30% Disabilities: 26% Hispanic: 25% White: 32%	Spring 2024 Overall: 27% Student Groups Low Income: 28% Disabilities: 23% Hispanic: 25% White: 28% Homeless: 38%	Spring 2025 TK-12 Overall: 37% Student Groups English Learner: 33% Low Income: 39% Homeless: 43% Disabilities: 38%	<15% chronic absenteeism Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	Increased by 9% overall; student groups increased by 8-15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learner: 28% Two or More Races: 29%	Am Ind/Alk Native 17% Hispanic: 40% White: 40% Two or More Races: 29%		
2.7	Middle school dropout rates High school dropout rates Priority 5c/5d Source: DataQuest	2022-2023 Middle School Overall: 0% (-5%) High School Overall: 13% (-7%) Low income: 14% (-8%) Disabilities: 0% (-16%) Hispanic: 11% (-9%) White: 16% (-9%)	Sp 2024 1 Year Dropout Rates Note: Data reported from CALPADS not DataQuest Middle school dropouts: 8% (+8%) -One student Student Groups Too few students to publicly report High school dropouts: 11% (-2%) Student Groups Low Income: 11% (-3%) EL: 18% (-17%) FY/Homeless: 21% (-4%) Disabilities: 0% (no change) Hispanic: 13% (+2%)	Spring 2025 (CALPADS, not DataQuest) Middle school: 0 High school: 12% Student Groups Low Income: 13% EL: 18% FY and Homeless: 39% Disabilities: 5% Hispanic: 13% White: 10% Multi Race: 14%	Overall Middle school dropout 0% Maintain high school dropout <15 % Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	Maintained middle school rate High school dropout decreased by 1% overall; Low -Income -1%; Disabilities +5%; Hispanic +2%; White -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: 12% (-4%) Multi Race: 10% (+6%)			
2.8	Suspension/Expulsion Rate Priority 6b Source: DataQuest	2022-2023 0 suspensions/expulsions	Spring 2024 Suspension Rate 1% Overall 3% Hispanic 3% Disabilities Spring 2024 Expulsion Rate 0%	Spring 2025 Suspension Rate 2% Overall Student Groups 0% English Learners (no color) 0% Long-Term English Learners (no color) 2% Low Income (yellow) 4% Disabilities (orange) 2% Homeless (no color) 1% Hispanic (green) 8% American Indian (no color)	Maintain > 1% suspension rate and 0% expulsion rate	Suspensions: +2% Expulsions: No Change- Met Outcome
2.9	Credit Completion Priority 8 Source: SIS Query/ Report	Fall 23 Average 24.17	Fall 2024 Overall Avg 27.72 (+3.6) Low Income 27.57 Disabilities 26.83 Hispanic 28.89 White 26.92	Fall 2025 Overall Avg 23.46 Student group data not available	Overall: Students will complete a minimum of 25 HS credits on average each semester	Credit completion declined by <1
2.10	Annual staff PD survey results Priority 8 Source: Locally tracked	100% of teachers surveyed to determine their professional learning needs.	Spring 2025 100% of staff, including teachers, were surveyed to determine their	Spring 2026 100% of staff, including teachers, were surveyed to determine their	100% of teachers will be surveyed to determine their professional learning needs.	No Change- Met Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			professional learning needs.	professional learning needs.		
2.11	% of students making one year's growth on the local assessment in ELA and Math Priority 8 Source: Locally tracked online platform	2023-2024 Baseline year Spring 2024 the data incomplete to show one year of growth. As of Spring 2024 in ELA (reading) 57.2 % have shown growth and in Math 60.2% students have shown growth	Discontinued this metric in 24-25. See Metric 2.13.	NA	Overall Reading: At least 60% making one year's growth in ELA Overall Math: At least 40% making one year's growth in Math Student Groups Low income: within 5% of overall Disabilities: within 10% of overall Hispanic: within 5% of overall White: within 5% of overall	NA
2.12	% professional development attendance & implementation Priority 8 Source: Locally Tracked	2023-2024 100% trained 82% of certificated staff implementing 66% of classified staff implementing, as applicable to each position	Spring 2025 100% trained 60% (-20%) of certificated staff implementing 55% (-11%) of classified staff implementing, as applicable to each position.	Spring 2026 100% trained 91% of certificated staff implementing 57% of classified staff implementing, as applicable to each position.	100% of school staff trained on SEL/ Trauma-Informed practices and > 75% implementation.	Certificated +9% Met Outcome; Classified -9%
2.13	Grade equivalency change indicating student growth on the local assessment in Reading and Math	This data was not collected in 23-24. See Spring 2025 for established baseline.	Spring 2025 Overall Reading GE -0.3 (79 students)	Spring 2026 YCCPCS is not reporting this data in 2025-26 while it investigates	Grade Equivalency Overall: At least 1.0 GE positive change	No change to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8 Source: Locally tracked online platform		Groups Low Income: No change (70 students) EL: Too few students to report; however, this group had a significant positive change (6 students) Disabilities: 2.1 (23 students) White: -0.9 (29 students) Hispanic: 0.4 (37 students) Overall Math 0.1 (65 students) Groups Low Income: 0.1 (57 students) EL: Too few students to report; however, this group had a significant positive change (3 students) Disabilities: 0.8 (22 students) White: 1.1 (25 students) Hispanic: 0.2 (29 students)	student inclusion concerns with the publisher. YCCPCS values this local growth metric as an appropriate indicator of academic achievement and anticipates having this metric back online in 26-27.	Groups: Within 0.2 of reported groups	

Goal Analysis [2025-26]

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

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

Implementation of Action 2 has focused on strengthening instructional capacity, improving equity of access, and aligning professional learning to student needs. Several components are fully implemented, while others are in progress and beginning to influence instructional practice, though measurable impacts on student outcomes are still emerging.

Action 2.1: Staff Professional Learning; Metrics 2.3 (CAASPP), 2.11 (Local assessments), 2.12 (SEL/Trauma Informed)
Implementation of Action 2.1 progressed as planned. MTSS Framework professional development and training in evidence-based instructional and SEL practices (PBIS, CoVitality) were fully implemented, supporting consistent instructional and climate practices across classrooms. Current-year SEL data collection was completed (Metric 2.12).

Additional pedagogy-focused professional learning, such as math number sense and instructional strategy development, is underway. Staff participated in off-site training and committees, and planning for continued PD is in progress with the Placer County Office of Education. Implementation challenges include the need for sustained follow-through to embed new practices and the time required for professional learning to influence math instruction.

Action 2.2: Continuous Improvement; Metrics 2.1 (Credentials), 2.2 (Standards Implementation), 2.6 (Absenteeism), 2.7 (Dropout Rates), 2.10 (Staff PD Survey)
Implementation is progressing as planned and remains focused on long-term system development. The leadership team initiated planning for a DASS/IS model school visit for Spring 2026, including the development of a structured worksheet to identify instructional questions, areas of need, and staff participation. This work supports instructional coherence and leadership capacity. Because some components of this action are still in the planning and development phase, current-year student outcome metrics does not yet reflect its impact. Staff PD survey data (Metric 2.10) will inform next steps.

Action 2.3 Learning Recovery Grant: Accelerating Progress with Learning Supports; Metrics 2.3 (CAASPP Scores), 2.11 (STAR Growth)
Implementation of Action 2.3 shows steady progress in strengthening math instruction. The math teacher's participation in the Math Framework Implementation Group happened, demonstrating consistent engagement in content-specific professional learning. This aligns with the LCAP plan and supports the development of math instructional capacity.

A key implementation challenge is limited access to high-quality math professional development. The school is working with the Placer COE Differentiated Assistance Team to address this barrier. Because implementation is ongoing, current-year academic data do not yet reflect the impact of this work. All components were implemented as planned; no substantive deviations occurred.

There are no substantive deviations from 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.

Goal 2.1 resulted in a material difference in funding intended to increase or improve services for unduplicated students. One teacher retired and was replaced by a new teacher placed at an entry-level position on the salary schedule. Two additional teachers left the school. A portion of the funds was redirected to Goal 1.3 (Tiered Support) and Goal 1.4 (College/Career Planning). The remaining funds (less than 2%) will be carried over to 2026-2027.

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

Actions under Goal 2 are designed to strengthen instructional practice, leadership capacity, and equitable access through professional development, research-based practices, and targeted supports. Overall implementation remains strong and coherent, with several actions fully implemented and others progressing as planned. These actions have been effective in building systems and adult capacity; however, current-year student outcome data indicate that the full impact on academic and postsecondary readiness metrics has not yet materialized.

Action 2.1 – Professional Development, Instructional Practice, and Equity Supports
Action 2.1 has been effective in establishing foundational instructional and SEL systems and partially effective in influencing student outcomes. MTSS Framework PD and research-based instructional and SEL practices (PBIS, CoVitality) were fully implemented, resulting in a consistent framework for instruction and student support. This aligns with current-year SEL data showing 71% of students classified as “getting by,” “moderate thriving,” or “high thriving” (Metric 2.12), indicating positive progress in student well-being.

Pedagogy-focused PD, including math number sense and instructional strategy development, is underway, and staff participation in offsite training and committees reflects strong engagement. However, because much of the instructional PD is recent or ongoing, current-year academic and postsecondary metrics (2.3 CAASPP, 2.11 local assessments) do not yet show significant improvement. As a result, full effectiveness cannot yet be determined.

Action 2.2 – Leadership Development and Instructional Model Research
Action 2.2 is implemented as planned, but its effectiveness in producing measurable student outcomes cannot yet be determined, as it is intentionally focused on long-term system improvement. Leadership teams are actively preparing for a DASS/IS model school visit in Spring 2026, including developing guiding questions and identifying staff participants. This work has been effective in building leadership coherence and strategic direction. Because the action is early in its implementation cycle, current-year student performance metrics (2.1, 2.2, 2.6, 2.7) do not yet reflect its impact. Effectiveness will be assessed more appropriately after the model visit and subsequent implementation of the identified practices.

Action 2.3 – Math Framework Implementation and Content-Specific Capacity Building
Action 2.3 demonstrates partial effectiveness. Math teacher participation in the Math Framework Implementation Group is underway, with all sessions completed and additional county-level training scheduled. This reflects strong engagement in sustained, content-specific professional learning. A key challenge is limited access to high-quality math professional development for an IS model serving "at-promise" youth. The school is meeting with the Placer COE Differentiated Assistance Team. Because implementation is ongoing, current-year academic outcomes (2.3 CAASPP, 2.11 STAR Growth) do not yet show measurable improvement attributable to this action. Effectiveness is still developing and dependent on continued implementation and classroom application.

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

No changes were made to planned goals, metrics, or outcomes. Goal 2.3 was removed from the LCAP. LREBG funded action 2.3 was discontinued based on staff feedback. No ineffective actions were required to change.

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	Staff Professional Learning	To address Comprehensive Support and Improvement for the low graduation rate and the CA Dashboard's overall and low-income, low-performing ELA, math achievement, graduation, and readiness rates, YCCPCS will provide whole and small-group structured staff professional learning, including: 1. PLC time to support continuous improvement, including PD for math instructional strategies training (differentiation, real-world CTE applications) into protected PLC days. 2. using research/evidence-based instructional and SEL practices (e.g., PBIS, CoVitality) and identifying and addressing barriers underrepresented groups face (e.g., historical distrust of institutions, language differences, socioeconomic challenges). 3. pedagogy/ instruction focusing on CTE in 26-27 and math instructional strategies to address assorted topics such as a lack of basic number sense in 26-27. 4. ongoing staff development (Mondays) for refinement of a Multi-Tiered System of Support	$302,346.23	Yes
2.2	Continuous Improvement	Support continuous improvement efforts by 1. monitoring professional learning needs and implementation 2. monitoring goal and action implementation and effectiveness 3. monitoring student outcomes and other program data 4. using the leadership team to plan observation of one or two DASS/IS models/programs to determine how practices are implemented	$65,894.06	Yes

Action #	Title	Description	Total Funds	Contributing
2.3				

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$786,406	$

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
31.754%	0.190%	$4,530.00	31.944%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Student & Family Engagement Plan **Need:** YCCPCS serves students and families disenfranchised by the traditional school system. Re-engaging these families can be complicated and time-consuming, as additional resources and varied strategies may need to be employed to 'hook' them based on individual barriers affecting them.	YCCPCS staff will focus on developing and implementing systems that engage/re-engage students and their families in short—and long-term educational goals. This work will include implementing onboarding and orientation procedures, refining and improving existing events and support tools, gathering more effective student SEL data, and implementing support in response to student data. While YCCPCS strives to affect change for its largest student group, low-income students, all students will benefit from this work.	Graduation rate and college/career readiness, including grad plans and college courses

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Tiered Support & Procedures Plan **Need:** YCCPCS serves an at-promise population comprised mainly of students classified as low-income. By definition of a DASS school, these students enroll at YCCPCS credit deficient, work significantly below grade level, and need additional tiered support to 'catch up' and graduate on time. **Scope:** LEA-wide	Students attending YCCPCS have become disenfranchised by the traditional education system. As staff work to build trusting relationships with families and students, they must also establish a high bar for perseverance and long-term success. Staff will continue to develop a robust support system students and families need to attain long-term goals, including increases in academic achievement leading to graduation. While YCCPCS strives to affect change for its largest student group, low-income students, all students will benefit from this work.	Graduation and dropout rates, attendance rate, CoVitality results
1.3	**Action:** College/Career Pathway Plan **Need:** YCCPCS serves an at-promise population comprised mainly of low-income students. By the definition of a DASS school, these students are not on track for graduation or college/career transitions and need additional support to prepare for post-secondary transitions. **Scope:** LEA-wide	These actions allow disenfranchised students to reengage with their academic careers, explore areas of personal interest, receive wraparound support, and develop skills that allow them to be employed after graduation. While YCCPCS strives to affect change for its largest student group, low-income students, all students will benefit from this work.	Graduation plans, graduation rate, CTE completion rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Additional Resources & Staffing Plan **Need:** YCCPCS serves an at-promise population comprised mainly of low-income students. By the definition of a DASS school, these students are not on track for graduation or college/career transitions and need additional support staff and resources to graduate on time. **Scope:** LEA-wide	YCCPCS provides additional staff and resources to support family engagement and achievement efforts, including improved attendance and tutoring support and adding one additional IS teacher to reduce student/teacher ratios. While YCCPCS strives to affect change for its largest student group, low-income students, all students will benefit from this work.	Graduation rate, CoVitality results, attendance rates
2.1	**Action:** Staff Professional Learning **Need:** Based on the DASS population served YCCPCS staff need additional professional development and protected collaborative time to identify and address achievement and SEL needs at both the systems and individual levels. While YCCPCS strives to affect change for its largest student group, low-income students, this work will benefit all students. **Scope:** LEA-wide	YCCPCS will provide protected time for teacher professional development and collaboration, including focused work in continuous improvement, professional learning communities, understanding the YCCPCS multi-tiered support system, and using evidence and research-based strategies for supporting this population in an independent study setting. While we strive to implement evidence-based practices, such practices are not well-defined for DASS and independent study models. Research practices might be implemented where sufficient research and/or suggested data support effectiveness. While YCCPCS strives to increase and improve services for low-income students, all students will benefit from this work.	
2.2	**Action:** Continuous Improvement **Need:**	YCCPCS will implement a procedure for reviewing and evaluating the implementation and effectiveness of goals and actions based on periodic updates of outcome data. YCCPCS staff	PD survey satisfaction and implementation results; state and local

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
	Because each student enrolled at YCCPCS has their own unique barriers and challenges to successfully completing their course of study, YCCPCS staff must have access to and use student data to identify and address student needs, but also the implementation and effectiveness of strategies used to do so. **Scope:** LEA-wide	will visit similar IS and/or DASS school models to identify areas for improvement in the educational program. While YCCPCS strives to increase and improve services for low-income students, all students will benefit from this work.	assessment and credit completion results

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.

There are no limited actions.

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.

This prompt is not applicable to YCCPCS.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,491,434	786,406	31.754%	0.190%	31.944%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$458,608.09	$110,576.17	$0.00	$551,308.13	$1,120,492.39	$1,014,442.39	$106,050.00

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	Student & Family Engagement Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual reevaluation	$187,808.96	$20,800.00	$73,997.11	$19,097.35		$115,514.50	$208,608.96	
1	1.2	Tiered Support & Procedures Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual reevaluation	$203,490.84	$27,850.00	$52,821.00			$178,519.84	$231,340.84	
1	1.3	College/Career Pathway Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$70,484.26	$15,000.00	$32,320.08			$53,164.18	$85,484.26	
1	1.4	Additional Resources & Staffing Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$148,339.22	$2,000.00	$41,934.01			$108,405.21	$150,339.22	
1	1.5	Learning Recovery Grant: Increase Instructional Learning Time	All	No			All Schools	July 1, 2025-June 30, 2028	$15,000.00	$0.00		$15,000.00			$15,000.00	
1	1.6	Learning Recovery Grant: Accelerating Progress with Learning Supports	All	No			All Schools		$61,478.82	$0.00		$61,478.82			$61,478.82	
2	2.1	Staff Professional Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$275,946.23	$26,400.00	$225,365.31	$15,000.00		$61,980.92	$302,346.23	
2	2.2	Continuous Improvement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$51,894.06	$14,000.00	$32,170.58			$33,723.48	$65,894.06	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,491,434	786,406	31.754%	0.190%	31.944%	$458,608.09	0.000%	19.212 %	**Total:**	$458,608.09
								LEA-wide Total:	$458,608.09
								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 (%)
1	**1.1**	Student & Family Engagement Plan	Yes	LEA-wide	Low Income	All Schools	$73,997.11	
1	**1.2**	Tiered Support & Procedures Plan	Yes	LEA-wide	Low Income	All Schools	$52,821.00	
1	**1.3**	College/Career Pathway Plan	Yes	LEA-wide	Low Income	All Schools	$32,320.08	
1	**1.4**	Additional Resources & Staffing Plan	Yes	LEA-wide	Low Income	All Schools	$41,934.01	
2	**2.1**	Staff Professional Learning	Yes	LEA-wide	Low Income	All Schools	$225,365.31	
2	**2.2**	Continuous Improvement	Yes	LEA-wide	Low Income	All Schools	$32,170.58	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,312,326.00	$1,206,524.61

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**	Student & Family Engagement Plan	Yes	$120,517.00	97,990.46
1	**1.2**	Tiered Support & Procedures Plan	Yes	$234,103.00	217,844.5
1	**1.3**	College/Career Pathway Plan	Yes	$77,258.00	92,018.32
1	**1.4**	Additional Resources & Staffing Plan	Yes	$150,566.00	114,164.02
1	**1.5**	Learning Recovery Grant: Increase Instructional Learning Time	No	$9,000.00	15,168.60
1	**1.6**	Learning Recovery Grant: Accelerating Progress with Learning Supports	No	$101,029.00	101,425.1
2	**2.1**	Staff Professional Learning	Yes	$556,722.00	506,925.26
2	**2.2**	Continuous Improvement	Yes	$61,131.00	59,532.18
2	**2.3**	Learning Recovery Grant: Accelerating Progress with Learning Supports	No	$2,000.00	1,456.17

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
786,406	$780,316.00	$731,883.00	$48,433.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student & Family Engagement Plan	Yes	$24,925.00	23,747		
1	1.2	Tiered Support & Procedures Plan	Yes	$92,405.00	93,699		
1	1.3	College/Career Pathway Plan	Yes	$24,401.00	27,365		
1	1.4	Additional Resources & Staffing Plan	Yes	$40,430.00	39,582		
2	2.1	Staff Professional Learning	Yes	$538,876.00	488,632		
2	2.2	Continuous Improvement	Yes	$59,279.00	58,858		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,653,496	786,406	0.00	30.831%	$731,883.00	0.000%	30.641%	$4,530.00	0.190%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION
Juvenile Halls and Camps

FACILITY NAME: Yuba County Juvenile Hall			COUNTY: Yuba
FACILITY ADDRESS (STREET, CITY, ZIP CODE, TELEPHONE): 1023 14th Street, Marysville, CA 959901			
CHECK THE FACILITY TYPE AS DEFINED IN TITLE 15, SECTION 1302	JUVENILE HALL (JH) ☒	CAMP ☒	☐
EDUCATION PROGRAM EVALUATION	DATE EVALUATED: May 20, 2026 DEFICIENCIES OR NON-COMPLIANCE ISSUES NOTED: YES ☐ NO ☒		
EDUCATION PROGRAM EVALUATOR(S) (NAME, TITLE, TELEPHONE): Nick Catomerisios, Sr. Director Alternative Education, Butte County Office of Education, (530) 532-5916 Linda Mullick-Wahl, Transition Specialist, Butte County Office of Education, (530) 532-5833			
EDUCATION STAFF INTERVIEWED (NAME, TITLE, TELEPHONE): Jessica Geierman, Executive Director of Educational Services, Yuba County Office of Education, (530) 749-4906			

Purpose

The facility administrator shall request an annual review of each required element of the program by the Superintendent of Schools, and a report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section. **Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site. The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual.** Upon receipt of the review, the facility administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and fully protect the educational interests of all youth in the facility.

Instructions

To complete the evaluation, assess each element listed and document the findings on the checklist. Columns in the checklist identify compliance as "Yes," "No," or "N/A" (not applicable). When the evaluator assessing the education program "checks" a column to indicate that a facility is either out of compliance with all or part of a regulation or indicates that all or part of a regulation is not applicable, a brief explanation is required in the comments section. This explanation is critical. It assists both the BSCC and facility staff in understanding the rationale for the decision and highlights what needs correction. **Policies and procedures must be written and implemented to be in compliance.**

Education program evaluators may elect to assess areas that are not covered by the inspection checklists. If this is done, the additional issues must be clearly delineated on a separate sheet to maintain their distinction from the BSCC Title15 checklist. For information purposes, this additional sheet should be attached and distributed with the checklist.

Checklists and regulations are available on the BSCC website (http://www.bscc.ca.gov/s_fsoresources). Please contact the BSCC Field Representative assigned to your county at the number below or through e-mail access on the web site.

Board of State and Community Corrections; **Attn: FSO Inspection Report Analyst**
2590 Venture Oaks Way, Suite 200, Sacramento, CA 95833
Phone: 916-445-5073; Email: analyst@bscc.ca.gov

JUVENILE FACILITY EDUCATION PROGRAM REVIEW AND EVALUATION[1]

1370. Education Program	YES	NO	N/A	COMMENTS
(a) School Programs The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer, or designee pursuant to applicable State laws.	X			There is evidence of a strong and flexible partnership between the Yuba County Office of Education (YCOE) and Juvenile Hall staff. This operational flexibility allows both agencies to adapt smoothly to unique and evolving student needs. Furthermore, joint professional development is actively utilized to keep both probation and educational staff aligned.
The school and facility administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff.	X			
(b) Required elements The facility school program shall comply with the State Education Code and County Board of Education policies.	X			The facility offers a robust, rigorous curriculum tailored to its 19 current students and graduates. Career technical preparation is heavily emphasized; notably, Juvenile Hall co-funds the CTE programming, reinforcing the strength of the cross-agency partnership. The school is also rolling out a new Community Schools framework, which promises to expand student resources in the near future.
Youth shall be provided a rigorous, quality educational program that responds to the different learning styles and abilities of students and prepares them for high school graduation, career entry, and post-secondary education.	X			
(1) The course of study shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.	X			
(2) Information and preparation for the High School Equivalency Test as approved by the California Department of Education shall be made available to eligible youth.	X			
(3) Youth shall be informed of post-secondary education and vocational opportunities.	X			
(4) administration of the High School Equivalency Tests as approved by the California Department of Education, shall be made available when possible.	X			
(5) Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.	X			

[1] This document is intended for use as a tool during the inspection process; this worksheet may not contain each Title 15 regulation that is required. Additionally, many regulations on this worksheet are SUMMARIES of the regulation; the text on this worksheet may not contain the entire text of the actual regulation. Please refer to the complete California Code of Regulations, Title 15, Minimum Standards for Juvenile Facilities, Division 1, Chapter 1, Subchapter 5 for the complete list and text of regulations.

1370. Education Program	YES	NO	N/A	COMMENTS
(6) The minimum school day shall be consistent with State Education Code Requirements for juvenile court schools. The facility administrator, in conjunction with education staff, must ensure that operational procedures do not interfere with the time afforded for the minimum instructional day. Absences, time out of class or educational instruction, both excused and unexcused, shall be documented.	X			
(7) Education shall be provided to all youth regardless of classification, housing, security status, disciplinary or separation status, including room confinement, except when providing education poses an immediate threat to the safety of self or others. Education includes, but is not limited to, related services as provided in a youth's Section 504 Plan or Individualized Education Program (IEP).	X			
(c) School Discipline				
(1) Positive behavior management will be implemented to reduce the need for disciplinary action in the school setting and be integrated into the facility's overall behavioral management plan and security system.	X			PBIS (Positive Behavioral Interventions and Supports) is actively implemented within the school environment to reduce disciplinary incidents and maintain a supportive learning climate.
(2) School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.	X			
(3) Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed	X			
(4) The facility administrator, in conjunction with education staff will develop policies and procedures that address the rights of any student who has continuing difficulty completing a school day.	X			
(d) Provisions for Special Populations				

1370. Education Program	YES	NO	N/A	COMMENTS
(1) State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This includes but is not limited to child find, assessment, continuum of alternative placements, manifestation determination reviews, and implementation of Section 504 Plans and Individualized Education Programs.	X			
(2) Youth identified as English Learners (EL) shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.	X			
(e) Educational Screening and Admission				
(1) Youth shall be interviewed after admittance and a record maintained that documents a youth's educational history, including but not limited to:	X			The school seamlessly manages diverse programming pathways—including a dedicated detention program, camp program, and a resiliency program, ensuring immediate and appropriate academic placement for all incoming youth.
(A) School progress/school history;	X			
(B) Home Language Survey and the results of the State Test used for English language proficiency;	X			
(C) Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs.; and,	X			
(D) Discipline problems.	X			
(2) Youth will be immediately enrolled in school. Educational staff shall conduct an assessment to determine the youth's general academic functioning levels to enable placement in core curriculum courses.	X			
(3) After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.	X			
(4) Upon enrollment, education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s), including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits. Upon receipt of the transcripts, the youth's educational plan shall be reviewed with the youth and modified as needed. Youth should be informed of the credits they need to graduate.	X			
(f) Educational Reporting				
(1) The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code.	X			

1370. Education Program	YES	NO	N/A	COMMENTS
(2) The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in juvenile court school in accordance with the State Education Code.	X			
(g) Transition and Re-Entry Planning				
(1) The Superintendent of Schools and the Chief Probation Officer or designee, shall develop policies and procedures to meet the transition needs of youth, including the development of an education transition plan, in accordance with the State Education Code and in alignment with Title 15, Minimum Standards for Juvenile Facilities, Section 1355.	X			
(h) Post-Secondary Education Opportunities				
(1) The school and facility administrator should, whenever possible, collaborate with local post-secondary education providers to facilitate access to educational and vocational opportunities for youth that considers the use of technology to implement these programs.	X			

Summary of educational evaluation:
YUBA COUNTY OFFICE OF EDUCATION

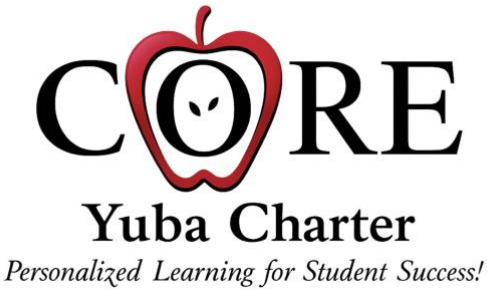
An annual review and educational program evaluation was conducted for the juvenile court school programs. Based on the site evaluation, interviews with educational staff, and a review of active program elements, the facility was found to be in full compliance with all Title 15, Section 1370 minimum standards. No deficiencies or non-compliance issues were noted.

Program Highlights & Commendations:

- Strategic Program Delivery: The school highly effectively manages a diverse student body of 19 students and recent graduates across multiple specialized pathways, including a detention program, a camp program, and a resiliency program.
- Strong Agency Partnership: There is a commendable level of communication and financial collaboration between the County Office of Education and Juvenile Hall. This is specifically highlighted by Juvenile Hall's partnership in co-funding Career Technical Education (CTE) programs.
- Adaptive & Professional Culture: The relationship between probation and education staff is notably flexible, allowing the facility to dynamically adapt to the unique needs of individual students. This shared culture is reinforced by ongoing, renewed professional development involving both Juvenile Hall and COE personnel.
- Positive School Climate: The school continues to run a successful PBIS (Positive Behavioral Interventions and Supports) framework, integrating positive behavior management smoothly into the facility's daily operations.
- Forward-Looking Initiatives: The recent rollout of the Community Schools model through the juvenile hall programs is a highly encouraging development. This framework is already showing positive fruits and is expected to further enhance and optimize the educational setting in the near future.

Staffing Note: While the program faced acute hiring challenges and short-staffing earlier in the school year, administration has successfully navigated these hurdles. The program is currently on an upward trajectory with hiring, ensuring the necessary instructional and support staff are in place to fully sustain the educational needs of the students.

CORE Yuba Charter



Charter Petition

Submitted to the Yuba County Board of Education on April 29, 2026

For the Term July 1, 2027 – June 30, 2032

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Charter School Intent and Charter Requirements

It was the intent of the California Legislature, in enacting the Charter Schools Act of 1992 (the "Act"), to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanding learning experiences for pupils identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the schools established under the Act accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Education Code Section 47601(a)-(g)

CORE has a demonstrated history of accomplishing the goals listed above through creative and challenging academic programs. Details of the education program for the proposed countywide benefit charter, CORE Yuba Charter, are articulated below.

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California education system and that the establishment of charter schools should be encouraged.

Pursuant to Education Code 47605.6(a)(1)(B), this charter has been signed by ten meaningfully interested teachers, which is more than half of the twelve teachers that the Charter School estimates will be employed at the school during its first year of operation, to serve approximately 250 students. Signatures for the petition are found in Appendix P.

Affirmations and Declaration

As the authorized lead petitioner, I, Chris Mahurin, hereby certify that the information submitted in this petition for a California public countywide benefit charter school to be named CORE Yuba Charter ("CORE" or the "Charter School"), operated by CORE Charter Schools, to be authorized by the Yuba County Board of Education ("YCBOE"), with oversight by the Yuba County Office of Education ("YCOE") (collectively referred to herein as, the "County"), and to be located at one or more sites throughout Yuba County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]

- CORE Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]

- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or the student's parent or guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605.6(l)(1)

- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]

- The Charter School shall adhere to each of the conditions in Education Code Section 47605.6(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605.6(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605.6(e)(4)(A)-(D)]

- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)(2)]

- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").

- The Charter School shall comply with Education Code Section 51744, et seq. related to independent study, as applicable.

- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Chris Mahurin, Superintendent

4/29/26
Date

Justification for Countywide Authorization

"A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county." Education Code Section 47605.6(a)(1).

"A county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605." Education Code Section 47605.6(b).

CORE Yuba Charter is designed to serve a pupil population distributed across multiple school districts within Yuba County whose educational needs cannot be effectively or consistently met by a charter school operating within the boundaries of a single district. The Charter School proposes to operate at one or more sites within the geographic boundaries of Yuba County. CORE Yuba Charter will initially operate within the Marysville Joint Unified School District boundaries, utilizing CORE Charter School's existing facility located at 321 16th Street, Marysville, California, which currently supports CORE's high school instructional program and administrative services. This facility will serve as the initial administrative and instructional support hub for the proposed countywide high school program, supporting student meetings, teacher-led instruction, counseling, instructional resources, technology access, and consistent program delivery for students throughout Yuba County.

CORE Charter School is in the early planning stages of a potential two-story expansion to the existing Marysville facility, subject to all required approvals. If developed, this expansion would increase the Charter School's capacity to support instructional programming and student services; however, operation of CORE Yuba Charter is not dependent upon this expansion.

In addition to the Marysville location, CORE Yuba Charter intends to serve students throughout Yuba County, with particular emphasis on accessibility for students residing in rural and geographically isolated areas. CORE's personalized flex-based instructional model allows students to participate in learning through a combination of home-based instruction, online coursework, community-based learning, and limited on-site attendance, reducing barriers related to distance and transportation.

CORE Yuba Charter's flexible instructional model is also well suited to serve military-connected families, including those affiliated with Beale Air Force Base, who may experience frequent relocations or require individualized educational supports. CORE Charter School intends to explore opportunities to better support these families through facilities or instructional support locations near Beale Air Force Base subject to demonstrated student need.

The Charter School provided notice of its intent to serve students within the Marysville Joint Unified School District, Wheatland School District, and Wheatland Union High School District in accordance with applicable law. Evidence of the notice provided is attached as Appendix Q.

The educational services to be provided by the Charter School will be offered to a pupil population that will benefit from those services and cannot be served as well by a charter school that operates only in one school district in the county. CORE Yuba Charter will draw students with unique educational needs and interests from throughout Yuba County including students seeking flexible scheduling, personalized pacing, continuity of instruction across residential moves, and access

to Career Technical Education and college coursework. Consistency of program quality, instructional expectations, graduation requirements, and student support services across all locations is vital to the success of the academic program.

The Charter School proposes to operate at one or more sites within the geographic boundaries of Yuba County. This includes a primary administrative and instructional site in the Marysville area and additional instructional support locations in distinct regions of Yuba County based on enrollment patterns, community need, and facility availability. These locations may include areas serving central Yuba County, the Wheatland/Beale Air Force Base region, and other rural communities within the County. The Charter School provided notice to all school districts where facilities may be located in accordance with the law. Evidence of the notice provided is attached as Appendix Q. The Charter School provides instructional services that are not generally provided by a county office of education. Furthermore, the educational services to be provided by the charter school include services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

The fundamental characteristics of a countywide benefit charter school include the ability to operate facilities throughout the county where the charter school is authorized and the duty to provide countywide enrollment preference to students residing anywhere within the county. A school district-authorized charter school, by contrast, is generally restricted to operating facilities within that school district's jurisdictional boundaries and must provide enrollment preference to students residing within that district.

The appropriate consideration for countywide authorization is whether a single-school, multiple-location model across district lines is in the interests of students throughout Yuba County, and whether Yuba County students would be served as well if CORE Yuba Charter were required to operate through multiple charters authorized by multiple school districts.

CORE Yuba Charter proposes to operate at multiple sites in distinct areas of Yuba County. Depending on facility acquisition, demonstrated student need, and required approvals, locations may include the Marysville area, including the Charter School's existing administrative and instructional facility; the Wheatland/Beale Air Force Base region; and additional locations in rural and geographically isolated areas of the County to improve access for families.

The instructional services offered by CORE Yuba Charter consist of a unique model not otherwise offered by a county office of education. This model includes a personalized, flexible high school program that blends independent study with in-person, teacher-led instruction and a hybrid schedule of on-site and at-home learning. The program also includes default enrollment in A–G aligned college preparatory coursework, integrated Career Technical Education ("CTE") pathways that may extend beyond traditional pathway completion into advanced capstone and super-capstone experiences, dual enrollment and college partnership opportunities, and community-based, real-world learning experiences that support college and career readiness.

The educational services to be provided by the Charter School will be offered to a pupil population that will benefit from those services and cannot be served as well by a charter school that operates only in one school district in the county. The Charter School will draw students with unique interest in this personalized college and career–focused program from throughout Yuba County including rural communities and military families. Consistency of program quality, instructional expectations, and CTE pathway implementation across multiple locations is vital to the success of the academic program and is best accomplished through a unified countywide governance and operational structure. As explained in further detail below, CORE Yuba Charter will offer educational services to several pupil populations that will benefit from its services and that could

not be served as well by a charter school that operates in only one or even several discrete school districts.

Further countywide justifications

1. Ensuring Countywide Equity and Access

A charter school authorized by a single school district must provide enrollment preference to students residing within that district, while a countywide benefit charter school provides equal access to students throughout the county. Countywide authorization allows CORE Yuba Charter to offer its educational program on equal terms to all students residing in Yuba County, regardless of district of residence, consistent with Education Code section 47605.6(e)(2)(B).

CORE Yuba Charter is designed to serve a diverse cross-section of students across Yuba County, including students who benefit from flexible scheduling, a personalized approach, and nontraditional instructional models. Achievement gaps affecting Hispanic students, English learners, socioeconomically disadvantaged students, and students with disabilities are present throughout the county and are not confined to any single school district. Addressing these needs equitably requires an authorization structure that does not limit access based on district boundaries.

Countywide authorization also enables CORE Yuba Charter to equitably serve students by allowing instructional support locations to be established in areas of the county where student need exists, rather than being limited by the geographic boundaries of a single authorizing school district. Facility opportunities that align with student access, transportation realities, and community partnerships may arise in locations that would otherwise be unavailable or impractical under district-limited authorization.

By operating as a countywide benefit charter, CORE Yuba Charter can utilize facilities strategically to reduce travel barriers, improve access for rural and geographically isolated students, and support specialized programming including Career Technical Education, early college and dual enrollment opportunities, and community-based learning. Countywide authorization is also essential to support the expansion of Career Technical Education programs developed in collaboration with Yuba County Office of Education and other regional partners. CORE Yuba Charter's personalized flex-based instructional model allows students to participate in industry-aligned CTE pathways that benefit from countywide coordination, specialized facilities, and partnerships that extend beyond the boundaries of any single school district.

As an example, CORE Yuba Charter anticipates opportunities to expand its Commercial Drone program and related aviation-focused learning experiences through partnerships connected to Beale Air Force Base, Yuba County Airport, and the broader regional aviation community. These opportunities may include industry guidance, guest instruction, mentorship, and applied learning experiences that support workforce readiness and postsecondary pathways. Access to such programs depends on the ability to locate instructional support and community-based learning opportunities where industry partners and students are located, which cannot be achieved as effectively under authorization limited to a single school district.

Countywide authorization allows CORE Yuba Charter to equitably offer CTE pathways aligned with regional workforce needs while maintaining consistent instructional standards, graduation requirements, and student supports across all participating students under a single charter and authorizing agency.

Again, equity and access to a proven, high-quality educational program are best facilitated by a charter school operating under a countywide benefit petition because all students, regardless of their district of residence, are afforded an equal opportunity for admission and participation. This level of equitable access and facility flexibility cannot be achieved as effectively by a charter school that operates under authorization limited to a single school district.

2. Supporting Families' Mobility Within Yuba County

Family mobility within Yuba County can present significant challenges for high school students, particularly when changes in residence disrupt enrollment, course continuity, graduation planning, and access to educational services. A countywide benefit charter provides a structure that supports students and families who relocate within the county by allowing continuity of enrollment in a single charter school, rather than requiring students to exit one school and enroll in another due solely to district boundary changes.

The need for countywide authorization is further reinforced by regional housing, employment, and transportation patterns affecting families in Yuba County. Yuba and Sutter Counties function as a closely connected region, particularly for working families, with students frequently residing in one county while parents are employed, stationed, or temporarily housed in the other. Rural geography, limited housing availability, and workforce mobility may require families to relocate within the region, including across district or county boundaries. In many cases, these moves do not significantly change a family's daily travel patterns, employment connections, or community ties, but they can disrupt school enrollment and educational continuity.

While CORE Yuba Charter is authorized to operate within Yuba County and does not propose to establish facilities outside the county, the Charter School anticipates that its student population may include families whose circumstances reflect this regional mobility. A countywide authorization structure is essential to support continuity of instruction for students whose residency or family circumstances change within or adjacent to county boundaries thereby ensuring consistent program delivery, graduation planning, and student support services.

These regional dynamics further demonstrate why authorization limited to a single school district would be insufficient to serve the intended pupil population effectively. Countywide authorization provides the structural flexibility necessary to serve Yuba County students whose educational needs are shaped by geographic, economic, and mobility factors that extend beyond individual district boundaries.

If CORE Yuba Charter were required to operate as a series of district-authorized charter schools, its ability to locate instructional support sites and serve families would depend on the objectives, priorities, and authorization decisions of individual school districts. Even where a CORE Yuba Charter-operated program might be available in a particular community, students relocating within the county could be required to disenroll from one charter school and enroll in another, creating unnecessary disruption to their education.

Such transitions involve more than administrative changes. This continuity is especially important at the high school level where graduation requirements, A–G progress, CTE sequencing, and early college coursework depend on consistent advising and accurate transcript monitoring. They often require the transfer and reconciliation of student records, reassessment of academic placement, verification of coursework toward graduation requirements, and coordination of services, including special education and postsecondary planning. For students who have experienced multiple school changes, gaps in cumulative records and course alignment can further delay progress and increase the risk of disengagement.

Authorizing CORE Yuba Charter as a countywide benefit charter supports student stability by allowing students to remain enrolled in the same school as their family circumstances change within Yuba County. Centralized student records, consistent graduation requirements, aligned instructional expectations, and unified oversight ensure that students can transition between instructional support locations, when appropriate, without interruption to their educational program.
This continuity benefits not only students and families, but also the broader county community. Supporting uninterrupted high school education promotes academic persistence, social-emotional stability, and timely graduation which, in turn, supports civic contribution. It also supports workforce mobility by allowing families to relocate for employment opportunities within Yuba County without sacrificing educational continuity for their children.

3. Ability to Quickly Respond to Community Need to Launch Additional Campuses Across Yuba County

Countywide authorization allows CORE Yuba Charter to respond effectively to demonstrated student and community needs by establishing instructional support locations in appropriate areas of Yuba County, subject to County approval and oversight. This flexibility ensures that educational services can be provided in locations that align with student access, transportation realities, and community partnerships, rather than being constrained by district boundaries that may not reflect countywide needs.

As a countywide benefit charter, CORE Yuba Charter can build upon its existing organizational capacity, instructional expertise, and operational infrastructure to responsibly expand services when warranted by student demand. Any additional instructional support locations would be developed in coordination with Yuba County Office of Education and in compliance with all applicable laws, regulations, and charter requirements.

Absent countywide authorization, CORE Yuba Charter would be required to pursue separate district-authorized charters to serve students in different areas of the county. This process would involve significant time, expense, and uncertainty unrelated to educational quality or demonstrated community need. Such fragmentation would delay access to educational services for students and create duplicative administrative structures that divert resources away from direct student support.

Countywide authorization allows CORE Yuba Charter to leverage its existing resources to provide timely, consistent, and accountable educational services to students throughout Yuba County under a single charter and authorizing agency. This structure ensures that growth, when appropriate, occurs in a deliberate and transparent manner that prioritizes student need, maintains program quality, and supports effective County oversight.

4. Efficiencies from Consistent, Centralized Oversight Standards and Processes

Authorizing CORE Yuba Charter as a single countywide benefit charter promotes coherent governance, consistent accountability, and efficient use of public resources. If the high school program were required to operate multiple district-authorized charter schools, each school would be subject to differing local policies, oversight practices, reporting requirements, and renewal cycles. Over time, this structure would fragment program implementation, introduce inconsistency in expectations, and divert resources away from direct student services.

Operating as a single charter school under one authorizing agency allows CORE Yuba Charter to maintain a unified educational program and governance structure, including one budget, one

funding apportionment calculation, one Local Control and Accountability Plan (LCAP), one School Accountability Report Card (SARC), one California School Dashboard report, one student information system, and centralized state reporting through CALPADS and CalSAAS. This structure enhances transparency, strengthens oversight, and ensures fidelity to the approved charter across all instructional locations.

Countywide authorization enables Yuba County Office of Education to provide direct oversight of one charter school rather than multiple districts overseeing multiple related charters. This model supports consistent implementation of policies, financial controls, instructional expectations, and governance practices while minimizing unnecessary administrative duplication. Resources conserved through centralized operations can be reinvested directly into instructional programs, student supports, and academic outcomes.

For the reasons stated above, CORE Yuba Charter has provided reasonable justification for why it could not be established by petition to a single school district pursuant to Education Code section 47605, and why countywide authorization is consistent with sound educational practice.

Introduction

CORE Charter Schools seeks approval to establish **CORE Yuba Charter**, a countywide benefit public charter high school serving grades 9–12. The proposed charter represents a strategic evolution of CORE's long-standing high school program and is designed to meet the educational needs of students across Yuba County through a personalized, flex-based instructional model.

CORE Charter has served students and families for more than two decades and has established a strong track record in personalized learning, individualized instructional planning, and alternative educational approaches that support student success. CORE Yuba Charter builds upon this experience to offer a comprehensive high school program that integrates academic rigor, flexible scheduling, Career Technical Education pathways, and dual enrollment opportunities aligned with college and career readiness.

The educational program proposed under this petition is intentionally designed to serve a pupil population distributed across multiple school districts within Yuba County whose educational needs cannot be effectively or consistently met by a charter school operating within the boundaries of a single district. Yuba County's rural geography, transportation realities, and regional workforce patterns require a countywide authorization structure that supports equitable access, continuity of instruction, and consistent delivery of educational services.

CORE seeks to operate instructional support locations within the geographic boundaries of Yuba County to implement this program. CORE Yuba Charter will initially operate at CORE Charter School's existing location in Marysville, California, which currently supports CORE's high school instructional program and administrative services. In addition, CORE anticipates opportunities to provide instructional or programmatic support near or on Beale Air Force Base in order to better serve military-connected families and support aviation- and technology-related learning experiences aligned with regional workforce needs. More generally, instructional support locations may be established as needed to respond to student location and demonstrated educational need across Yuba County consistent with the educational program described in this charter.

CORE Yuba Charter will operate using a **personalized flex-based instructional model** that allows students to engage in learning through a combination of home-based study, online coursework, community-based learning, and limited on-site instruction. Instructional locations function as support hubs within this model rather than traditional comprehensive high school campuses, enabling the Charter School to reduce access barriers and respond to student needs throughout the county.

Countywide authorization also supports the expansion of industry-aligned Career Technical Education programs developed in collaboration with Yuba County Office of Education and other regional partners. These programs are designed to connect students with regional workforce opportunities and postsecondary pathways through applied learning, mentorship, and community-based experiences that benefit from countywide coordination and partnerships.

CORE Charter brings experienced leadership, established governance, and a strong compliance history to this proposal. CORE Charter is fully accredited by the Western Association of Schools and Colleges (WASC) and has maintained a record of sound fiscal management. CORE Charter Schools leadership team includes experienced educational administrators, credentialed teachers, operations and finance professionals, and an engaged governing board committed to transparency, accountability, and student-centered decision-making.

This petition seeks countywide authorization because such authorization is necessary to deliver the educational services CORE Yuba Charter proposes in a manner that is equitable, coherent, and consistent with sound educational practice. The sections that follow describe the proposed educational program, governance structure, and operational framework in detail and demonstrate how CORE Yuba Charter meets all statutory requirements for approval as a countywide charter.

School Leadership

Utilizing the expertise of our leadership group and the input of our excellent teaching staff, we have laid out our unique educational approach that will be available to students attending CORE.

Leadership in School Organization and Administration

Chris Mahurin, Superintendent for CORE Charter Schools, has worked in public education for over twenty years as a group home tutor, classroom teacher, alternative program developer, personalized learning teacher, and school administrator, and has served in leadership roles at CORE for almost two decades. He graduated with Highest Honors from the University of California, Santa Barbara with a double major in Philosophy and Religious Studies, holds a California Single Subject Teaching Credential in Social Science and a Full Administrative Services Credential, and provides leadership across instructional design, governance, facilities planning, compliance, and community partnerships. Chris has led the development of multiple Career Technical Education pathways, expanded dual enrollment opportunities, strengthened intervention and special education services, and guided the planning and development of CORE's current campus at Ellis Lake, which was intentionally designed to support CORE's personalized learning model. He was also the lead founder of AeroSTEM Academy, now authorized by the Sutter County Office of Education, and a founding board member of the Northern California Aerospace Initiative

Melissa Rongley, School Director at CORE Charter School, brings over three years of leadership experience in this role and nearly three decades of involvement with the CORE community. Her journey with the school began 25 years ago as a homeschooling parent, followed by many years as a Personalized Learning Teacher and Lead Teacher. This unique path gives her a deep understanding of the school's mission, families, and instructional model. Melissa holds a Bachelor of Arts in Elementary Education and two Master's degrees: one in Curriculum and Instruction in Mathematics and another in Educational Administration. She also maintains both a Multiple Subject Teaching Credential and an Administrative Services Credential, reflecting a strong foundation in classroom instruction paired with comprehensive leadership training. Throughout her career at CORE Charter School, Melissa has supported a wide range of programs and initiatives, including student study team collaboration, targeted academic support initiatives, teacher mentorship, committee leadership, and resource center oversight. As School Director, she is committed to fostering a collaborative school culture, supporting innovative and personalized learning practices, and ensuring every student has access to meaningful, high-quality educational opportunities.

Angela Choate, Director of Operations for CORE Charter School, has spent 30 years working in education, including 26 years with CORE Charter since its early beginnings. Over the years, she has worn many hats, developing a deep understanding of both the operational and family-facing sides of charter education. In addition to her professional roles, she has seen the impact of personalized learning firsthand as a homeschooling parent within the charter school model, giving her a unique perspective on the power of parent choice. In her current role, Angela oversees classified staff and daily operations, manages school and state information systems, and supports the implementation of state-required policies and programs. Her passion for parent choice and personalized learning has led her to help launch innovative educational programs such as AeroSTEM Academy. She has also contributed to the broader education community through her writing, including *"Personalized Learning: An Alternative Educational Option,"* published by the American Society for Deaf Children (ASDC) in *The Endeavor*, and serves as a council board member for the APLUS+ Association.

Kimberely Benton-Wolfgram, Special Education Director for CORE Charter School, joined CORE Charter School in 2023, as a strong advocate for school choice, believing families deserve options that best meet their children's unique needs and goals. She comes with a background in educating students with extensive support needs and ensuring they receive high-quality, individualized services that honor their strengths and potential. Her work centers on building systems that provide meaningful access to learning, independence, and life skills for every student. Through collaborative leadership, she partners with educators, families, and community agencies to design inclusive and responsive programs. She prioritizes evidence-based practices and thoughtful use of resources to improve outcomes for students with complex needs. Her vision emphasizes belonging, high expectations, and dignity for all learners. She is committed to creating educational environments where every student is supported, included, and positioned for long-term success.

Leadership in Finance, Facilities, and Business Operations

Pang Vue, Business Director for CORE Charter School, has been a member of the leadership team since August 2020. She provides the link between the day-to-day business operations and the budget planning with the financial oversight at the county level. Ms. Vue has been involved in office management for 10 years. She is responsible for all purchasing duties, bookkeeping, record keeping, management of student budgets, and accounts payable through the county software system.

Brenda Ramirez, Business Director for CORE Charter School, joined CORE Charter in 2026. She oversees financial management, including budgeting, forecasting, and expense tracking, while ensuring smooth daily operations across facilities, vendors, and contracts. She ensures compliance with legal and regulatory requirements, supports governance processes, and oversees human resources functions such as hiring, payroll, and staff-related matters. With six years of experience at a county office of education and certification as a Chief Business Official, she also aligns financial and operational planning with long-term goals and provides data insights to guide leadership decisions.

Leadership in Governance: CORE Charter Schools Board of Directors

Heidi Lecair, Board President
Mrs. Lecair is a homeschool graduate homeschooling her two children through CORE Charter School since 2015. She appreciates CORE's educational model that surrounds both students and parents with the resources and support necessary to thrive in both academics and personal interests. She believes that CORE's personalized approach to schooling encourages the wonderful uniqueness of each child and creates well-rounded individuals with the potential to both succeed and serve the communities they live in for years to come. She feels honored to serve as a parent member on the Charter School board and is eager to support the students, parents, and faculty of CORE.

Tim Styczynski, Board Secretary and Treasurer
Secretary, Treasurer, Tim Styczynski is a local small business owner who has over 27 years of experience working in emergency services. He has hired many students who have attended CORE and has first-hand knowledge of the quality of students the schools produce. In fact, two of his own children attended CORE schools. He believes that CORE provides a personal learning experience for its students which helps them become better prepared to enter the workforce as accomplished adults.

Alberto Rolon, Board Member
Alberto Rolon has decades of experience in the Air Force as well as the automotive sales industry. He also has a daughter who graduated from CORE in 2013. Mr. Rolon has served as both a teacher and administrator at the high school level, focusing on student growth and character development. He has experience with at-promise students and kids with behavioral challenges. He is motivated by a desire to help CORE students graduate college-ready and prepared to become productive members of the community.

Dave Heslop, Board Member
Mr. Heslop is a retired officer in the Air Force who began working in higher education administration with Embry-Riddle Aeronautical University. He also had several years of experience as a coordinator of fiscal services with the Yuba County Office of Education and in construction management.

Jay Ansley, Board Member
Mr. Ansley brings a background in government contracts and construction, with experience in organization, compliance, communication, and collaborative problem-solving. As the parent of two CORE students, he has seen firsthand how the personalized learning model supports academic growth and individual development. He values transparency and thoughtful decision-making in board service and is committed to supporting student success, strong governance, and strategic planning that aligns with CORE's mission and the needs of the community. Jay Ansley is honored to serve and contribute to the continued strength and success of CORE Charter School.

ELEMENT 1
EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii).

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable to other public high schools.
Education Code Section 47605.6(b)(5)(A)(iii).

Governing Law: If the proposed charter will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.
Education Code Section 47605.6(b)(5)(A)(iv).

CORE Yuba Charter will offer a comprehensive, high school–only educational program serving approximately 250-300 students in grades 9–12 through a personalized independent study program, flexibly implemented to meet individual student needs. The program is designed to meet the academic, developmental, and postsecondary needs of students across Yuba County whose learning styles, geographic distribution, and life circumstances are not well served by traditional comprehensive high school models.

Projected Enrollment

Enrollment	2027-28	2028-29	2029-30	2030-31	2031-32
	250	275	300	325	350

The educational program will integrate rigorous, Common Core State Standards ("CCSS"), Next Generation Science Standards, History-Social Science Framework, English Language Development Standards ("ELD") and remaining State Content Standards (collectively, "State Standards") -aligned instruction with individualized pacing, flexible learning environments, and strong student–teacher relationships. CORE Yuba Charter will emphasize student agency, academic accountability, and meaningful pathways to graduation, college, and careers. Instruction will be delivered through a combination of home-based learning, instructional support,

community-based learning, online coursework, and optional in-person instructional supports, coordinated and monitored by credentialed educators.

CORE Yuba Charter's educational design will reflect CORE Charter School's long-standing experience developing and operating personalized, independent study–based high school programs that serve students across large, rural geographic areas.

CORE Yuba Charter operates as a single nonclassroom-based charter school offering instruction through an independent study model pursuant to Education Code sections 47612.5 and 51747.5. The educational program is delivered through two instructional pathways: Home-Based Independent Study and Hybrid Independent Study. Both pathways are grounded in individualized learning plans, supervised by credentialed teachers, and aligned to state academic standards. The Homestudy Independent Study pathway primarily supports students whose learning occurs off campus under parent or guardian supervision, while the Hybrid Independent Study pathway provides optional access to on-site instructional supports, such as small group classes, labs, tutoring, Career Technical Education offerings, and other enrichment opportunities. Participation in on-site instruction is not required for enrollment or continued participation in either pathway. Both pathways operate within the nonclassroom-based independent study framework, and no classroom-based instructional program is offered.

Within either pathway, students may participate in a flexible combination of learning experiences, which can include home-based study, online coursework, resource center tutoring or small-group instruction, community-based learning, and dual enrollment at local colleges, consistent with each student's individualized learning plan.

What It Means to be an "Educated Person" in the 21st Century

CORE believes that an educated person in the 21st century is someone who is a self-motivated, competent, and a lifelong learner. The learner has mastered the State Standards in all core academics and is able to read, write, speak, and problem solve with clarity and precision. The learner is able to use digital technology and communication tools to access, manage, integrate, and evaluate information; to construct new knowledge; and to communicate effectively. The learner is able to think critically as well as to challenge and to question. Such a person understands the interrelationship of history, science, literature, and the arts. The student also has a thorough understanding of our national heritage. The learner has determined goals and direction for the future, while celebrating his or her strengths. It is the goal of this Charter School to help instill in students a desire to use their acquired knowledge and skills to benefit their local community as well as the world in which they live.

CORE seeks to develop in each student the following academic and personal skills: curiosity, lifelong learning, clear oral and written communication, creative and critical thinking, logical thinking and the ability to make informed judgments, effective use of technology as a tool, adaptability to new situations and new information, problem solving and analytical skills, the ability to find, select, evaluate, organize, and use information from various sources, the ability to utilize small group work and resource centers, the ability to make easy and flexible connections among various disciplines of thought and learning methods, respecting others' individuality and creativity, as well as one's own, while seeking to work within teams to create common solutions.

As a byproduct of developing these academic and personal skills, CORE believes that these skills develop the following personal habits and attitudes: accepting responsibility for personal decisions and actions; academic honesty and the ability to face challenges with courage and integrity; a healthy lifestyle, empathy and courtesy for others and respect for differences among people and cultures; self-confidence and willingness to risk setbacks in order to learn; concentration and

perseverance; self-motivation and competence; managing time in a responsible manner; seeking a fair share of workload; working cooperatively with others that includes the ability to listen, share opinions, negotiate, compromise, and help a group reach consensus.

Mission and Vision

Mission

The mission of CORE Yuba Charter is to provide students throughout Yuba County with a personalized, flexible, and student-centered public high school program that prepares them for college, career, and life. Through a nonclassroom-based independent study model supported by credentialed teachers, individualized learning plans, meaningful in-person opportunities, high school counseling, Career Technical Education pathways, A–G aligned coursework, dual enrollment, and targeted student supports, CORE Yuba Charter empowers students to take ownership of their learning and pursue pathways aligned with their strengths, interests, and postsecondary goals.

CORE Yuba Charter is especially committed to expanding access for students and families in rural, geographically isolated, and underserved areas of Yuba County, where distance, transportation, program availability, or individual student needs may limit access to traditional comprehensive high school programs. While CORE Yuba Charter may serve eligible students residing in contiguous counties as permitted by law, its central purpose as a countywide benefit charter is to serve Yuba County students through an equitable and coherent countywide educational program.

Vision

CORE Yuba Charter envisions a high school experience in which Yuba County students are known, supported, challenged, and prepared to thrive beyond graduation. The Charter School seeks to create a safe, positive, and flexible learning community where students develop academic competence, independence, leadership, resilience, and a sense of purpose.

CORE Yuba Charter aims to graduate students who are self-motivated, competent, and lifelong learners prepared for postsecondary education, career pathways, civic participation, and meaningful contribution to their communities.

Community Engagement in Mission and Vision Development

The mission and vision of CORE Yuba Charter reflect the established educational philosophy of CORE Charter Schools and the countywide benefit program described in this charter. As the school community is established, CORE Yuba Charter will engage students, families, staff, and community stakeholders in a collaborative process to review and refine the school's mission and vision language. Any refinements will remain aligned with the educational program, target student population, and countywide purpose described in this charter.

Educational Philosophy

CORE Yuba Charter will be guided by the belief that learning best occurs and is most effective when students are active participants in their education and when instruction is responsive to individual strengths, interests, and needs. The Charter School will be committed to developing students who are self-directed, academically competent, and prepared for lifelong learning.

The educational philosophy will emphasize:

- progression towards mastery of State Standards
- development of critical thinking, communication, and problem-solving skills
- a Growth Mindset, resilience, and perseverance
- character development, responsibility, and ethical decision-making
- student ownership of learning, increasing independence, and leadership development
- collaboration among students, families, educators, and community partners
- preparation for college, career, and other postsecondary pathways

Learning environments will be designed to balance independence with structured support, maintaining high expectations while allowing flexibility in how and where learning occurs.

Personalized Flex-based Model

CORE Yuba Charter's educational program will be grounded in a personalized learning framework with independent study as a core instructional component. Instruction will be overseen by credentialed teachers and will be guided by individualized learning plans aligned with State Standards, graduation requirements, and postsecondary goals.

Students will engage in learning across multiple environments rather than a single traditional classroom. Learning may occur through home-based instruction, instructional support locations, community-based settings, and online or distance learning platforms. Student progress will be monitored on an ongoing basis through regular teacher interaction, assessment of student work, and review of individualized learning plans to ensure academic accountability and continuous growth.

This model will support flexibility, continuity of instruction, and equitable access while maintaining consistent academic expectations and oversight.

Multiple Program Pathways

CORE Yuba Charter will offer two academic programs designed to meet the diverse needs of high school students while maintaining a consistent foundation in personalized learning and independent study. Both programs will allow students to personalize their educational experience and may be adjusted over time as student needs and circumstances change. Both programs will operate within a single charter high school and are designed to provide flexibility without creating separate schools or academic tracks.

Home Study Program

The Home Study Program will be designed for students who prefer a more traditional independent study experience with maximum flexibility. Students in this program will complete the majority of their coursework independently at home, supported and monitored by a credentialed teacher.

Key features of the Home Study Program will include:

- predominantly home-based instruction aligned with state standards
- regular meetings with a credentialed teacher to review progress and completed work
- choice of curriculum, including paper-based and online coursework
- optional participation in limited teacher-guided classes or instructional support activities
- access to dual enrollment opportunities with colleges or universities, as appropriate

The Home Study Program will be well suited for students who require flexible scheduling, individualized pacing, or learning environments outside of a traditional classroom setting.

Hybrid Program

The Hybrid Program will combine independent study with regularly scheduled in-person instruction at CORE instructional support locations. This program will provide increased structure and face-to-face learning opportunities while preserving the flexibility of personalized learning.

Key features of the Hybrid Program will include:

- enrollment in multiple teacher-led classes offered at CORE instructional support locations
- a schedule similar to a college model, with students attending in-person classes on select days and completing independent coursework on other days
- participation in advisory or homeroom-style academic support
- continued use of independent study for some coursework
- access to Career Technical Education courses, enrichment activities, and dual enrollment opportunities

In addition to scheduled classes, the Hybrid Program will intentionally create structured opportunities for students to develop ownership of their learning and increasing independence. CORE Yuba Charter will provide space and supervision for students to work independently in a study lounge or learning commons, collaborate with peers on group work, and access teachers and instructors during designated office hours. The Hybrid Program will include a homeroom or advisory structure that supports students in setting learning goals, monitoring academic progress, developing effective study habits, and learning to proactively seek academic and social-emotional support. This structure is designed to build student leadership, self-advocacy, and accountability while maintaining the flexibility of the personalized learning model.

The Hybrid Program will be designed for students who benefit from a combination of direct instruction, peer interaction, and flexible independent learning.

Instructional Flexibility Across Programs

Across both academic programs, CORE Yuba Charter will intentionally avoid instructional structures that require mandatory daily seat time, full-time classroom attendance, or uniform schedules. Students may engage in learning through a variety of instructional methods, including teacher-guided classes, independent study, online learning platforms, college coursework, Career Technical Education pathways, and community-based learning experiences.

Across both programs, CORE Yuba Charter will emphasize increasing student responsibility over time, including goal setting, progress monitoring, and self-advocacy, supported through individualized academic planning and access to credentialed staff.

Students may transition between programs as their academic needs, learning preferences, or personal circumstances change, through individualized academic planning and subject to program capacity.

High School Program Design

CORE Yuba Charter will serve students in grades 9–12 and will offer a comprehensive, WASC-aligned high school program. Coursework will be aligned with University of California and California State University “a–g” requirements, and graduation planning will be individualized for each student.

Upon enrollment, students will meet with a Personalized Learning Teacher and school counselor to develop a comprehensive, individualized high school graduation plan. This plan will account for prior coursework, graduation requirements, college and career goals, and individualized pacing needs. Plans will be reviewed and updated regularly to ensure progress and alignment with student goals.

CORE Yuba Charter will offer early college opportunities in collaboration with regional postsecondary partners, including Yuba College, to enable eligible students to earn college units while completing high school. The Early College Pathway will provide participating students with access to transferable UC and CSU college units and support and resources intended to ease the transition to college and reduce the time and cost of a postsecondary education. Core Yuba High School will communicate early college options through the Personalized Learning Teacher (PLT) and high school counseling services and will support students in aligning college coursework with their individualized graduation plan and postsecondary goals.

Official transcripts will be maintained centrally and will be provided upon request to other schools or institutions.

Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with AB 2927 to require a one-semester course in personal finance by the 2027-28 school year and completed as a graduation requirement commencing with students graduating in the 2030-31 school year.

Role of the Personalized Learning Teacher

Each student at CORE Yuba Charter will be assigned a credentialed Personalized Learning Teacher who will serve as the primary instructional guide and academic monitor. The PLT will be responsible for developing and overseeing the student’s individualized learning plan, coordinating curriculum and assessments, monitoring academic progress, and ensuring compliance with independent study requirements, where applicable.

PLTs will also support students in postsecondary planning, including college readiness, career exploration, and transition planning. Regular communication between the PLT, student, and family will be a central component of the instructional model.

Career Technical Education Integration

Career Technical Education will be an integral component of CORE Yuba Charter’s educational program and will be embedded within the personalized, flex-based instructional model rather than offered as a standalone academy. CTE pathways will be aligned with California Career Technical Education Model Curriculum Standards and will integrate academic instruction, technical skill development, and real-world application.

CORE Yuba Charter will offer a range of CTE pathways that reflect regional workforce needs, student interest, and available instructional expertise. Pathways may include, but are not limited to, Agriculture and Natural Resources, Health Science and Medical Technology, Transportation and Aviation, Information and Communication Technologies, Arts, Media, and Design, Education and Child Development, and Business and Entrepreneurship. Many CTE courses will also meet University of California and California State University "a–g" requirements, where applicable.

Representative CTE pathway offerings may include multi-year sequences such as Agriscience, Plant and Soil Science, Forestry and Natural Resources, Biotechnology, Child Development and Education, Commercial Drone Applications, Computer Science, Digital Photography, Dramatic Arts, Fashion Design and Merchandising, Videography, Entrepreneurship, and Airplane Build and Aviation-related programs. Certain pathways may include opportunities for industry certifications, internships, job shadowing, or work-based learning experiences aligned with postsecondary and career goals.

CTE instruction will be delivered through a variety of instructional formats consistent with CORE Yuba Charter's personalized learning model, including teacher-led classes, independent study, hybrid instruction, community-based learning, and partnerships with external providers. CORE Yuba Charter will collaborate, as appropriate, with regional partners such as the Yuba County Office of Education to expand access to specialized facilities, instructors, and industry-aligned coursework beyond what could be offered by a single school or district alone.

Students may integrate CTE coursework with A–G academic requirements, independent study, early college coursework, and community-based learning as part of an individualized graduation plan. Personalized Learning Teachers and counselors will support students in selecting and sequencing CTE pathways that align with graduation requirements, college admission goals, industry certification opportunities, and postsecondary career aspirations.

Communication Regarding Course Transferability and College Eligibility

CORE Yuba Charter will provide clear and ongoing communication to students and parents regarding the transferability of courses to other public high schools and the eligibility of courses to meet college entrance eligibility requirements. Information will be shared through:

- Personalized Learning Teachers during enrollment and planning meetings
- High School Counselor
- CORE's website and official communications

Courses approved by the University of California and California State University systems will be identified in the High School Catalog and will be verified through the UC Doorways website. Families will receive guidance on how coursework aligns with graduation requirements, college admission standards, and postsecondary options. Through meetings with the high school counselor, students will also receive information on how to complete and submit a Free Application for Federal Student Aid or California Dream Act Application prior to their 12th grade year.

Student Support, Engagement, and Enrichment

CORE Yuba Charter will provide academic intervention, counseling support, and special education services tailored to individual student needs. These supports will be coordinated by credentialed staff and will be aligned with each student's individualized learning plan to ensure continuity of instruction and accountability.

The program will also offer opportunities for student engagement through leadership activities, community service, field studies, and enrichment experiences designed to support social-emotional development and peer connection within the personalized learning environment.

Students to be Served

CORE Yuba Charter will be available to students in grades 9–12 who reside in Yuba County. The Charter School is designed to serve students residing throughout Yuba County, including those in rural, geographically isolated, and underserved areas where access to traditional high school programs may be limited by distance, transportation, or program availability. The Charter School also serves students whose families experience mobility within Yuba County, including military-connected families associated with Beale Air Force Base, by providing continuity of enrollment and instructional programming across geographic locations.

In accordance with Education Code section 51747.3 and other applicable law, the Charter School may also serve eligible students residing in adjacent counties, including Sutter, Placer, Nevada, Butte, Plumas, and Sierra counties. CORE Yuba Charter will offer students and families a public school alternative to traditional comprehensive high schools.

CORE Yuba Charter will be a public school and will not charge tuition or fees. The Charter School will establish systems and supports to ensure that enrolled students and families are able to fully participate in and access the educational program, curriculum, and services offered.

CORE Yuba Charter is designed to serve students and families who seek a State Standards–aligned educational program delivered through a personalized, flex-based instructional model, with independent study as a core method of instruction. The program will support a wide range of learners, including, but not limited to, the following student groups:

1. **Students who have not thrived in traditional classroom settings** and are seeking a more personalized, flexible approach, with appropriate readiness and support to succeed in a more independent learning model.
2. **Students across the full range of academic abilities**, including students receiving special education services, students pursuing college-preparatory pathways, and students who benefit from accelerated or enriched learning opportunities.
3. **Students seeking to integrate Career Technical Education with core academic coursework**, including students pursuing industry-aligned pathways, early college opportunities, or applied, hands-on learning experiences.
4. **Students from home-schooling backgrounds** who desire the structure, accountability, and instructional support of a California public school while maintaining flexibility and individualized pacing.
5. **Students residing in rural or geographically isolated areas of Yuba County** who require flexible instructional options and reduced dependence on daily travel to access a comprehensive high school program.

These student populations are distributed across multiple school districts within Yuba County and require a program that provides consistent access, continuity of instruction, and flexibility across geographic boundaries, which cannot be achieved as effectively through a single district-based charter.

CORE Yuba Charter will emphasize student choice, ownership of learning, and individualized planning, allowing students to pursue academic, career, and postsecondary goals through pathways that align with their strengths, interests, and circumstances.

Curriculum and Instructional Design

CORE Yuba Charter's curriculum and instructional design will be aligned with State Standards and will support student progression toward graduation, college readiness, and career preparation through a personalized, flex-based instructional model grounded in independent study.

Instruction will be delivered through a variety of instructional modalities designed to meet individual student needs and learning preferences. These modalities may include, but are not limited to:

- State Standards–aligned independent study coursework facilitated and monitored by credentialed teachers
- Teacher-guided classes, labs, workshops, and instructional support offered through CORE instructional support locations
- Career Technical Education coursework and applied learning experiences
- Early college and concurrent enrollment coursework with postsecondary partners
- Online and distance learning platforms
- Community-based learning, enrichment activities, and work-based learning experiences

Curriculum will be selected to ensure alignment with State Standards, graduation requirements, and postsecondary expectations. CORE Yuba Charter will maintain curriculum catalogs that offer multiple options within core subject areas, allowing instructional teams to select materials that best support individual student learning styles, academic goals, and pacing needs.

Credentialed teachers will play a central role in curriculum selection, instructional planning, and ongoing monitoring of student progress. CORE Yuba will maintain a teacher-to-student ratio not to exceed 25:1. Each student's instructional program will be guided by an individualized learning plan developed in collaboration with the student, family, and Personalized Learning Teacher. Curriculum choices may be adjusted over time based on assessment data, student progress, and evolving academic or postsecondary goals.

Instructional design will emphasize meaningful connections between academic content and real-world application. Students will be encouraged to apply learning through projects, interdisciplinary coursework, community engagement, CTE pathways, early college coursework, and other experiential learning opportunities that align with their interests and future plans.

Technology will be utilized as a tool to support instruction, organization, communication, assessment, and access to learning resources. CORE Yuba Charter will ensure that student and staff technology resources are aligned to the Charter School's personalized, flex-based independent study model and are sufficient to support individualized learning plans, digital curriculum, online coursework, progress monitoring, hybrid instruction, and student support services. Technology resources may include student and staff devices, online curriculum platforms, learning management systems, communication tools, student information systems, and assessment platforms. CORE Yuba Charter will also ensure that technology resources and systems are sufficient to administer required state assessments, including CAASPP and ELPAC, as applicable, and to support test security, student access, accessibility tools, accommodations, and applicable technical requirements.

Administrators will oversee curriculum and instructional quality to ensure alignment with the Charter School's educational philosophy, compliance with applicable laws and regulations, and continuous improvement of instructional practices. This oversight will support a healthy instructional culture, collaboration among staff, and fidelity to the Charter School's vision of personalized learning.

Each student participating in independent study will have a Written Agreement executed in accordance with applicable law prior to the commencement of independent study. The Written Agreement will be signed by the student, the student's parent or guardian, the certificated employee designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education program of the student if applicable. The Written Agreement will include all elements required by law and by the Charter School's Board-adopted Independent Study Policy, including the maximum length of time between the assignment and completion of assigned work, the standards for satisfactory educational progress, and the number of missed assignments or other criteria that will trigger an evaluation regarding continued participation in independent study. The Written Agreement will be completed prior to the commencement of the student's educational program and will become part of the student's educational record, to be maintained in accordance with applicable law and student records requirements. Additional operational details regarding the Charter School's independent study program are set forth in the Independent Study Policy attached to this petition as Appendix D.

Instructional Planning and Student Support

CORE Yuba Charter will implement its educational program through a structured yet flexible instructional planning process designed to support student success within a personalized, flex-based independent study model. The instructional program will emphasize clarity of expectations, individualized planning, ongoing progress monitoring, and timely academic support.

Enrollment and Initial Planning

Prospective students and families will participate in an orientation process designed to provide a clear understanding of CORE Yuba Charter's educational model, program options, expectations for student engagement, and the roles of students, families, and staff. Families interested in enrollment will be provided access to relevant handbooks, program descriptions, and enrollment materials.

Upon enrollment, each student will be assigned a Personalized Learning Teacher. The PLT, in collaboration with the student and family, will develop an individualized learning plan that aligns with State Standards, graduation requirements, and the student's academic, career, and postsecondary goals. This planning process will consider prior coursework, assessment information, learning preferences, and readiness for independent study.

Ongoing Instructional Support and Monitoring

Instructional planning will be ongoing and adaptive. Students, families, and PLTs will meet regularly to review progress, adjust learning plans, and set short- and long-term academic goals. These meetings will support student accountability, reflection on learning, and development of effective study habits.

Student progress will be monitored through a combination of work samples, assessments, teacher observation, and ongoing communication. Assessment data will be used to inform instructional adjustments, pacing, enrichment opportunities, or additional support as needed.

Support Structures and Intervention

CORE Yuba Charter will provide a range of academic supports designed to respond to individual student needs. These supports may include targeted instruction, tutoring, modified pacing, additional teacher check-ins, or adjustments to instructional delivery. Intervention will focus on supporting student growth, re-engagement, and successful completion of coursework rather than punitive measures.

For students enrolled in the Hybrid Program, CORE Yuba Charter will offer access to on-site instructional support, including teacher office hours, collaborative work opportunities, and advisory or homeroom structures that reinforce goal setting, progress monitoring, and self-advocacy.

Family Partnership and Student Responsibility

CORE Yuba Charter will value family partnership as an important component of student success, particularly within the Home Study Program. Families will receive guidance and support from credentialed staff regarding instructional expectations, curriculum use, and strategies to support student learning at home.

At the high school level, the instructional program will intentionally emphasize increasing student independence and responsibility over time. Students will be supported in learning how to manage their schedules, set academic goals, monitor progress, communicate with instructors, and seek support when needed. These skills are essential to success in independent study, postsecondary education, and the workplace.

Continuous Oversight and Improvement

School administrators will oversee instructional planning and student support practices to ensure consistency, equity, and alignment with the Charter School's educational philosophy. This oversight will include monitoring instructional effectiveness, supporting professional collaboration, and ensuring that students across both academic programs receive appropriate access to instruction and support.

Charter School Goals and Actions to Achieve the State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the State Priorities" in Element 2 of the charter for a description of CORE's annual goals to be achieved in the State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605.6(b)(5)(A)(ii).

Attendance Accounting

CORE Yuba Charter will provide, at a minimum, the number of instructional minutes required by law pursuant to Education Code section 47612.5 and applicable Independent Study statutes and regulations. Consistent with its personalized, flex-based instructional model, there will not be a traditional or "typical" school day. Each student's instructional program will be guided by an individualized learning plan developed by the student, family, and credentialed teacher.

CORE Yuba Charter will align its attendance accounting systems, certificated staffing levels, and recordkeeping procedures with the Charter School's projected enrollment set forth in Element 1.

The Charter School projects enrollment of 250 students in 2027–28, 275 students in 2028–29, 300 students in 2029–30, 325 students in 2030–31, and 350 students in 2031–32. As enrollment grows, CORE Yuba Charter will maintain procedures necessary to support accurate attendance reporting, auditable records, and compliance with applicable independent study and nonclassroom-based charter school requirements.

Attendance for apportionment purposes will be determined in accordance with state law governing independent study and nonclassroom-based charter schools.

The public school guidelines for independent study will be evident in the annual audit per Education Code Section 47612.5(b). The Charter School will meet the requirement related to the ratio of ADA to FTE certificated employees as prescribed under Education Code 51745.6(d).

Attendance Accounting Procedures

CORE Yuba Charter will utilize attendance accounting methods permitted under California law for independent study programs including contemporaneous records and time value determinations, as appropriate.

1. CORE Yuba Charter, as a nonclassroom-based charter school for funding and compliance purposes, will maintain attendance records using contemporaneous documentation and teacher-determined time value processes, consistent with applicable law and guidance.
2. Pursuant to Education Code section 51747.5, independent study will be coordinated, evaluated, and under the general supervision of a credentialed teacher. Apportionment credit will be claimed only to the extent of the daily engagement and time value of student work products, as personally determined by the supervising certificated teacher.
3. Attendance records will be clearly auditable and supported by required documentation maintained in each student's instructional record.

Contemporaneous Records

For purposes of attendance accounting, contemporaneous records will document student engagement in educational activities on each school day during the attendance period.

1. Contemporaneous records will consist of daily documentation verifying that the student participated in an educational activity aligned with the student's individualized learning plan.
2. It will not be required to document the specific time of day work was completed or the precise amount of time spent on a given day, provided that assigned work is completed and evaluated by the due date.
3. Full apportionment will be based on a fiscal year consisting of at least 175 school days, and will be proportionally reduced for fewer days of instruction, as required by law.
4. Daily attendance documentation will be reviewed and verified by the student's credentialed teacher.
5. Work samples collected during an attendance period will include dates corresponding to that period.
6. Learning records, work samples, teacher evaluations, learning logs, and attendance documentation will be maintained as required to support attendance claims.

Time Value Determination

Time value attendance accounting will be determined by the student's assigned credentialed teacher. Time value will reflect the teacher's professional judgment regarding the student's academic progress during the attendance period.

This determination will be based on evaluation of completed student work, demonstrated progress toward learning objectives, and alignment with the student's individualized learning plan. Attendance will be reported based on the teacher's assessment of student progress rather than seat time or hours logged.

Calendar Flexibility

CORE Yuba Charter reserves the right to refine and adjust its instructional calendar, as permitted by law, in order to meet programmatic needs, respond to student learning patterns, and ensure compliance with statutory instructional requirements.

Ongoing Professional Development Program

CORE Yuba Charter will implement an ongoing professional development program designed to support high-quality instruction, compliance with independent study requirements, and continuous improvement aligned with the Charter School's personalized, flex-based educational model.

Teachers at CORE Yuba Charter will serve as instructional facilitators, academic coaches, and continual learners. Professional development will emphasize effective independent study practices, personalized learning strategies, student engagement, progress monitoring, and preparation of students for college, career, and postsecondary success.

Formal training will begin at the time of hire. New teachers will receive targeted professional development in CORE's instructional model, independent study compliance, curriculum systems, assessment practices, and student support structures. All staff will participate in annual professional development activities prior to the start of each school year, including training related to curriculum alignment, instructional technology, student safety, and updates to educational programs and legal requirements.

Ongoing professional development throughout the year will include opportunities for collaboration, instructional refinement, and data-informed decision-making. Training topics may include, but are not limited to:

- personalized and flex-based instructional strategies
- effective use of curriculum and instructional technologies
- student goal setting, progress monitoring, and Growth Mindset practices
- instructional strategies to support diverse learners
- integration of Career Technical Education pathways and early college coursework
- college and career readiness advising and postsecondary planning

CORE Yuba Charter will participate, as available and appropriate, in countywide and regional professional learning opportunities. Yuba County Office of Education regularly makes collaboration and training opportunities available to schools and educators in the county, and CORE Yuba Charter staff may participate in relevant workshops, trainings, and professional learning communities. Staff may also participate in professional development offered through organizations such as APLUS+ and the Charter Schools Development Center (CSDC), as well as other associations aligned with personalized learning, independent study, CTE, and charter school best practices.

Teachers and staff will be encouraged to establish individual professional growth goals annually. As resources allow, the Charter School will support participation in workshops, conferences, and trainings that align with instructional responsibilities, program development, and student needs.

This professional development approach reflects CORE Yuba Charter's belief that effective learning environments are strengthened when educators model continuous learning, collaboration, innovation, and a Growth Mindset. By investing in staff development, the Charter School will ensure instructional quality, program fidelity, and continuous improvement in service of student success.

Plan for Students Who Are Academically Low Achieving

CORE Yuba Charter's personalized, flex-based educational model will provide a structured framework for identifying and supporting students who require additional academic assistance. Because individualized learning plans will be developed from the time of enrollment for all students, students who demonstrate a need for additional academic support will be identified early and supported through targeted, student-centered interventions.

Academic support will focus on helping students build the skills, habits, and confidence necessary to succeed within a personalized, independent study–based high school program. Supports will be designed to promote student engagement, persistence, and progress toward graduation while maintaining high expectations, fostering a Growth Mindset, and building increasing student independence.

Students who may benefit from additional academic support will be identified through a variety of measures which may include review of prior coursework, assessment data, work samples, teacher observation, and input from students and families. Identification will not rely on a single measure and will occur on an ongoing basis, recognizing that student needs may change over time.

When a need for additional support is identified, the Personalized Learning Teacher ("PLT"), in collaboration with the student and family, will adjust the student's individualized learning plan to incorporate appropriate interventions. These supports may include, but are not limited to: targeted instruction or tutoring in identified academic areas; additional teacher check-ins or progress monitoring; modified pacing or instructional strategies; curriculum adjustments or supplemental materials; access to teacher-guided classes, workshops, or instructional support activities; use of online tools or skill-building resources; and development of short-term academic goals and success strategies.

If a student's academic needs are not adequately addressed through individualized supports, the Charter School may convene a Student Success Team ("SST") to review the student's strengths, areas of need, and prior interventions, and to recommend additional strategies or supports. When appropriate and in accordance with applicable law, the SST process may lead to a referral for further evaluation to determine eligibility for additional services, including Section 504 accommodations or special education assessment. Parents or guardians may request an evaluation at any time consistent with legal requirements.

CORE Yuba Charter anticipates participating in Title I programs as a schoolwide program, subject to eligibility and funding availability. Title I resources, when available, will be used to support students who require additional academic assistance through supplemental instructional strategies and services aligned with the Charter School's educational program. The Charter School's Title I plan will be incorporated into the Local Control and Accountability Plan and will align with schoolwide goals for improving student achievement and closing opportunity gaps.

Student progress will be monitored regularly by credentialed staff, and interventions will be adjusted based on evidence of student growth. CORE Yuba Charter will emphasize collaboration among students, families, and educators to ensure that academic supports are timely, appropriate, and effective.

Plan for Students Who Are Academically High Achieving

CORE Yuba Charter's personalized, flex-based educational model will be well suited to support students who demonstrate high academic achievement, strong motivation, and readiness for advanced learning opportunities. All students at CORE Yuba Charter will be enrolled in coursework aligned with University of California and California State University "a–g" requirements as the default pathway, with individualized planning to support acceleration, enrichment, and postsecondary readiness.

Academically high-achieving students will be encouraged to take increased ownership of their learning by pursuing advanced coursework, engaging in extended projects, and participating in learning experiences that go beyond minimum graduation requirements. In collaboration with the student, family, and Personalized Learning Teacher, individualized learning plans will be designed to provide appropriate challenge, depth, and rigor while maintaining alignment with a–g requirements and postsecondary goals.

Opportunities for academically high-achieving students may include, but are not limited to:

- accelerated pacing or advanced coursework within a–g aligned subject areas
- participation in early college pathways and concurrent or dual enrollment in community college or university coursework
- advanced project-based learning, research, or interdisciplinary studies
- leadership opportunities, internships, and community-based learning experiences
- participation in Career Technical Education pathways that extend beyond pathway completion

Career Technical Education pathways at CORE Yuba Charter will be integrated into the high school program and aligned with academic coursework. Students who complete a CTE pathway may have opportunities to continue into advanced, upper-level coursework in Years 3 and 4 of the pathway. These advanced experiences may include capstone and extended "supercapstone" projects that emphasize real-world application, industry-aligned problem solving, collaboration with community or industry partners, and demonstration of advanced technical and professional skills.

Students pursuing a–g coursework through independent or home-based study will work under the guidance of a credentialed teacher holding the appropriate subject-matter authorization to ensure instructional quality and compliance with state and university requirements.

The instructional program will emphasize intellectual curiosity, critical thinking, applied learning, and leadership development. Academically high-achieving students will be supported in developing advanced study skills, self-direction, and professional competencies that prepare them for success in postsecondary education, career pathways, and lifelong learning.

Student progress and level of academic challenge will be reviewed regularly as part of the individualized planning process. Instructional plans may be adjusted over time to ensure that students remain appropriately challenged, supported, and engaged as their goals and readiness evolve.

Plan for English Learners

CORE Yuba Charter, consistent with its mission and personalized, flex-based instructional model, will consider each English Learner's individual needs, learning style, academic goals, and family circumstances when determining appropriate English Language Development ("ELD") supports and instructional approaches. CORE Yuba Charter will ensure that English Learners have full and equitable access to the Charter School's academic curriculum, graduation requirements, Career Technical Education pathways, early college opportunities, and student support services. Based on recent enrollment trends in CORE's existing program, the Charter School anticipates that its likely English Learner population at opening may be relatively small; for example, in 2024–25, approximately 2.4% of enrolled students were identified as English Learners, with represented languages including German, Russian, Spanish, and Ukrainian. While the percentage of English Learners in the current year is lower, the Charter School recognizes that enrollment patterns and demographics may change over time and will remain prepared to identify and serve English Learners from diverse language backgrounds in accordance with all applicable state and federal requirements.

CORE Yuba Charter will comply with all applicable federal and state legal requirements for English Learners, including requirements related to long-term English Learners and English Learners at risk of becoming long-term English Learners. These requirements include, but are not limited to, parent notification, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluation of program effectiveness, and participation in required state and federal assessments. The Charter School will implement Board-adopted policies and administrative regulations to ensure appropriate placement, evaluation, instructional support, and communication regarding English Learners and the rights of students and parents.

Identification and Assessment

- **Home Language Survey:** CORE Yuba Charter will administer the state-required Home Language Survey upon a student's initial enrollment in a California public school.
- **English Language Proficiency Assessments for California ("ELPAC"):** Any student who indicates on the Home Language Survey that English is not their primary language will be administered the ELPAC Initial Assessment within 30 calendar days of initial enrollment, or within 60 calendar days prior to enrollment as permitted by law. English Learners will participate annually in the ELPAC Summative Assessment during the state-designated testing window until they are redesignated as fluent English proficient.
- **Additional Language Proficiency Measures:** Additional assessments may be administered, as appropriate, to inform instructional planning and support.
- **Referral and Oversight:** Any student identified as an English Learner will be referred to the Superintendent or designee to ensure appropriate instructional services and supports are provided.

English Language Development Instruction and Monitoring

English Learner instruction and support will be coordinated through a Language Development Team ("LDT"), which may include the student, parent or guardian, Personalized Learning Teacher, English Learner Coordinator, and other relevant staff. The LDT will oversee ELD instruction, curriculum selection, instructional strategies, and progress monitoring. Instructional approaches may include integrated ELD within core academic coursework, targeted language development instruction, tutoring, and other supports aligned with the student's individualized learning plan.

English Learners will meet with their PLT a minimum of once per week to review academic progress, language development, and learning goals. Instructional adjustments will be made based on ongoing assessment data and teacher observation to ensure continued progress toward English proficiency and academic success.

ELPAC assessments will be administered in accordance with state requirements, including grade-span administration procedures and testing windows. CORE Yuba Charter will notify parents or guardians of ELPAC testing responsibilities and results within thirty days of receiving official results from the assessment publisher. ELPAC results will be used to fulfill federal and state accountability requirements under the Every Student Succeeds Act.

Reclassification Procedures

Reclassification to fluent English proficient status will be determined using multiple criteria in accordance with state law and Board-adopted policies, including but not limited to:

- Results from an objective assessment of English language proficiency, including the ELPAC;
- Evaluation of curriculum progress and academic performance by the student's teachers and other certificated staff with direct instructional responsibility;
- Parent or guardian consultation and input regarding the reclassification decision; and
- Comparison of the student's academic performance to that of English-proficient peers of the same age to ensure readiness to participate effectively in an English-only instructional program.

Strategies for English Learner Instruction and Intervention

Instructional strategies for English Learners will support progress across the following domains of language development:

1. Oral and aural comprehension
2. Oral language production
3. Guided reading and writing
4. Independent reading and writing

CORE Yuba Charter will provide both designated English Language Development ("Designated ELD") and integrated English Language Development ("Integrated ELD") in accordance with California law and the ELD Standards. Designated ELD will consist of targeted instruction focused on English language development based on each student's proficiency level and identified needs. Integrated ELD will occur throughout the instructional program, with teachers using appropriate scaffolds, language supports, and instructional strategies to ensure English Learners have meaningful access to grade-level content, graduation requirements, Career Technical Education pathways, early college opportunities, and other aspects of the Charter School's educational program.

Instruction will be delivered primarily in English and may include Specially Designed Academic Instruction in English ("SDAIE") strategies, targeted language development instruction, and differentiated supports aligned with the ELD Standards. These standards will guide instruction in listening, speaking, reading, and writing across all academic content areas. Instructional approaches may be adjusted based on ELPAC results, classroom performance, teacher observation, student work, and progress within the student's individualized learning plan.

Monitoring and Evaluation of Program Effectiveness

CORE Yuba Charter will evaluate the effectiveness of its English Learner program through multiple measures, including:

- Monitoring student progress toward English proficiency using state and local assessment data;
- Reviewing academic achievement and graduation progress for English Learners;
- Monitoring instructional practices and teacher qualifications;
- Ensuring appropriate student identification and placement;
- Reviewing parent program choice options and communication; and
- Assessing the availability and effectiveness of instructional resources and supports.

Program effectiveness data will be used to inform continuous improvement efforts and to ensure English Learners are supported in meeting both language development and academic goals.

Plan for Students with Disabilities and Special Education

Services to Students with Disabilities

CORE Yuba Charter will comply with all applicable federal and state laws governing the education of students with disabilities, including, but not limited to, the IDEA, Section 504 the ADA, applicable provisions of the California Education Code, and all applicable regulations and policies of its Special Education Local Plan Area ("SELPA"). CORE Yuba Charter will implement all required Child Find/Search and Serve obligations to identify, assess, and serve students who may be eligible for special education and related services.

CORE Yuba Charter will be its own local education agency ("LEA") for purposes of special education and will apply for membership in a Special Education Local Plan Area ("SELPA") pursuant to Education Code section 47641(a). CORE Yuba Charter intends to seek membership in the Yuba County SELPA and will operate within its geographical boundaries. As an LEA member of the SELPA, CORE Yuba Charter will receive state and federal special education funding directly in accordance with the SELPA's allocation plan and will comply with all SELPA policies, procedures, forms, timelines, reporting requirements, and fiscal allocation provisions applicable to member LEAs (Appendix W).

CORE Yuba Charter will notify the Yuba County SELPA Director of its intent to participate before February 1 of the preceding school year, consistent with SELPA requirements. CORE Yuba Charter understands that it will be fiscally responsible for its fair share of any encroachment on general funds and for any legal fees related to the application and assurances process. CORE Yuba Charter further affirms that it will meet the terms of any SELPA agreement relating to the organization, implementation, administration, and operation of the SELPA, as applicable to member LEAs.

CORE Yuba Charter will assume responsibility for providing special education instruction and related services in accordance with IDEA, applicable state law, and SELPA policies. Services will be delivered by appropriately credentialed and licensed employees, contracted providers, private agencies, or other qualified service providers, as appropriate, and will be designed to meet the unique needs of each eligible student as determined by the student's Individualized Education Program ("IEP"). CORE Yuba Charter may obtain related services and supports, including but not limited to speech and language services, occupational therapy, adapted physical education, nursing, transportation, counseling, behavior supports, and psychological services, through

SELPA arrangements and/or contracted providers, as appropriate and in accordance with law and SELPA procedures.

CORE Yuba Charter will assume full responsibility for providing appropriate accommodations, modifications, supports, and services necessary to address the needs of any student with a disability in accordance with applicable law. CORE Yuba Charter will provide special education instruction and related services to students enrolled in CORE Yuba Charter regardless of the student's district of residence. All student onsite instruction will be conducted in a safe environment.

CORE Yuba Charter shall be solely responsible for its compliance with Section 504 and the ADA. Facilities utilized by CORE Yuba Charter shall be accessible to students with disabilities in accordance with applicable law.

Inclusive Program Design and Personalized Supports

CORE Yuba Charter's personalized, flex-based educational model is designed to support students with disabilities by providing individualized instruction, flexible pacing, and multiple learning environments while maintaining high academic and behavioral expectations. Placement, services, accommodations, and instructional approaches for students with disabilities will be determined solely through the IEP or Section 504 process and will not be limited by CORE Yuba Charter's instructional model.

Students with disabilities will have access to the general education curriculum to the maximum extent appropriate, consistent with their IEPs. Instruction may occur through a combination of independent study, teacher-guided instruction, instructional support locations, community-based learning, online coursework, and related services, as determined by the IEP team. CORE Yuba Charter will provide supports, modifications, assistive technology, and related services necessary to implement each student's IEP or Section 504 Plan.

Intervention, Student Study Team, Identification, Referral, and Assessment (Child Find)

CORE Yuba Charter will implement a Student Study Team ("SST") process as part of its general education intervention and referral framework. General education interventions may include, as appropriate, progress monitoring, differentiated instruction, supplemental supports, tutoring, reading or academic intervention, behavioral supports, and other interventions designed to address identified student needs prior to referral, when appropriate.

CORE Yuba Charter will implement SELPA Child Find procedures to identify students who may require special education services. Upon enrollment, CORE Yuba Charter will review available academic records, parent input, prior services, and ongoing teacher observations to identify students who may have suspected disabilities or who enter with an existing IEP or Section 504 Plan. Students who demonstrate academic, behavioral, developmental, or functional concerns will be supported through general education interventions prior to referral, when appropriate. A parent or guardian may request a special education assessment in writing at any time.

A pupil shall be referred for special education assessment only after the resources of the general education program have been considered and, where appropriate, utilized. If general education interventions are insufficient to provide a free appropriate public education ("FAPE"), CORE Yuba Charter will refer the student for assessment in accordance with IDEA, state law, and SELPA procedures. Assessments will be conducted with informed parent consent and within applicable legal timelines, and will be used to determine eligibility and appropriate services.

IEP Development and Implementation

CORE Yuba Charter will convene and conduct IEP meetings in compliance with state and federal law. IEP teams will include all required members, including an administrative designee with decision-making authority, appropriately credentialed teachers, service providers, parents/guardians, and the student when appropriate. CORE Yuba Charter will arrange and notice IEP meetings and ensure participation of required team members and other individuals with knowledge of the student as appropriate.

IEPs will address eligibility, present levels of performance, measurable annual goals, services, placement, accommodations, modifications, assistive technology, transition planning, and progress monitoring. CORE Yuba Charter will be responsible for full implementation of each student's IEP, including instructional services, related services, accommodations, modifications, assistive technology, and progress reporting. Parents will receive regular reports on student progress toward IEP goals at least as frequently as progress is reported for students without disabilities.

CORE Yuba Charter understands that decisions regarding eligibility, goals, services, placement, and exit from special education are made by the IEP team in accordance with applicable law. Programs, services, and placements shall be provided to all eligible students in accordance with IDEA, state law, and SELPA policies and procedures.

Transition Planning and Certificate of Completion

Transition planning will be a required component of IEPs for eligible students and will focus on postsecondary education or training, employment, and independent living, as appropriate. CORE Yuba Charter will support students with disabilities in developing meaningful postsecondary pathways aligned with their strengths, interests, and goals.

For students with significant cognitive disabilities who are unable to meet state diploma requirements, CORE Yuba Charter may offer a Certificate of Completion ("COC") pathway consistent with federal and state law and Board policy. Students pursuing a COC will receive individualized instruction aligned to their IEP goals and transition plan and may participate in graduation-related activities in accordance with law and school policy.

Notification and Coordination

CORE Yuba Charter will notify the student's district of residence and, as applicable, the authorizing LEA or other responsible public agency, in accordance with SELPA procedures and applicable law, when a student with an IEP enrolls in CORE Yuba Charter, is determined eligible or ineligible for special education, or withdraws or transfers from CORE Yuba Charter. CORE Yuba Charter will also respond to record requests, coordinate with prior or receiving public agencies, and maintain the confidentiality of pupil records in accordance with applicable law and SELPA procedures.

Interim and Initial Placement of Students with Existing IEPs; Transition to and from Districts

CORE Yuba Charter will comply with Education Code section 56325 and other applicable laws regarding students who transfer into CORE Yuba Charter with an existing IEP. For students who transfer from another California public school during the same academic year, CORE Yuba Charter will provide services comparable to those described in the previously approved IEP, in consultation with the parent, until CORE Yuba Charter either adopts the existing IEP or develops,

adopts, and implements a new IEP in accordance with law. For students who transfer from outside California with an existing IEP, CORE Yuba Charter will provide services comparable to those described in the previous IEP, in consultation with the parent, until CORE Yuba Charter conducts any necessary assessment and develops, adopts, and implements an IEP in accordance with applicable law.

When a student with an IEP transfers from CORE Yuba Charter to another public school, CORE Yuba Charter will provide timely records, coordinate transition information, and support continuity of services in accordance with applicable law and SELPA procedures.

Section 504

CORE Yuba Charter will comply with all requirements of Section 504 and the ADA. Students with disabilities who do not qualify for special education under IDEA may be eligible for accommodations and services under Section 504. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A Section 504 team will be assembled by CORE Yuba Charter and will include the parent/guardian, the student when appropriate, and other qualified individuals knowledgeable about the student, the evaluation data, and placement or accommodation options. The Section 504 team will review relevant records and determine whether a Section 504 evaluation is appropriate. Evaluations will be conducted using information from a variety of sources, including academic, social, behavioral, medical, and observational data, as appropriate. If the Section 504 team obtains information indicating possible eligibility under IDEA, the student will be referred for a special education assessment.

If the student is found eligible under Section 504, the team will develop a Section 504 Plan describing the accommodations, services, or supports necessary to ensure that the student has a free appropriate public education and equal access to CORE Yuba Charter's educational program and activities. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Parents will receive written notice of decisions and procedural safeguards. Section 504 Plans will be reviewed at least once per year and updated as needed. Any student potentially in need of Section 504 services will receive such services in accordance with applicable law.

Staffing and Service Delivery

All special education and related services at CORE Yuba Charter will be delivered by appropriately credentialed, licensed, or otherwise qualified personnel as required by law. CORE Yuba Charter staff involved in special education will participate in applicable County, SELPA and/or Charter School training related to special education compliance, instructional practices, service implementation, and procedural requirements.

CORE Yuba Charter will be responsible for hiring, assigning, training, and evaluating the staff necessary to implement special education and Section 504 services, including special education teachers, paraprofessionals, related service providers, and contracted specialists, as appropriate. CORE Yuba Charter may contract with nonpublic schools, nonpublic agencies, or other qualified

providers when necessary to implement a student's IEP, in accordance with law and SELPA procedures.

Due Process, Complaints, and Non-Discrimination

CORE Yuba Charter will adopt and implement policies and procedures for responding to parent or guardian concerns and complaints related to special education services. CORE Yuba Charter will participate in due process hearings, mediation, complaint resolution, and compliance reviews as required by law and will cooperate with SELPA, County, state, and federal oversight.

No student will be denied admission, counseled out, or otherwise discriminated against on the basis of disability or the need for special education, related services, or Section 504 accommodations. CORE Yuba Charter will ensure that students with disabilities have access to CORE Yuba Charter's programs and services in accordance with law.

ELEMENTS 2 AND 3, MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C).

Charter School Goals, Actions and Measurable Outcomes Aligned with the State Priorities

CORE Yuba Charter is designed to support students in becoming self-motivated, competent, and lifelong learners through self-reflection, goal setting, and increasing ownership of their learning. Students will regularly engage in self-assessment and participate in collaborative goal-setting with their Personalized Learning Team. The assessments that form the basis for evaluating student outcomes are described in the section below entitled "Methods of Assessment."

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of CORE Yuba Charter's initial goals, actions, and measurable outcomes—both schoolwide and for each numerically significant pupil subgroup—are described below and are aligned with the State Priorities identified in Education Code Section 52060. These goals, actions, and outcomes are intended to guide implementation, accountability, and continuous improvement from the first year of operation.

CORE Yuba Charter's measurable student outcomes are aligned with the Charter School's mission, curriculum, and assessment system. The outcomes reflect the Charter School's mission to prepare students to become self-motivated, competent, and lifelong learners ready for college, career, and life. The curriculum is aligned to State Standards, graduation requirements, UC/CSU A–G expectations, Career Technical Education pathways, and postsecondary readiness. Student progress toward these outcomes will be measured through multiple methods, including state assessments, local assessments, course completion, credit attainment, performance tasks, teacher evaluation of student work, individualized learning plan reviews, and progress toward graduation and postsecondary goals. At least one assessment

method or measurement tool is identified for each measurable student outcome within the goals, actions, measurable outcomes, and methods of measurement described below.

Local Control and Accountability Plan

Upon commencement of operations, CORE Yuba Charter shall develop, adopt, and annually update a Local Control and Accountability Plan in accordance with Education Code Section 47606.5, using the template adopted by the State Board of Education. The Charter School shall submit its LCAP to the Yuba County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The Charter School reserves the right to establish additional and/or amend school-specific goals, actions, and corresponding assessments through the annual LCAP development and update process. The Charter School shall present a report on the annual update to the LCAP and the Local Control Funding Formula budget overview for parents on or before February 28 of each year as part of a non-consent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by CORE Yuba Charter in accordance with applicable law.

CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d). **Local Control and Accountability Plan** In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.	
STATE PRIORITY #1— BASIC SERVICES *The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	CORE Yuba Charter will ensure that all teachers are appropriately assigned and hold the required credentials and authorizations for the subjects and pupils they are teaching.

ACTIONS TO ACHIEVE GOAL	• Recruit, hire, and retain appropriately credentialed and qualified teachers. • Annually monitor credential status, assignments, and authorizations. • Provide ongoing professional development aligned to instructional roles, independent study compliance, personalized learning, college and career readiness, and Career Technical Education pathways. • Maintain compliance with all credentialing and assignment requirements pursuant to Education Code.
MEASURABLE OUTCOME	• 100% of teachers are appropriately credentialed and properly assigned.
METHODS OF MEASUREMENT	• Credential and assignment audits • Williams compliance reviews • County Office of Education monitoring and reports
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	CORE Yuba Charter will ensure that all students have sufficient access to standards-aligned instructional materials in all subject areas.
ACTIONS TO ACHIEVE GOAL	• Adopt and provide instructional materials aligned to State Standards, including materials that support independent study, hybrid instruction, online learning, and college and career pathways. • Ensure instructional materials are available to students in multiple formats, as appropriate, to support personalized learning. • Annually review curriculum to confirm alignment with State Standards and program needs, including supports for English Learners and students with disabilities.
MEASURABLE OUTCOME	• 100% of students have access to standards-aligned instructional materials in all core subject areas.
METHODS OF MEASUREMENT	• Williams Instructional Materials sufficiency reviews • Curriculum adoption records • Administrative reviews
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	CORE Yuba Charter will ensure that school facilities are safe, clean, well maintained, and in good repair.
ACTIONS TO ACHIEVE GOAL	• Maintain facilities in compliance with applicable health, safety, and building standards. • Conduct regular facility inspections and address identified maintenance needs in a timely manner.

	• Ensure facilities support instructional programming, including independent study meetings, hybrid instruction, college and career pathways, and student support services.
MEASURABLE OUTCOME	• School facilities meet the "good repair" standard.
METHODS OF MEASUREMENT	• Facilities inspection reports • Williams Facilities reports • Administrative site reviews
STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS *Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to former Section 60811.3, as that section read on June 30, 2013, or former Section 60811.4, as that section read on June 30, 2016, for purposes of gaining academic content knowledge and English language proficiency*	
SUBPRIORITY A – STATE STANDARDS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Ensure all students access, engage with, and demonstrate progression toward proficiency in State Standards through a personalized, standards-aligned instructional program.
ACTIONS TO ACHIEVE GOAL	• Implement standards-aligned curriculum in all core subject areas, including UC/CSU "a–g" coursework as the default academic pathway • Develop individualized learning plans aligned to grade-level standards, graduation requirements, and postsecondary goals • Provide instruction through independent study, teacher-led classes, online platforms, and community-based learning • Monitor student progress through ongoing formative assessment, work samples, and regular teacher feedback • Provide professional development to instructional staff on standards implementation, assessment practices, and personalized learning strategies
MEASURABLE OUTCOME	Students demonstrate measurable academic progress toward grade-level standards and graduation requirements.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with Disabilities will access and make progress toward grade-level State Standards through individualized instruction, accommodations, and supports aligned to their Individualized Education Programs or Section 504 Plans. **Measurable Outcomes:** • Students with Disabilities will demonstrate annual progress toward IEP goals aligned to State Standards.

	• Students with Disabilities will demonstrate progress toward grade-level standards as measured by course completion, standards-aligned assessments, and teacher evaluation of work products. • Increased percentage of Students with Disabilities completing standards-aligned coursework with satisfactory progress toward graduation requirements.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will have equitable access to State Standards-aligned instruction and supports that enable academic progress, credit completion, and preparation for college and career pathways. **Measurable Outcomes:** • Hispanic students will demonstrate progress toward grade-level State Standards as measured by course completion, teacher evaluation, and standards-aligned assessments. • Increased rates of credit accumulation and on-track status toward graduation for Hispanic students. • Reduction in achievement gaps through targeted academic supports, instructional differentiation, and access to intervention and enrichment opportunities.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically Disadvantaged students will have equitable access to State Standards-aligned instruction and supports that enable academic progress, credit completion, and preparation for college and career pathways. **Measurable Outcomes:** • Socioeconomically Disadvantaged students will demonstrate progress toward grade-level State Standards as measured by course completion, teacher evaluation, and standards-aligned assessments. • Increased rates of credit accumulation and on-track status toward graduation for Socioeconomically Disadvantaged students. • Reduction in achievement gaps through targeted academic supports, instructional differentiation, and access to intervention and enrichment opportunities.
METHODS OF MEASUREMENT	• Completion and evaluation of standards-aligned coursework • Teacher assessment of student work products • Course completion and credit accrual data • Local benchmark and formative assessments

SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will access and make progress toward grade-level State Standards in all core academic content areas while receiving designated and integrated English Language Development supports.
ACTIONS TO ACHIEVE GOAL	• Provide State Standards–aligned instruction in all core academic subjects using individualized learning plans. • Implement integrated English Language Development strategies across content areas, including scaffolding, language supports, and SDAIE strategies. • Provide designated English Language Development instruction aligned to the California English Language Development Standards. • Assign credentialed teachers to monitor academic progress and adjust instruction based on formative assessments and student work products. • Offer academic interventions, tutoring, and targeted supports as needed to ensure access to grade-level content.
MEASURABLE OUTCOME	• English Learners will demonstrate progress toward grade-level academic content standards as measured by course completion, teacher evaluation of student work, and standards-aligned assessments. • English Learners will successfully complete standards-aligned coursework required for graduation and postsecondary readiness.
METHODS OF MEASUREMENT	• Review of standards-aligned coursework completion and credit accumulation • Teacher evaluation of student work samples and learning records • Local formative assessments and benchmark data • Analysis of course grades and progress reports
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will make annual progress toward English language proficiency and, when appropriate, be reclassified as Fluent English Proficient in accordance with state and federal requirements.
ACTIONS TO ACHIEVE GOAL	• Identify English Learners through the administration of the Home Language Survey and required English language proficiency assessments. • Provide designated and integrated English Language Development instruction aligned to the California English Language Development Standards. • Assign credentialed staff to monitor English language development and academic progress through individualized learning plans. • Convene a Language Development Team, including parents, teachers, and appropriate staff, to review progress and adjust instructional supports as needed. • Provide targeted interventions, tutoring, and instructional supports to address individual language development needs.

	• Administer the English Language Proficiency Assessments for California in accordance with state timelines and requirements. • Implement state-approved reclassification procedures and communicate results and progress to parents.
MEASURABLE OUTCOME	• English Learners will demonstrate annual progress toward English language proficiency as measured by ELPAC results. • Eligible English Learners will be reclassified as Fluent English Proficient based on multiple measures in accordance with state criteria.
METHODS OF MEASUREMENT	• ELPAC Initial and Summative Assessment results • English Learner progress monitoring data • Teacher evaluations of language development using student work samples and learning records • Reclassification rates and documentation • Parent notifications and reclassification records
STATE PRIORITY #3— PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT *PARENTAL INVOLVEMENT AND FAMILY ENGAGEMENT, INCLUDING EFFORTS THE CHARTER SCHOOL MAKES TO SEEK PARENT INPUT IN MAKING DECISIONS FOR THE CHARTER SCHOOL, AND INCLUDING HOW THE CHARTER SCHOOL WILL PROMOTE PARENTAL PARTICIPATION IN PROGRAMS FOR UNDUPLICATED PUPILS AND INDIVIDUALS WITH EXCEPTIONAL NEEDS.*	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Families will be actively engaged as partners in their students' education through regular communication, shared decision-making, and meaningful participation in academic planning and school activities.
ACTIONS TO ACHIEVE GOAL	• Provide families with clear information about instructional programs, graduation requirements, and student expectations through orientations, handbooks, and ongoing communication. • Engage parents and guardians in the development, review, and monitoring of individualized learning plans and academic goals. • Maintain regular, two-way communication between families and instructional staff through meetings, conferences, and digital platforms. • Offer flexible meeting formats, including in-person, virtual, and phone options, to ensure accessibility for all families. • Provide opportunities for parent input through surveys, advisory groups, and schoolwide meetings.
MEASURABLE OUTCOME	• Families will demonstrate consistent participation in academic planning meetings and school communication processes. • Parent satisfaction and engagement indicators will reflect positive involvement in student learning.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:**

	Families of students with disabilities will be actively engaged in educational planning, service delivery, and progress monitoring to support student success. **Measurable Outcomes:** • Parents/guardians will participate in IEP, Section 504, and related planning meetings at required intervals. • Families will report understanding of services, accommodations, and academic expectations.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Families of Hispanic students will have equitable access to information, communication, and opportunities for involvement in their students' education. **Measurable Outcomes:** • Families will participate in academic planning and progress monitoring meetings at rates comparable to the overall student population. • Engagement barriers related to language, scheduling, transportation, or technology will be reduced through flexible access and support strategies.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Families of socioeconomically disadvantaged students will have equitable access to information, communication, and opportunities for involvement in their students' education. **Measurable Outcomes:** • Families will participate in academic planning and progress monitoring meetings at rates comparable to the overall student population. • Engagement barriers related to scheduling, transportation, or technology will be reduced through flexible access and support strategies.
METHODS OF MEASUREMENT	• Documentation of parent participation in enrollment, goal-setting, and review meetings • Parent surveys and feedback tools • Records of communication and meeting participation • Attendance logs for family engagement activities
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	

GOAL TO ACHIEVE SUBPRIORITY	Parents and guardians will actively participate in their students' educational experience through shared goal-setting, progress monitoring, and involvement in school decision-making and support activities.
ACTIONS TO ACHIEVE GOAL	• Engage parents and guardians as partners in establishing and reviewing student academic, behavioral, and postsecondary goals • Provide structured opportunities for families to participate in schoolwide planning, feedback, and advisory activities. • Offer workshops, orientations, and informational sessions focused on independent study success, graduation planning, college and career pathways, and student support systems. • Ensure communication and engagement opportunities are offered in flexible formats and accessible languages, as needed. • Encourage family participation in enrichment activities, exhibitions of student learning, and community-based events.
MEASURABLE OUTCOME	• Increased parent participation in goal-setting meetings, workshops, and school engagement opportunities. • Families will report feeling informed, welcomed, and empowered to support student learning.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Parents and guardians of students with disabilities will actively participate in educational planning, progress monitoring, and decision-making processes to support student growth and access. **Measurable Outcomes:** • Families will participate in IEP and Section 504 meetings at required intervals. • Parents will report understanding of student goals, accommodations, and available supports.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Parents and guardians of Hispanic students will be supported and encouraged to actively participate in school programs and decision-making processes. **Measurable Outcomes:** • Participation rates in academic planning meetings and school activities will increase or be maintained. • Families will report reduced barriers to participation through flexible scheduling, communication methods, and access to support.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY	**Goal:**

DISADVANTAGED STUDENTS	Parents and guardians of socioeconomically disadvantaged students will be supported and encouraged to actively participate in school programs and decision-making processes. **Measurable Outcomes:** • Participation rates in academic planning meetings and school activities will increase or be maintained. • Families will report reduced barriers to participation through flexible scheduling, communication methods, and access to support.
METHODS OF MEASUREMENT	• Sign-in sheets and participation records for meetings, workshops, and events • Parent surveys and engagement feedback tools • Documentation of parent involvement in individualized learning plan reviews • Records of advisory group or committee participation
SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	
GOAL TO ACHIEVE SUBPRIORITY	Parents and guardians of unduplicated students and students with exceptional needs will be actively engaged as partners in educational planning, decision-making, and support services.
ACTIONS TO ACHIEVE GOAL	• Provide targeted outreach and communication to families of unduplicated students and students with exceptional needs. • Offer individualized meetings, flexible scheduling, and multiple communication formats to reduce barriers to participation. • Engage families in academic planning, progress monitoring, and postsecondary goal-setting. • Provide access to workshops and resources focused on academic support, social-emotional learning, college and career pathways, and available services. • Ensure translation, interpretation, and accessibility supports are provided as needed.
MEASURABLE OUTCOME	• Increased or sustained participation of families of unduplicated students and students with exceptional needs in meetings, workshops, and school engagement opportunities. • Families will report increased understanding of academic expectations, available supports, and student progress.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Parents and guardians of students with disabilities will actively participate in educational planning and decision-making processes that support access, progress, and student success. **Measurable Outcomes:**

	• Families will attend IEP and Section 504 meetings and participate in progress reviews. • Parents will report understanding of accommodations, services, and academic expectations.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Parents and guardians of Hispanic students will be actively engaged as partners in educational planning, decision-making, and support services. **Measurable Outcomes:** • Families will engage in academic planning meetings and school activities at consistent or increased rates. • Families will report reduced barriers to participation and improved access to information and support.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Parents and guardians of socioeconomically disadvantaged students will be supported in participating meaningfully in school programs and decision-making processes. **Measurable Outcomes:** • Families will engage in academic planning meetings and school activities at consistent or increased rates. • Families will report reduced barriers to participation and improved access to information and support.
METHODS OF MEASUREMENT	• Participation records for meetings, workshops, and planning sessions • Parent and guardian surveys • Documentation of individualized learning plan reviews, IEP meetings, and support conferences • Logs of outreach and communication efforts

STATE PRIORITY #4— STUDENT ACHIEVEMENT

PUPIL ACHIEVEMENT, AS MEASURED BY ALL OF THE FOLLOWING, AS APPLICABLE:

A. CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS STATEWIDE ASSESSMENT

B. PERCENTAGE OF PUPILS WHO HAVE SUCCESSFULLY COMPLETED COURSES THAT SATISFY UC/CSU ENTRANCE REQUIREMENTS

C. THE PERCENTAGE OF PUPILS WHO HAVE SUCCESSFULLY COMPLETED COURSES THAT SATISFY THE REQUIREMENTS FOR CAREER TECHNICAL EDUCATION SEQUENCES OR PROGRAMS OF STUDY

D. PERCENTAGE OF ELS WHO MAKE PROGRESS TOWARD ENGLISH LANGUAGE PROFICIENCY AS MEASURED BY THE ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

E. EL RECLASSIFICATION RATE *F. PERCENTAGE OF PUPILS WHO HAVE PASSED AN AP EXAM WITH A SCORE OF 3 OR HIGHER* *G. PERCENTAGE OF PUPILS WHO PARTICIPATE IN AND DEMONSTRATE COLLEGE PREPAREDNESS PURSUANT TO THE EARLY ASSESSMENT PROGRAM*

SUBPRIORITY A – CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate academic progress toward State Standards in English Language Arts and Mathematics, as measured by statewide assessments and local indicators.
ACTIONS TO ACHIEVE GOAL	• Provide standards-aligned curriculum and instruction in English Language Arts and Mathematics. • Use formative assessments, benchmark data, and student work samples to monitor progress and adjust instruction. • Offer targeted academic interventions, tutoring, and instructional supports based on assessment results. • Utilize personalized learning plans to address individual strengths, gaps, and pacing needs.
MEASURABLE OUTCOME	• Students will demonstrate measurable academic growth in English Language Arts and Mathematics. • Performance levels will be maintained or improved over time for the overall student population.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate academic growth in English Language Arts and Mathematics through access to standards-aligned instruction, accommodations, and supports. **Measurable Outcomes:** • Students will show growth on CAASPP or alternate assessments, as applicable. • Progress toward individualized academic goals will be documented through IEP-aligned measures.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate academic growth in English Language Arts and Mathematics through access to standards-aligned instruction and targeted supports. **Measurable Outcomes:** • Hispanic students will show growth on CAASPP or other applicable assessments. • Progress toward academic goals will be documented through course performance, teacher monitoring, and local measures.

GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate academic growth in English Language Arts and Mathematics through access to standards-aligned instruction and targeted supports. **Measurable Outcomes:** • Socioeconomically disadvantaged students will show growth on CAASPP or other applicable assessments. • Progress toward academic goals will be documented through course performance, teacher monitoring, and local measures.
METHODS OF MEASUREMENT	• CAASPP results • Local benchmark assessments • Progress monitoring data documented by credentialed teachers
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will have access to and successfully complete coursework aligned with University of California and California State University ("A–G") admission requirements as the default high school pathway.
ACTIONS TO ACHIEVE GOAL	• Design the high school program so that students are enrolled in A–G aligned coursework as the default graduation pathway. • Provide individualized academic planning to align course selection with postsecondary goals. • Offer teacher-guided instruction, independent study coursework, and dual enrollment options that satisfy A–G requirements. • Monitor student progress toward A–G completion through individualized graduation plans and transcript review.
MEASURABLE OUTCOME	• An increasing or sustained percentage of students will complete A–G aligned coursework. • Students will remain on track for UC/CSU eligibility unless an alternative pathway is selected through individualized planning.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will have equitable access to A–G aligned coursework with appropriate accommodations and supports. **Measurable Outcomes:** • Students will successfully complete A–G courses aligned with their individualized learning plans and IEPs, as appropriate. • Progress toward UC/CSU eligibility will be documented through transcript review and graduation planning.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:**

	Hispanic students will have access to and successfully complete A–G aligned coursework through personalized instruction and academic support. **Measurable Outcomes:** • Hispanic students will complete A–G coursework at rates comparable to the overall student population over time. • Barriers to UC/CSU eligibility will be reduced through academic planning, intervention, and support services.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will have access to and successfully complete A–G aligned coursework through personalized instruction and academic support. **Measurable Outcomes:** • Students will complete A–G coursework at rates comparable to the overall student population over time. • Barriers to UC/CSU eligibility will be reduced through academic planning, intervention, and support services.
METHODS OF MEASUREMENT	• Student transcripts • UC Doorways course approvals • Graduation planning documentation
SUBPRIORITY C– CTE COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will have access to and successfully complete Career Technical Education (“CTE”) pathways that integrate academic instruction, technical skill development, and real-world application.
ACTIONS TO ACHIEVE GOAL	• Offer CTE pathways aligned with state-approved industry sectors and graduation requirements. • Integrate CTE coursework into individualized graduation plans alongside A–G academic coursework. • Provide multi-year CTE pathways that extend beyond initial pathway completion, including advanced Year 3 and Year 4 coursework. • Offer capstone and advanced “supercapstone” experiences that emphasize real-world projects, industry-aligned problem solving, and applied learning. • Support access to industry certifications, dual enrollment, and community or industry partnerships, where applicable.
MEASURABLE OUTCOME	• An increasing or sustained percentage of students will complete one or more CTE courses or pathways. • Students will demonstrate applied skills through completion of capstone or advanced pathway coursework.

GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will have equitable access to CTE coursework and pathways with appropriate accommodations and supports. **Measurable Outcomes:** • Students will complete CTE courses or pathways aligned with their individualized learning plans and IEPs, as appropriate. • Participation and completion will be documented through transcripts and pathway records.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will have access to CTE pathways that support career exploration, skill development, and postsecondary readiness. **Measurable Outcomes:** • Hispanic students will participate in and complete CTE coursework at rates comparable to the overall student population over time. • Hispanic students will demonstrate applied learning through pathway completion, capstone, or advanced coursework.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will have access to CTE pathways that support career exploration, skill development, and postsecondary readiness. **Measurable Outcomes:** • Students will participate in and complete CTE coursework at rates comparable to the overall student population over time. • Students will demonstrate applied learning through pathway completion, capstone, or advanced coursework.
METHODS OF MEASUREMENT	• Student transcripts • CTE pathway completion records • Capstone and supercapstone project documentation • Industry certification or dual enrollment records, where applicable
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will make consistent annual progress toward English language proficiency while accessing grade-level academic content aligned with State Standards.
ACTIONS TO ACHIEVE GOAL	• Implement ELD instruction aligned with the California ELD Standards and integrated with core academic content. • Provide designated and integrated ELD supports within the personalized learning and independent study model.

	• Monitor English Learner progress through regular assessment, Personalized Learning Teacher meetings, and Language Development Team review. • Provide targeted instructional supports, tutoring, and intervention based on individual student needs and assessment data. • Ensure staff are appropriately trained to support English Learners within independent study, hybrid, and home study settings.
MEASURABLE OUTCOME	• English Learners will demonstrate annual progress toward English language proficiency as measured by statewide and local assessments.
METHODS OF MEASUREMENT	• English Language Proficiency Assessments for California results • Local formative assessments • Progress monitoring documented in individualized learning plans
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will be reclassified as Fluent English Proficient (RFEP) when they meet state-established criteria, demonstrating readiness to participate successfully in the general education curriculum without additional language supports.
ACTIONS TO ACHIEVE GOAL	• Implement reclassification procedures aligned with California Department of Education criteria, including multiple measures of English proficiency and academic performance. • Monitor English Learner progress through regular review of ELPAC results, academic achievement data, and teacher input. • Engage parents or guardians in the reclassification process through consultation, notification, and opportunities for input. • Use Language Development Team review to ensure appropriate instructional supports are provided prior to reclassification.
MEASURABLE OUTCOME	• An increasing percentage of eligible English Learners will be reclassified as Fluent English Proficient annually.
METHODS OF MEASUREMENT	• ELPAC Summative Assessment results • Academic performance data in core content areas • Documentation of reclassification decisions and parent consultation
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Increase student participation in Advanced Placement (AP) coursework and improve the percentage of students earning a score of 3 or higher on AP examinations, while ensuring equitable access and support for all students.
ACTIONS TO ACHIEVE GOAL	• Offer AP courses through a variety of instructional methods, including independent study, online providers, and teacher-supported coursework. • Provide academic counseling to support appropriate AP course selection aligned with student readiness and postsecondary goals.

	• Offer targeted academic supports, including tutoring, progress monitoring, and instructional scaffolding, for students enrolled in AP coursework. • Remove financial and logistical barriers to AP exam participation through guidance, fee support when available, and coordination with testing providers. • Monitor AP enrollment and outcomes annually to inform instructional planning and student support strategies.
MEASURABLE OUTCOME	An increased percentage of students enrolled in AP coursework will earn a score of 3 or higher on AP examinations.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Increase access to AP coursework for students with disabilities and improve AP exam participation and passage rates through appropriate accommodations and instructional supports. **Measurable Outcome:** An increased percentage of students with disabilities enrolled in AP coursework will participate in AP exams and earn a score of 3 or higher.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Increase access to AP coursework for Hispanic students and improve AP exam participation and passage rates through targeted guidance and academic supports. **Measurable Outcome:** • An increased percentage of Hispanic students enrolled in AP coursework will participate in AP exams and earn a score of 3 or higher.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Increase access to AP coursework for socioeconomically disadvantaged students and improve AP exam participation and passage rates through targeted guidance and academic supports. **Measurable Outcome:** An increased percentage of socioeconomically disadvantaged students enrolled in AP coursework will participate in AP exams and earn a score of 3 or higher.

METHODS OF MEASUREMENT	**Methods of Measurement** • AP course enrollment data • AP exam participation records • AP exam score reports • Analysis of subgroup performance trends over time
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Increase the percentage of students who demonstrate college preparedness through participation in college readiness measures, including the Early Assessment Program (EAP), early college coursework, and other indicators of postsecondary readiness.
ACTIONS TO ACHIEVE GOAL	• Provide individualized academic counseling and graduation planning aligned with college and career goals. • Offer access to early college opportunities, including dual enrollment and college coursework. • Support student participation in the Early Assessment Program or successor college readiness measures. • Embed college readiness skills, academic planning, and self-advocacy into personalized learning plans and advisory structures. • Monitor student progress toward college readiness indicators and adjust supports as needed.
MEASURABLE OUTCOME	An increased percentage of students will demonstrate college preparedness as measured by participation in and outcomes from EAP, early college coursework, and other college readiness indicators.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Increase college preparedness for students with disabilities through access to early college opportunities, individualized supports, and appropriate accommodations. **Measurable Outcome:** An increased percentage of students with disabilities will participate in college readiness measures, including early college coursework and EAP-related indicators, and demonstrate progress toward college preparedness.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Increase college preparedness for Hispanic students through targeted academic guidance, access to early college opportunities, and removal of structural barriers. **Measurable Outcomes:** • An increased percentage of Hispanic students will participate in college readiness measures, including early college coursework

	and EAP-related indicators, and demonstrate progress toward college preparedness.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Increase college preparedness for socioeconomically disadvantaged students through targeted academic guidance, access to early college opportunities, and removal of financial or structural barriers. **Measurable Outcome:** An increased percentage of socioeconomically disadvantaged students will participate in college readiness measures, including early college coursework and EAP-related indicators, and demonstrate progress toward college preparedness.
METHODS OF MEASUREMENT	• Participation and completion rates in early college / dual enrollment coursework • EAP or successor college readiness indicators, where applicable • College-preparatory course completion and progress toward graduation plan milestones • Transcript review and counseling records documenting postsecondary planning progress
STATE PRIORITY #5— STUDENT ENGAGEMENT *PUPIL ENGAGEMENT, AS MEASURED BY ALL OF THE FOLLOWING, AS APPLICABLE:* *A. SCHOOL ATTENDANCE RATES* *B. CHRONIC ABSENTEEISM RATES* *C. MIDDLE SCHOOL DROPOUT RATES* *D. HIGH SCHOOL DROPOUT RATES* *E. HIGH SCHOOL GRADUATION RATES*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	Increase overall student attendance by engaging students in meaningful, personalized, and flexible learning experiences aligned with individual goals.
ACTIONS TO ACHIEVE GOAL	• Implement personalized learning plans that reflect student interests, goals, and learning needs. • Maintain regular communication between students, families, and Personalized Learning Teachers. • Provide flexible instructional options, including hybrid and home study models. • Monitor attendance data regularly and respond proactively to emerging attendance concerns
MEASURABLE OUTCOME	Overall school attendance rates will increase annually.

GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Improve attendance for students with disabilities through individualized supports and flexible instructional options. **Measurable Outcome:** Attendance rates for students with disabilities will increase.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Improve attendance for Hispanic students by reducing barriers and increasing engagement. **Measurable Outcomes:** • Attendance rates for Hispanic students will increase.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Improve attendance for socioeconomically disadvantaged students by reducing barriers and increasing engagement. **Measurable Outcome:** Attendance rates for socioeconomically disadvantaged students will increase.
METHODS OF MEASUREMENT	• Attendance records • Chronic absenteeism reports • Student engagement tracking through teacher documentation
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Reduce chronic absenteeism by addressing academic, social, and logistical barriers to consistent participation.
ACTIONS TO ACHIEVE GOAL	• Identify students at risk of chronic absenteeism through data review. • Develop targeted intervention plans through Personalized Learning Teachers and Student Success Teams. • Increase student ownership through goal setting, advisory, and progress monitoring. • Provide family outreach and support services as needed.
MEASURABLE OUTCOME	The percentage of students identified as chronically absent will decrease annually.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Reduce chronic absenteeism among students with disabilities through individualized supports and coordinated interventions. **Measurable Outcome:** Chronic absenteeism rates for students with disabilities will decrease.

GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Reduce chronic absenteeism among Hispanic students through targeted engagement strategies and supportive interventions. **Measurable Outcomes:** • Chronic absenteeism rates for Hispanic students will decrease.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Reduce chronic absenteeism among socioeconomically disadvantaged students through targeted engagement strategies. **Measurable Outcome:** Chronic absenteeism rates for socioeconomically disadvantaged students will decrease.
METHODS OF MEASUREMENT	• Chronic absenteeism data • Intervention documentation • Attendance trend analysis
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Increase the high school graduation rate through personalized learning, flexible pathways, and strong academic monitoring.
ACTIONS TO ACHIEVE GOAL	• Develop and regularly update individualized graduation plans for all students. • Provide access to credit recovery, acceleration, early college, and CTE pathways. • Monitor student progress toward graduation requirements and intervene as needed. • Support student goal setting, self-monitoring, and ownership of learning through advisory and Personalized Learning Teachers.
MEASURABLE OUTCOME	The high school graduation rate will increase annually.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Increase graduation rates for students with disabilities through individualized planning, appropriate supports, and transition services. **Measurable Outcome:** The graduation rate for students with disabilities will increase.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Increase graduation rates for Hispanic students by reducing barriers and expanding access to flexible pathways and supports. **Measurable Outcomes:** • The graduation rate for Hispanic students will increase.

GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Increase graduation rates for socioeconomically disadvantaged students by reducing barriers and expanding access to flexible pathways and supports. **Measurable Outcome:** The graduation rate for socioeconomically disadvantaged students will increase.
METHODS OF MEASUREMENT	• Graduation cohort data • Transcript analysis • Completion of individualized graduation plans
STATE PRIORITY #6— SCHOOL CLIMATE *SCHOOL CLIMATE, AS MEASURED BY ALL OF THE FOLLOWING, AS APPLICABLE:* *A. PUPIL SUSPENSION RATES* *B. PUPIL EXPULSION RATES* *C. OTHER LOCAL MEASURES, INCLUDING SURVEYS OF PUPILS, PARENTS, AND TEACHERS ON THE SENSE OF SAFETY AND SCHOOL CONNECTEDNESS*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain low suspension rates through a positive school climate that emphasizes relationship-building, student engagement, and proactive supports.
ACTIONS TO ACHIEVE GOAL	• Implement restorative and preventative practices aligned with a personalized learning environment. • Provide social-emotional supports and counseling services as needed. • Address behavioral concerns through individualized interventions rather than exclusionary discipline. • Monitor student engagement and well-being through Personalized Learning Teachers and advisory structures.
MEASURABLE OUTCOME	Suspension rates will remain low or decrease annually.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Reduce suspension rates for students with disabilities through appropriate behavioral supports and accommodations. **Measurable Outcome:** Suspension rates for students with disabilities will decrease or remain low.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Reduce suspension rates for Hispanic students by addressing barriers to engagement and access to supports. **Measurable Outcomes:** • Suspension rates for Hispanic students will decrease or remain low.

GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Reduce suspension rates for socioeconomically disadvantaged students by addressing barriers to engagement and access to supports. **Measurable Outcome:** Suspension rates for socioeconomically disadvantaged students will decrease or remain low.
METHODS OF MEASUREMENT	• Suspension data • Discipline incident records
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain zero or minimal expulsion rates through early intervention, individualized supports, and collaborative problem-solving.
ACTIONS TO ACHIEVE GOAL	• Utilize individualized behavior supports and intervention plans when concerns arise. • Engage families, counselors, and support staff in addressing significant behavioral challenges. • Ensure disciplinary decisions prioritize student safety, equity, and educational continuity.
MEASURABLE OUTCOME	Expulsion rates will remain at zero or minimal levels.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Prevent expulsions of students with disabilities through appropriate supports and legally compliant processes. **Measurable Outcome:** Expulsion rates for students with disabilities will remain at zero.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Prevent expulsions of Hispanic students by addressing underlying needs and barriers. **Measurable Outcome:** • Expulsion rates for Hispanic students will remain at zero.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Prevent expulsions of socioeconomically disadvantaged students by addressing underlying needs and barriers. **Measurable Outcome:** Expulsion rates for socioeconomically disadvantaged students will remain at zero.

METHODS OF MEASUREMENT	• Expulsion records • Discipline reports
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Foster a safe, inclusive, and connected school environment where students feel supported and engaged.
ACTIONS TO ACHIEVE GOAL	• Conduct surveys of students, parents, and staff regarding school safety, connectedness, and engagement. • Build strong relationships through advisory, homeroom, and Personalized Learning Teacher interactions. • Provide opportunities for student leadership, collaboration, and voice within the school community.
MEASURABLE OUTCOME	Survey results will indicate high or improving levels of perceived safety, belonging, and school connectedness.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Increase students with disabilities' sense of safety and belonging within the school community. **Measurable Outcome:** Survey results will show positive or improving responses from students with disabilities.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Increase Hispanic students' sense of safety, engagement, and school connectedness. **Measurable Outcome:** • Survey results will show positive or improving responses from Hispanic students.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Increase socioeconomically disadvantaged students' sense of safety, engagement, and school connectedness. **Measurable Outcome:** Survey results will show positive or improving responses from socioeconomically disadvantaged students.
METHODS OF MEASUREMENT	School climate surveys administered to students, parents, and staff
STATE PRIORITY #7— COURSE ACCESS	

THE EXTENT TO WHICH PUPILS HAVE ACCESS TO, AND ARE ENROLLED IN, A BROAD COURSE OF STUDY, INCLUDING PROGRAMS AND SERVICES DEVELOPED AND PROVIDED TO UNDUPLICATED STUDENTS (CLASSIFIED AS EL, FRPM-ELIGIBLE, OR FOSTER YOUTH; E.C. §42238.02) AND STUDENTS WITH EXCEPTIONAL NEEDS. *"BROAD COURSE OF STUDY" INCLUDES THE FOLLOWING, AS APPLICABLE:* *GRADES 1-6: ENGLISH (INCLUDING INSTRUCTION IN CURSIVE OR JOINED ITALICS IN THE APPROPRIATE GRADE LEVELS), MATHEMATICS, SOCIAL SCIENCES, SCIENCE, VISUAL AND PERFORMING ARTS, HEALTH, PHYSICAL EDUCATION, AND OTHER AS PRESCRIBED BY THE GOVERNING BOARD. (E.C. §51210)* *GRADES 7-12: ENGLISH, SOCIAL SCIENCES, WORLD LANGUAGE(S), PHYSICAL EDUCATION, SCIENCE, MATHEMATICS, VISUAL AND PERFORMING ARTS, APPLIED ARTS, AND CAREER TECHNICAL EDUCATION, AUTOMOBILE DRIVER EDUCATION, AND OTHER STUDIES THAT THE GOVERNING BOARD MAY PRESCRIBE. (E.C. §51220(A)-(K))*	
GOAL TO ACHIEVE SUBPRIORITY	Ensure all students have equitable access to a broad, standards-aligned course of study that includes core academic subjects, Career Technical Education pathways, college coursework, and enrichment opportunities, consistent with individualized learning plans.
ACTIONS TO ACHIEVE GOAL	• Offer a comprehensive high school course of study aligned to Education Code Section 51220, including English, mathematics, science, social sciences, world languages, visual and performing arts, physical education, applied arts, and Career Technical Education • Provide access to UC/CSU A–G–approved coursework for all students as the default high school program • Offer multiple Career Technical Education pathways with opportunities for advanced coursework, industry certification, and extended capstone and super-capstone experiences • Provide access to dual enrollment and early college coursework through community college and university partnerships • Utilize flexible instructional models, including hybrid and home study options, to remove barriers related to scheduling, geography, and student need • Ensure course access and scheduling decisions are guided by individualized graduation plans developed with a credentialed teacher
MEASURABLE OUTCOME	• All students are enrolled in a broad course of study aligned to state requirements and individualized graduation plans • Increased student participation in A–G coursework, CTE pathways, and college coursework • Equitable access to coursework across student groups
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Ensure students with disabilities have full and equitable access to the broad course of study, including A–G coursework, CTE pathways, and college coursework, with appropriate supports and accommodations.

	Measurable Outcomes: • Students with disabilities enroll in and complete courses aligned to graduation and postsecondary goals • Increased participation of students with disabilities in CTE pathways and college coursework, as appropriate
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Ensure Hispanic students have equitable access to a broad course of study, including A–G coursework, Career Technical Education pathways, and college coursework, without structural barriers. **Measurable Outcomes:** • Increased enrollment and completion of A–G coursework among Hispanic students. • Increased participation in CTE pathways, early college, and dual enrollment opportunities.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Ensure socioeconomically disadvantaged students have equitable access to a broad course of study, including A–G coursework, Career Technical Education pathways, and college coursework, without financial or structural barriers. **Measurable Outcomes:** • Increased enrollment and completion of A–G coursework among socioeconomically disadvantaged students • Increased participation in CTE pathways, early college, and dual enrollment opportunities
METHODS OF MEASUREMENT	• Student course enrollment data • Graduation plans and transcript review • A–G completion rates • CTE pathway enrollment and completion data • Dual enrollment and early college participation records
STATE PRIORITY #8—OTHER STUDENT OUTCOMES *PUPIL OUTCOMES, IF AVAILABLE, IN THE SUBJECT AREAS DESCRIBED ABOVE IN #7, AS APPLICABLE.*	

SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Ensure students demonstrate growth and proficiency across all subject areas through personalized learning, standards-aligned instruction, and meaningful application of knowledge and skills.
ACTIONS TO ACHIEVE GOAL	• Provide standards-aligned instruction across all subject areas identified in Education Code Sections 51220 and 51225.3 • Utilize individualized learning plans to guide instruction, pacing, and assessment • Integrate project-based learning, applied learning, and interdisciplinary coursework • Offer multiple instructional modalities to support student engagement and mastery • Monitor student progress regularly and adjust instruction based on assessment data
MEASURABLE OUTCOME	• Students demonstrate measurable academic growth and achievement across subject areas • Increased course completion and credit attainment aligned to individualized learning plans
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Support students with disabilities in demonstrating academic growth and achievement across subject areas through appropriate accommodations, services, and individualized instruction. **Measurable Outcomes:** • Students with disabilities demonstrate progress toward individualized academic goals • Increased course completion and credit attainment aligned to IEP or 504 plans
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Ensure Hispanic students demonstrate academic growth and achievement across subject areas through equitable access to instructional resources and supports. **Measurable Outcomes:** • Hispanic students will demonstrate progress toward academic goals across subject areas. • Increased course completion and credit attainment.
GOAL AND OUTCOMES FOR SUBGROUP:	**Goal:**

SOCIOECONOMICALLY DISADVANTAGED STUDENTS	Ensure socioeconomically disadvantaged students demonstrate academic growth and achievement across subject areas through equitable access to instructional resources and supports. **Measurable Outcomes:** • Students demonstrate progress toward academic goals across subject areas • Increased course completion and credit attainment
METHODS OF MEASUREMENT	• Course completion and credit attainment data • Transcript review • Teacher assessments and progress monitoring • Performance-based assessments and project evaluations • Student learning plan reviews
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate progression toward grade-level mathematics standards through personalized, standards-aligned instruction that supports conceptual understanding, problem solving, and real-world application.
ACTIONS TO ACHIEVE GOAL	• Provide standards-aligned mathematics instruction through personalized learning plans using independent study, hybrid instruction, and teacher-guided coursework • Offer mathematics courses aligned to graduation and UC/CSU “a–g” requirements, as applicable • Use diagnostic, formative, and summative assessments to identify learning gaps and inform instructional adjustments • Provide targeted academic supports, including tutoring, small-group instruction, and intervention courses, as needed • Integrate applied mathematics through Career Technical Education, project-based learning, and real-world problem solving where appropriate
MEASURABLE OUTCOME	Students will demonstrate measurable academic progress in mathematics as evidenced by coursework completion, assessment results, and increased proficiency over time.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate progress toward individualized mathematics goals aligned with grade-level standards and their Individualized Education Programs.

	Measurable Outcomes: • Increased completion of assigned mathematics coursework • Demonstrated progress toward IEP mathematics goals • Improved performance on curriculum-based assessments and local measures
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate sustained progress toward grade-level mathematics standards through equitable access to instruction, academic supports, and intervention services. **Measurable Outcomes:** • Increased mathematics course completion rates. • Demonstrated improvement on local assessments and coursework performance. • Reduced achievement gaps over time as measured by progress monitoring data
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate sustained progress toward grade-level mathematics standards through equitable access to instruction, academic supports, and intervention services. **Measurable Outcomes:** • Increased mathematics course completion rates • Demonstrated improvement on local assessments and coursework performance • Reduced achievement gaps over time as measured by progress monitoring data
METHODS OF MEASUREMENT	• Performance on local assessments and curriculum-based measures • Course completion and successful earning of mathematics credits • Progress monitoring data documented by the Personalized Learning Teacher

	• Results from state assessments, including CAASPP mathematics assessments, when applicable
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate progression toward grade-level social science standards through personalized, standards-aligned instruction that emphasizes critical thinking, historical analysis, civic understanding, and application of knowledge to real-world contexts.
ACTIONS TO ACHIEVE GOAL	• Provide standards-aligned social science instruction through personalized learning plans using independent study and hybrid instructional models • Offer social science coursework aligned to graduation and UC/CSU "a–g" requirements, as applicable • Integrate inquiry-based learning, research projects, and analysis of primary and secondary sources • Use formative and summative assessments to monitor student progress and inform instructional adjustments • Connect social science learning to Career Technical Education, civic engagement, and community-based learning opportunities where appropriate
MEASURABLE OUTCOME	Students will demonstrate measurable academic progress in social science through successful course completion, quality of student work, and documented growth over time.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate progress toward individualized social science goals aligned with grade-level standards and their Individualized Education Programs. **Measurable Outcomes:** • Successful completion of assigned social science coursework with appropriate accommodations • Demonstrated progress toward IEP-aligned academic goals • Improved performance on curriculum-based assessments and learning tasks
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate sustained progress toward grade-level social science standards through equitable access to instruction, academic supports, and learning resources.

	Measurable Outcomes: • Increased completion of social science coursework. • Demonstrated improvement in written work, assessments, and project-based learning. • Reduced achievement gaps over time as evidenced by progress monitoring data.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate sustained progress toward grade-level social science standards through equitable access to instruction, academic supports, and learning resources. **Measurable Outcomes:** • Increased completion of social science coursework • Demonstrated improvement in written work, assessments, and project-based learning • Reduced achievement gaps over time as evidenced by progress monitoring data
METHODS OF MEASUREMENT	• Course completion and earning of social science credits • Evaluation of student work products, including essays, projects, and assessments • Progress monitoring data documented by the Personalized Learning Teacher • Results from state and local assessments, when applicable
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate progression toward grade-level science standards through personalized, standards-aligned instruction that emphasizes scientific inquiry, problem solving, and application of scientific concepts to real-world contexts.
ACTIONS TO ACHIEVE GOAL	• Provide standards-aligned science instruction through personalized learning plans using independent study and hybrid instructional models • Offer science coursework aligned to graduation requirements and UC/CSU “a–g” expectations, as applicable • Incorporate inquiry-based learning, labs, projects, simulations, and applied investigations

	• Use formative and summative assessments to monitor student understanding and guide instructional adjustments • Integrate science learning with Career Technical Education pathways, technology, and community-based learning opportunities where appropriate
MEASURABLE OUTCOME	Students will demonstrate measurable academic progress in science through successful course completion, quality of student work, and documented growth over time
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate progress toward individualized science goals aligned with grade-level standards and their Individualized Education Programs. **Measurable Outcomes:** • Successful completion of assigned science coursework with appropriate accommodations • Demonstrated progress toward IEP-aligned academic goals • Improved performance on curriculum-based assessments, labs, and applied learning tasks
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate sustained progress toward grade-level science standards through equitable access to instruction, instructional materials, and academic supports. **Measurable Outcomes:** • Increased completion of science coursework. • Demonstrated improvement in assessments, labs, and project-based learning. • Reduced achievement gaps over time as evidenced by progress monitoring data.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate sustained progress toward grade-level science standards through equitable access to instruction, instructional materials, and academic supports. **Measurable Outcomes:**

	• Increased completion of science coursework • Demonstrated improvement in assessments, labs, and project-based learning • Reduced achievement gaps over time as evidenced by progress monitoring data
METHODS OF MEASUREMENT	• Course completion and earning of science credits • Evaluation of student work products, including labs, projects, and assessments • Progress monitoring data documented by the Personalized Learning Teacher • Results from state and local assessments, when applicable
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate progression in visual and performing arts through participation in standards-aligned coursework that fosters creativity, artistic expression, collaboration, and application of artistic skills.
ACTIONS TO ACHIEVE GOAL	• Provide access to visual and performing arts coursework aligned with California Visual and Performing Arts Standards • Offer flexible opportunities for students to engage in visual arts, music, theater, media arts, and applied creative projects • Integrate arts instruction through independent study, hybrid classes, community-based learning, and enrichment opportunities • Support student participation in performance-based, project-based, and portfolio-based learning experiences • Monitor student progress through regular evaluation of artistic work and reflective learning processes
MEASURABLE OUTCOME	Students will demonstrate growth in artistic skills and creative expression through successful course completion, performance participation, and quality of artistic work products.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate progress in visual and performing arts through access to appropriate accommodations and individualized supports aligned with their learning needs. **Measurable Outcomes:**

	• Completion of assigned visual and performing arts coursework • Demonstrated improvement in artistic skills through projects, performances, or portfolios • Increased engagement and participation in creative learning experiences
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate sustained participation and progress in visual and performing arts through equitable access to coursework, materials, and creative opportunities. **Measurable Outcomes:** • Increased participation in visual and performing arts courses or projects. • Successful completion of VAPA coursework. • Demonstrated artistic growth through evaluated work products.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate sustained participation and progress in visual and performing arts through equitable access to coursework, materials, and creative opportunities. **Measurable Outcomes:** • Increased participation in visual and performing arts courses or projects • Successful completion of VAPA coursework • Demonstrated artistic growth through evaluated work products
METHODS OF MEASUREMENT	• Course completion and earning of visual and performing arts credits • Evaluation of student work products, performances, and portfolios • Progress monitoring documented by the Personalized Learning Teacher • Instructor feedback and rubric-based assessments
SUBPRIORITY F – PHYSICAL EDUCATION	

GOAL TO ACHIEVE SUBPRIORITY	Students will demonstrate progress toward physical fitness, movement competence, and healthy lifestyle behaviors through participation in standards-aligned physical education coursework.
ACTIONS TO ACHIEVE GOAL	• Provide access to Physical Education coursework aligned with California Physical Education Standards • Offer flexible Physical Education options that may include independent study, hybrid instruction, fitness labs, and community-based physical activity • Support student engagement in fitness planning, goal setting, and self-monitoring of physical activity • Integrate health-related fitness concepts, movement skills, and personal responsibility into Physical Education instruction • Monitor student participation and progress through regular documentation and assessment
MEASURABLE OUTCOME	Students will demonstrate growth in physical fitness knowledge, movement skills, and personal responsibility through successful completion of Physical Education coursework and documented participation in physical activity.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will demonstrate progress in Physical Education through access to appropriate accommodations, modified activities, and individualized supports. **Measurable Outcomes:** • Completion of Physical Education coursework aligned with individual abilities • Demonstrated improvement in fitness, movement skills, or personal wellness goals • Increased participation and engagement in physical activity
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will demonstrate consistent participation and progress in Physical Education through equitable access to coursework and physical activity opportunities. **Measurable Outcomes:** • Successful completion of Physical Education coursework.

	• Documented participation in physical activity aligned with course expectations. • Demonstrated improvement in fitness knowledge and personal wellness practices.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will demonstrate consistent participation and progress in Physical Education through equitable access to coursework and physical activity opportunities. **Measurable Outcomes:** • Successful completion of Physical Education coursework • Documented participation in physical activity aligned with course expectations • Demonstrated improvement in fitness knowledge and personal wellness practices
METHODS OF MEASUREMENT	• Course completion and earning of Physical Education credits • Student fitness plans, activity logs, and reflective assignments • Progress monitoring documented by the Personalized Learning Teacher • Instructor evaluation of participation and performance
SUBPRIORITY G – WORLD LANGUAGES	
GOAL TO ACHIEVE SUBPRIORITY	Ensure all students have access to World Language learning opportunities and demonstrate progress toward language proficiency and cultural understanding through standards-aligned instruction within a personalized learning model.
ACTIONS TO ACHIEVE GOAL	• Offer World Language coursework and/or approved World Language learning options that align to California World Language Standards. • Provide individualized course planning so students can access World Language study aligned with graduation and postsecondary goals (including multi-year sequences when available). • Provide instructional support (teacher check-ins, tutoring/office hours, and learning resources) to help students persist and succeed in World Language coursework. • Ensure appropriate accommodations and supports are provided for students with disabilities and equitable access supports are provided for socioeconomically disadvantaged students.

MEASURABLE OUTCOME	• Students will successfully complete World Language coursework and demonstrate progress toward proficiency as measured through course performance and teacher evaluation.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Ensure students with disabilities have equitable access to World Language coursework and demonstrate progress toward proficiency with appropriate accommodations and supports. **Measurable Outcomes:** Students with disabilities will successfully complete World Language coursework and demonstrate progress toward proficiency as measured through course performance and teacher evaluation, with accommodations documented and implemented as required by IEPs and/or Section 504 Plans.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Ensure Hispanic students have equitable access to World Language coursework and demonstrate progress toward proficiency through standards-aligned instruction and individualized academic planning. **Measurable Outcomes:** • Hispanic students will successfully complete World Language coursework and demonstrate progress toward proficiency as measured through course performance and teacher evaluation.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Ensure socioeconomically disadvantaged students have equitable access to World Language coursework and demonstrate progress toward proficiency through standards-aligned instruction and individualized academic planning. **Measurable Outcomes:** Socioeconomically disadvantaged students will successfully complete World Language coursework and demonstrate progress toward proficiency as measured through course performance and teacher evaluation.
METHODS OF MEASUREMENT	• Course completion and pass rates in World Language coursework (credits earned) • Student grades and completion of assigned assessments/work products aligned to course outcomes • Teacher evaluation of progress toward course standards and proficiency growth (as documented in student learning records)
SUBPRIORITY H – APPLIED ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Provide all students with access to applied arts courses that support practical skill development, college and career readiness, and the application of academic knowledge to real-world contexts.
ACTIONS TO ACHIEVE GOAL	• Offer applied arts courses aligned to student interests and postsecondary goals, including but not limited to personal finance, college and career readiness, technology literacy, study skills,

	leadership development, and design-based or project-based learning experiences. • Integrate applied arts coursework within students' Personalized Learning Plans to support independent learning, goal setting, and self-management skills. • Provide access to applied arts instruction through independent study, small group instruction, workshops, and integrated interdisciplinary projects. • Ensure applied arts courses are accessible to all students, including students with disabilities and socioeconomically disadvantaged students.
MEASURABLE OUTCOME	Students will demonstrate successful completion of applied arts coursework and show growth in practical skills, self-management, and college and career readiness competencies.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will have equitable access to applied arts coursework that supports skill development, independence, and postsecondary readiness. **Measurable Outcomes:** Increased course completion rates and demonstrated progress toward individualized learning goals related to applied arts competencies.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will have access to applied arts coursework that builds practical skills and supports college and career pathways. **Measurable Outcomes:** • Increased participation and completion of applied arts courses. • Demonstrated growth in college and career readiness skills.
GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will have access to applied arts coursework that builds practical skills and supports college and career pathways. **Measurable Outcomes:** Increased participation and completion of applied arts courses and demonstrated growth in college and career readiness skills.
METHODS OF MEASUREMENT	• Course enrollment and completion data • Student work samples and project-based assessments • Personalized Learning Plan progress reviews • Teacher evaluations and progress monitoring • Student self-reflection and goal attainment documentation

SUBPRIORITY I – CTE	
GOAL TO ACHIEVE SUBPRIORITY	Provide students with access to high-quality Career Technical Education pathways that integrate academic learning with technical skills, industry standards, and real-world applications, preparing students for postsecondary education, industry certification, and career readiness.
ACTIONS TO ACHIEVE GOAL	• Offer sequenced CTE pathways aligned to California Career Technical Education Model Curriculum Standards and regional workforce needs. • Provide opportunities for students to complete multi-year CTE pathways, including advanced Year 3 and Year 4 coursework emphasizing applied learning and real-world projects ("supercapstone" experiences). • Integrate CTE coursework with A–G aligned academic instruction, independent study, and personalized learning plans. • Partner with industry professionals, postsecondary institutions, and regional organizations to support authentic learning experiences, certifications, and dual enrollment opportunities. • Ensure equitable access to CTE pathways for all students, including students with disabilities and socioeconomically disadvantaged students.
MEASURABLE OUTCOME	Students will successfully complete CTE coursework and pathways, demonstrate technical skill development, and show progress toward industry certification, postsecondary enrollment, or career readiness indicators.
GOAL AND OUTCOMES FOR SUBGROUP: STUDENTS WITH DISABILITIES	**Goal:** Students with disabilities will have equitable access to CTE pathways that support skill development, career exploration, and postsecondary readiness. **Measurable Outcomes:** Increased enrollment and completion of CTE coursework and demonstrated progress toward individualized career and transition goals.
GOAL AND OUTCOMES FOR SUBGROUP: HISPANIC STUDENTS	**Goal:** Hispanic students will have access to CTE pathways that provide relevant skills, certifications, and career-connected learning opportunities. **Measurable Outcomes:** • Increased participation and completion of CTE pathways. • Demonstrated readiness for postsecondary education, training, or employment.

GOAL AND OUTCOMES FOR SUBGROUP: SOCIOECONOMICALLY DISADVANTAGED STUDENTS	**Goal:** Socioeconomically disadvantaged students will have access to CTE pathways that provide relevant skills, certifications, and career-connected learning opportunities. **Measurable Outcomes:** Increased participation and completion of CTE pathways and demonstrated readiness for postsecondary education, training, or employment.
METHODS OF MEASUREMENT	• CTE course enrollment and completion data • Pathway completion and capstone/supercapstone project evaluations • Industry certification attainment • Dual enrollment participation and completion • Teacher evaluations and performance-based assessments • Student postsecondary and career readiness indicators

Accountability

State standardized assessments, including the California Assessment of Student Performance and Progress assessment system (including the California Science Test and the California Alternate Assessment), the English Language Proficiency Assessments for California, and the Physical Fitness Test ("PFT"), will serve as baseline performance data for CORE Yuba Charter. In addition, locally adopted benchmark assessments, including STAR Renaissance for English Language Arts and Mathematics, will be used to monitor student progress throughout the school year.

Individual student goals will be established annually based on assessment data, curriculum-based measures, and individualized learning plans. For students performing below grade level, goals will focus on demonstrating meaningful academic progress toward grade-level State Standards. For students performing at or above grade level, goals will focus on continued academic growth, increased rigor, and expanded application of skills. These expectations apply to all students, including academically high-achieving students, academically low-achieving students, students with disabilities, and English Learners.

Student progress toward academic goals will be reviewed regularly through ongoing communication among teachers, administrators, students, and families. Teachers will use formative and summative assessment data to inform instructional decisions, adjust learning plans, and provide targeted support as needed. Parents and students will be actively involved in reviewing progress, selecting curriculum options, and refining instructional strategies through regular meetings with the Personalized Learning Teacher.

For students with disabilities, accountability for academic progress and services will be guided by Individualized Education Program team meetings, which establish measurable annual goals, monitor progress, and ensure services are implemented in accordance with state and federal law. Progress toward IEP goals will be reviewed at regular intervals and reported to parents consistent with reporting timelines for all students.

To prepare students for state standardized assessments, CORE Yuba Charter will integrate critical thinking strategies and standards-based instruction throughout the year. Students will have access to practice performance tasks, interim assessments as appropriate, and instructional support designed to build familiarity with assessment formats. Keyboarding skills and digital literacy will be emphasized to support student success on computer-based assessments.

Curriculum aligned to State Standards will be provided for all students, along with remediation and enrichment strategies based on assessment results. Teachers will provide targeted instructional supports for standards not yet attained and opportunities for extension and application when mastery or progression has been demonstrated.

CORE Yuba Charter will continuously evaluate the effectiveness of its educational program through staff collaboration, review of student performance data, and analysis of schoolwide trends. Ongoing research into best practices will inform instructional decisions. Teachers and staff will participate in professional development opportunities to remain current in instructional strategies, assessment practices, and data-informed decision-making.

The measurable student outcomes, actions, and methods of measurement described in this charter and aligned with the State Priorities will be incorporated into the Charter School's LCAP following school opening, in accordance with Education Code Section 47606.5 and applicable regulations. The LCAP will be updated annually and submitted to the County Superintendent of Schools as required by law.

Methods of Assessment

Student achievement and progress at CORE Yuba Charter will be assessed using multiple measures designed to both improve learning and provide clear accountability. Assessment practices will be aligned with the Charter School's personalized, flex-based instructional model and will measure student growth, proficiency, and readiness for postsecondary pathways.

Assessment methods will be formative, summative, standardized, performance-based, and narrative in nature. This comprehensive approach allows the Charter School to benchmark individual students against their own growth over time, evaluate groups of students, and monitor overall program effectiveness year to year.

Student attainment of the measurable outcomes aligned with the State Priorities will be assessed using the following measures:

Statewide Assessments

Students will participate in all state-mandated assessments, including:

- CAASPP, including the Smarter Balanced Assessments and the California Science Test
- California Alternate Assessments, as applicable
- ELPAC
- PFT, as required by grade level

Local Benchmark Assessments

The Charter School will use STAR Renaissance as a local benchmark assessment tool in English Language Arts and Mathematics. STAR assessments will be administered at multiple points during the school year to measure academic growth, inform instructional planning, and support individualized goal setting.

Individual Student Goal Setting and Progress Monitoring

Measurable student outcome goals will be established for each student upon enrollment and reviewed regularly by the Personalized Learning Teacher in collaboration with the student and family. Goals will be based on prior assessment data, benchmark assessments, coursework performance, and individualized learning plans. Progress toward these goals will be monitored and documented throughout the year.

Coursework, Projects, and Performance Tasks

Students will demonstrate learning through a variety of performance-based measures, including:

- projects and presentations
- research papers and written assignments
- science labs and applied learning tasks
- portfolios that reflect growth and mastery over time

Rubrics aligned to State Standards will be used to evaluate student work and provide consistent feedback.

Teacher Verification and Observation

Credentialed teachers will evaluate student work products and verify academic progress using consistent scoring criteria. Teacher observations, narrative feedback, and documentation of work habits and engagement will support academic evaluation across learning environments.

Reading and Math Intervention Assessments

When students demonstrate difficulty in reading or mathematics, additional diagnostic assessments may be administered to identify learning gaps. Intervention strategies will be implemented and progress reassessed periodically to determine effectiveness and next steps.

Special Education and Section 504 Assessments

For students with disabilities, progress will be measured in accordance with Individualized Education Programs or Section 504 Plans. Assessment data, progress reports, and goal monitoring will align with legally required timelines and procedures.

Social-Emotional and Engagement Indicators

Student engagement, self-management, and social-emotional growth will be monitored through teacher observations, student reflections, and ongoing collaboration with families. These indicators support the Charter School's emphasis on student agency, responsibility, and growth mindset.

Assessment results will be reviewed regularly by instructional staff to inform curriculum adjustments, instructional strategies, and program improvements. The Charter School will use assessment data to monitor progress toward State Priorities and to support continuous improvement once incorporated into the Local Control and Accountability Plan following school opening.

Use and Data Reporting

CORE Yuba Charter administration will use assessment data to inform continuous improvement of the educational program. Assessment results will be reviewed regularly at the student, teacher, program, and schoolwide levels to evaluate instructional effectiveness, curriculum alignment, and student progress toward academic and postsecondary goals.

Assessment data will be analyzed by content area, grade level, course, and student subgroup, as applicable, to identify trends, strengths, and areas for improvement. When data indicate that students are not demonstrating expected progress or proficiency in a particular subject area or course sequence, instructional practices and curriculum will be reviewed and adjusted as needed. Programmatic responses may include revising curriculum materials, modifying instructional strategies, expanding tutoring or intervention supports, offering additional in-person or virtual instructional opportunities, and incorporating supplemental or alternative coursework.

Results from statewide assessments, including CAASPP, will be reviewed and disaggregated by student and teacher assignment. Personalized Learning Teachers will receive assessment results for students on their caseload and will use this information to guide instructional planning and individualized support. For students who demonstrate academic need, targeted supports may be implemented through individualized learning plans, tutoring, supplemental coursework, or other appropriate interventions. Administrative staff will monitor the implementation and effectiveness of these supports through regular review and collaboration with instructional staff.

Students and parents/guardians will be provided access to assessment results and will receive guidance on how results inform instructional planning, graduation progress, and postsecondary readiness. Assessment data will be discussed during regular student–teacher–family meetings to support transparency, shared accountability, and goal setting.

In addition to statewide assessments, local benchmark assessments and embedded performance measures will be used to inform instruction on an ongoing basis. Teachers will use formative and summative assessment data to monitor student progress, identify learning gaps, adjust instruction, and support continuous growth within the personalized learning framework.

Assessment data will also be used at the schoolwide level to support program evaluation, inform professional development priorities, and guide instructional decision-making aligned with the State Priorities and the Charter School’s educational goals.

ELEMENT 4
LOCATION

Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D).

Governing Law: The facilities to be utilized by the charter school. Education Code Section 47605.6(h).

CORE Yuba Charter intends to procure and operate facilities within Yuba County to support its personalized, flex-based high school educational program. Facilities may be owned, leased, or otherwise legally secured by the Charter School and may include renovated existing structures, purpose-built educational facilities, or space leased from public or private entities.

The Charter School anticipates operating its primary administrative and instructional site in Marysville, California, consistent with CORE Charter School's existing presence and infrastructure. In addition, the Charter School intends to establish instructional support sites and learning spaces in locations throughout Yuba County based on student enrollment patterns, access considerations, programmatic needs, and community partnerships. This may include instructional or support locations situated near or on Beale Air Force Base to serve students and families connected to the military community.

Facilities utilized by the Charter School will be selected to support the instructional needs of a personalized learning and independent study–based program and may include classrooms for teacher-led instruction, small group learning spaces, science and technology labs, Career Technical Education instructional areas, study and collaboration spaces, meeting rooms for student support services, and administrative offices. Facilities will be designed or adapted to support flexible scheduling, individualized instruction, student collaboration, and access to teachers during instructional and support hours.

Consistent with a countywide charter model, the Charter School may establish, modify, relocate, or consolidate instructional support locations within Yuba County as needed to respond to student needs, enrollment shifts, transportation considerations, and programmatic opportunities, including partnerships with institutions of higher education, industry, and community organizations. The use of multiple instructional support locations is intended to improve access and reduce barriers for students residing in different areas of the county.

All facilities utilized by the Charter School will comply with applicable health, safety, accessibility, and building code requirements, including those related to the ADA, and will be suitable for the instructional activities conducted at each site.

Each school district in which the Charter School may locate a facility has received at least 30 days' notice of the petitioner's intent to operate a charter school, consistent with statutory requirements. Copies of these notifications are included in Appendix Q. Districts notified include Marysville Joint Unified School District, Wheatland Union High School District, and Wheatland School District.

ELEMENT 5
GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E).

Legal Status

CORE Yuba Charter will be operated by CORE Charter Schools, a California nonprofit public benefit corporation organized under the laws of the State of California and recognized as tax-exempt under Section 501(c)(3) of the Internal Revenue Code.

The Charter School will operate autonomously from the County, except for oversight and monitoring responsibilities required by law and any services provided pursuant to mutually agreed-upon contracts. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts or obligations of the Charter School or for claims arising from acts, errors, or omissions by the Charter School, provided the County has complied with its statutory oversight responsibilities.

CORE Charter Schools shall be responsible for all liabilities, debts, and financial obligations of the Charter School and shall indemnify, defend, and hold harmless the County from claims arising from the operation of the Charter School. The Charter School shall maintain insurance coverage customary for public schools and nonprofit organizations of similar size and scope, including general liability, property, workers' compensation, and other required coverages.

CORE Charter Schools shall act as the Charter School's fiscal agent to the fullest extent permitted by law. CORE Yuba Charter shall comply with all applicable federal and state laws governing charter schools.

The Charter School will implement and maintain Board-adopted fiscal policies and internal controls designed to ensure sound financial management and prevent fraud or misuse of public funds. These controls include segregation of duties, established purchasing and expenditure approval processes, regular financial reporting to the Board of Directors, and annual independent financial and attendance audits. The Board will review financial reports and audit findings at public meetings and ensure that any required corrective actions are implemented and monitored, with audit reports provided to the Yuba County Office of Education in accordance with applicable law.

Copies of the Articles of Incorporation and Bylaws of CORE Charter Schools are included as Appendix I and Appendix K.

Conflict of Interest

CORE Charter Schools has adopted and maintains a Conflict of Interest Code that complies with the Political Reform Act, Section 1090, applicable provisions of the Corporations Code, and charter school specific conflict of interest requirements. This Conflict of Interest Code governs members of the Board of Directors, and designated officers, employees, and consultants of CORE Charter Schools as they relate to the operation of CORE Yuba Charter.

As required by law, the Conflict of Interest Code has been submitted to the appropriate reviewing authority for approval and shall be updated as necessary to reflect changes in law or organizational structure.

Governance

CORE Yuba Charter will operate under a two-tier governance structure designed to promote transparency, accountability, and meaningful stakeholder participation, particularly by parents and families.

Governance is carried out through:

1. The Board of Directors of CORE Charter Schools (governing body), and
2. A Charter Advisory Council (advisory body).

All governance bodies shall comply with the Brown Act, Public Records Act, and Education Code Section 47604.1(c).

Board of Directors

CORE Charter Schools shall be governed by a Board of Directors ("Board") in accordance with its adopted Bylaws.

- The Board shall consist of no fewer than five (5) and no more than seven (7) members.
- Membership shall include community members and parents/guardians of students enrolled in the Charter School.
- All positions shall be filled by residents of the Charter School's authorized geographic enrollment boundary (Yuba County and adjacent counties), as described in this petition.
- Directors, other than any County-appointed representative, shall be selected by the existing Board in accordance with the Bylaws.

The County Board of Education may designate one representative to the CORE Charter Schools Board, consistent with applicable law.

Upon receipt of a valid student petition meeting the requirements of Education Code Section 47604.2(b)(2), the Board shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Board Responsibilities

The major roles and responsibilities of the Board of Directors shall include, but not be limited to, establishing and approving major educational and operational policies; approving the Charter School's annual budget and providing fiscal oversight; approving major contracts; ensuring compliance with applicable federal, state, and local laws; monitoring progress toward student outcomes and organizational goals; and selecting, supporting, and evaluating the Superintendent.

The Board of Directors shall delegate day-to-day administration and operation of the Charter School to the Superintendent, while retaining ultimate responsibility for governance, oversight, and accountability in accordance with the Charter Schools Act and the Charter School's bylaws.

The Charter School Board will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), public education school finance laws (AB 640), conflicts of interest and the Brown Act.

Meetings

All meetings of the Board of Directors shall comply with the Brown Act and Education Code Section 47604.1(c). The Board shall meet at least four (4) times per fiscal year, with meetings scheduled on or before September 15, December 15, March 15, and June 30. Meetings shall be held at a location within Yuba County unless otherwise permitted by law.

Agendas shall be posted at least seventy-two (72) hours in advance of regular meetings and twenty-four (24) hours in advance of special meetings, consistent with the Brown Act. Minutes of meetings shall be recorded and retained in the Charter School's records. Agendas and minutes shall be made available for public inspection and County review upon request.

Charter Advisory Council

CORE Yuba Charter shall maintain a Charter Advisory Council ("Council") to provide advisory input to the Board of Directors and Charter School leadership. The Council is intended to promote stakeholder participation and support collaboration among parents, students, staff, and the Charter School administration.

The Council shall be composed of representatives from key stakeholder groups, including parents or guardians of enrolled students, students, certificated and noncertificated staff, and Charter School leadership. The Superintendent or designee shall serve as a permanent member of the Council and act as chair.

The Council shall serve in an advisory capacity only and may make recommendations to the Board of Directors regarding matters including, but not limited to:

- Educational programs and instructional strategies
- Student support services
- School policies and operational practices
- Family and community engagement

Final decision-making authority shall remain with the Board of Directors.

Council members shall be selected in accordance with procedures established by the Charter School. Meetings of the Council shall be held as needed to support effective communication and stakeholder input.

Parent and Family Engagement

The Charter School will actively promote meaningful parent and family engagement as a core component of its personalized learning and independent study program. Because families play an important role in supporting student success, the Charter School will establish clear communication systems, provide accessible opportunities for input, and create multiple pathways for families to participate in the school community and decision-making processes.

1. Communication and Relationship-Building

The Charter School will maintain an "open door" approach that encourages ongoing communication among families, students, and staff. Families will receive timely information regarding academic expectations, student progress, school policies, and available supports. Communication methods may include in-person meetings, phone/video conferences, email, messaging platforms, newsletters, and the school website.

To the extent practicable, the Charter School will communicate in the parent/guardian's preferred language and will arrange interpretation or translation when necessary to support meaningful access and participation.

2. Participation in Student Planning and Academic Progress

Families will be engaged directly in each student's individualized learning program. Parents/guardians and students will participate in regular meetings with the student's credentialed teacher (Personalized Learning Teacher) to review progress, address challenges, refine learning plans, and coordinate supports. This engagement will support student goal-setting, accountability, and success in both the Home Study and Hybrid programs.

3. Opportunities for Input and Shared Decision-Making

The Charter School will seek parent and family input in schoolwide planning and continuous improvement through multiple methods, which may include surveys, advisory groups, public meetings, family forums, and feedback opportunities connected to school goals and accountability planning. The Charter School will also provide parents/guardians opportunities to participate in committees or advisory bodies, such as the Charter Advisory Council, as applicable. During enrollment meetings, academic planning meetings, parent-teacher conferences, and/or informational sessions, parents and guardians will be informed that parental involvement is not a requirement for acceptance to or continuation of enrollment at the Charter School.

4. Building Community and Leadership Opportunities

The Charter School will encourage family engagement through community-building activities and volunteer opportunities that support a positive school culture. Depending on program needs and family interest, opportunities may include school events, workshops, student exhibitions, clubs, college/career events, and family education sessions related to independent study success, graduation planning, college readiness, and career pathways.

5. Engagement for Unduplicated Pupils and Students with Exceptional Needs

The Charter School will promote inclusive engagement practices for families of unduplicated pupils (including students who are socioeconomically disadvantaged, English Learners, and foster youth) and students with disabilities. The Charter School will provide targeted outreach and accessible opportunities for participation, including individualized meetings, coordination with support staff, and input opportunities related to services and program effectiveness.

ELEMENT 6
QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F).

School Leadership

The Charter School shall be administered by a Superintendent, who shall provide instructional leadership, operational oversight, and strategic direction consistent with the Charter School's mission, educational program, and accountability obligations.

Qualifications: The Superintendent shall possess demonstrated leadership experience in public education, including experience in supervising staff, implementing instructional programs, overseeing fiscal and operational systems, and working collaboratively with families and community partners. The Superintendent shall meet all legal requirements applicable to charter school administrators and shall hold an appropriate California Administrative Services Credential or equivalent authorization as required by law.

The Charter School may also employ one or more School Directors, Principals, Assistant Principals, or other site-based administrators to support school operations, instructional leadership, student services, and program implementation. Administrators serving in positions requiring supervision of instructional staff or site leadership responsibilities shall hold an Administrative Services Credential or other valid administrative authorization required by California law for the assignment.[1] Such administrators shall also possess relevant experience in instructional leadership, school operations, staff supervision, student support services, and implementation of a personalized, flex-based instructional program. In the absence of the Superintendent, a designated administrator may assume assigned administrative responsibilities as authorized by the Charter School.

Certificated Instructional Staff

The Charter School shall recruit and employ teachers who hold the CTC certificate, permit, or other document required for their certificated assignment.

Teachers serving English Learners shall possess the appropriate authorization required by law to provide English language development and access to core academic instruction. Teachers providing instruction or services to students with disabilities shall hold the appropriate credentials, authorizations, or licenses as required by law and SELPA policies.

All certificated staff shall demonstrate subject matter competence, instructional effectiveness, and the ability to support students in a personalized learning and independent study environment.

[1] The Charter School reserves the right to modify the specified qualifications for a particular role (including credential requirements) to align with applicable law.

In CORE Yuba Charter's instructional model, certificated teachers may serve as Personalized Learning Teachers ("PLTs"). In addition to holding the credentials and authorizations required for their assignments, PLTs are expected to demonstrate the professional skills necessary to support a personalized, flex-based program, including the ability to design, implement, and monitor individualized learning plans; collaborate effectively with students, families, and colleagues; utilize technology and digital tools to support instruction and assessment; adapt curriculum and pacing to meet diverse student needs; and support student goal-setting, reflection, and accountability.

Noncertificated and Support Staff

The Charter School may employ noncertificated, paraprofessional, technical, instructional support, and administrative staff to support the educational program and school operations. All staff shall possess the qualifications, skills, experience, and training necessary to fulfill the responsibilities outlined in their job descriptions and applicable law.

Job descriptions, qualifications, and employment records shall be maintained by the Charter School and shall be subject to review by the County as required for oversight purposes.

Hiring Authority and Employment Practices

The Board of Directors shall approve positions and job classifications. The Superintendent (or designee) shall be responsible for the recruitment, selection, hiring, supervision, and evaluation of all school personnel.

The Charter School may employ temporary, short-term, part-time, or contracted personnel as necessary to support instructional, operational, or programmatic needs. The Superintendent shall determine appropriate qualifications and experience for such personnel in accordance with applicable law.

ELEMENT 7
HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605.6(b)(5)(G).

In order to provide a safe and secure learning environment for all students and staff, the Charter School shall adopt, implement, and maintain comprehensive health, safety, and risk management policies consistent with applicable federal, state, and local laws. These policies and procedures shall be incorporated into the Charter School's student and staff handbooks, reviewed on an ongoing basis, and updated as required by law. Staff shall receive annual training on applicable health and safety procedures.

Prior to opening, the Charter School will adopt or update all required health and safety policies, procedures, handbooks, and safety plans and provide them to the County as required by law or upon request.

The following is a summary of the Charter School's health and safety policies and procedures.

Procedures for Background Checks

All employees and contractors of the Charter School shall be required to submit to criminal background checks and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment shall submit fingerprints to the California Department of Justice for the purpose of obtaining criminal history information.

The Charter School shall not employ any individual in a certificated or classified position who has been convicted of a violent or serious felony, except as otherwise permitted by law, pursuant to Education Code Sections 44830.1 and 45122.1. Compliance with fingerprinting and background clearance requirements shall be monitored by the Superintendent or designee. Volunteers who are not under the direct supervision of a credentialed employee shall also be fingerprinted and cleared prior to service.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

CORE Yuba Charter shall require enrolled students who receive classroom-based instruction to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120365, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email

address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders. It shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

As required by law, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education

If the Charter School offers one or more courses in health education to students in high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq*.

Mental Health Information

The Charter School shall create and post a poster at each schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and in the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite.

The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students. The Charter School shall also digitize the poster and distribute it online to students through internet websites, student portals, learning platforms, or other electronic means at the beginning of each school year.

These requirements shall be incorporated, as appropriate, into student and staff handbooks and shall be reviewed on an ongoing basis

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. procedures for conducting tactical responses to criminal incidents
j. the rules and procedures on school discipline
k. procedures to prepare for active shooters or other armed assailants
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school
m. procedures to respond to incidents involving and individual experiencing a sudden cardiac episode or similar emergency while on campus
n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable federal and state laws and regulations related to health and safety policies and procedures for athletic programs at charter schools, including, but not limited to, providing information to student athletes and their parents/guardians regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients, as required by law.

If the Charter School offers or participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting and implementing a written emergency action plan addressing sudden cardiac arrest and other medical emergencies related to athletic activities, and acquiring and maintaining at least one automated external defibrillator (AED). The emergency action plan shall identify the location of emergency medical equipment and describe the procedures to be followed in the event of sudden cardiac arrest or other medical emergencies, including concussion and heat illness, as well as the manner and frequency with which such procedures will be rehearsed.

Consistent with applicable law, coaches and other certificated employees involved in athletic programs shall receive required training, including training on the recognition of the signs and symptoms of and appropriate responses to concussions, heat illness, and sudden cardiac arrest.

If the Charter School participates in the California Interscholastic Federation ("CIF"), the Charter School shall, on or before April 1, 2025, post on its website a standardized incident form

developed by the California Department of Education to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school athletic contests or events, and shall include instructions for submitting a completed incident form, consistent with Education Code Section 33353.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT 8
STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H).

Any pupil, regardless of ethnicity, national origin, gender, disability, or socio-economic profile is equally welcome and eligible for admission. The Charter School intends to enroll a balance of racial and ethnic pupils, pupils with disabilities, and English learner pupils (including redesignated fluent English proficient pupils) that is reflective of the diversity of the general population residing within the County. The Charter School will employ student recruitment and outreach activities designed to promote equitable access to information about enrollment and program opportunities and to reduce barriers for families across the County, including families in rural and geographically isolated communities.

Recruitment and Outreach Plan

To support a student population that is reflective of the general population residing within Yuba County, the Charter School will implement inclusive recruitment and outreach practices intended to inform families throughout the County—including rural, unincorporated, and geographically isolated areas—about enrollment opportunities and program options. Recruitment and outreach efforts will be directed broadly to students and families throughout Yuba County and will include strategies intended to reach student groups identified in applicable law, including racial and ethnic groups, English Learners, and students with disabilities, as well as other students who may benefit from the Charter School's flexible and personalized high school program.

Outreach and communications may include, as appropriate:

- Publicly accessible communications through the Charter School's website, social media, electronic communications, advertising, and other broadly available informational materials.
- Information opportunities and orientations (in-person and/or virtual, as feasible) to allow families and members of the public to learn about enrollment, the personalized learning model, program expectations, available pathways, and student supports.
- Language access supports, including translation of key enrollment materials when appropriate and interpretation upon request, to reduce barriers for families whose primary language is not English.
- Clear communication of services and supports, including special education, Section 504, English Learner services, counseling, academic intervention, college and career planning, and the processes for identification, evaluation, and support.
- Outreach efforts designed to reduce barriers for students and families in rural communities, geographically isolated areas, and other populations that may have more limited access to educational options.

- Use of credentialed staff, counselors, support personnel, and other school representatives, as appropriate, to communicate with prospective students and families, explain program options, and support enrollment and transition into the Charter School.
- Collaboration, as appropriate, with community-based organizations, educational partners, and public agencies that serve families throughout the County to increase awareness of enrollment opportunities.

The Charter School's outreach practices are intended to promote awareness, access, and meaningful participation among all student groups and communities within the County while maintaining compliance with applicable admission, enrollment, and non-discrimination requirements. The Charter School will periodically review available enrollment, demographic, and program participation data to evaluate outreach effectiveness and refine recruitment strategies as needed to support balanced enrollment reflective of the County population.

ELEMENT 9
ANNUAL FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I).

An annual independent financial audit of the books and records of CORE shall be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The CORE Charter Schools Board oversees the preparation and completion of an annual audit of the Charter School's financial affairs. Such an audit, at a minimum, verifies the accuracy of the Charter School's financial statements, revenue-related data collection and reporting practices, and examines CORE's internal controls. The books and records of CORE shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit shall employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in the applicable Office of Management and Budget Circulars.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider.

The annual audit is completed and a copy of the auditor's findings is forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

The Board reviews any audit exceptions or deficiencies and makes recommendations. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter.

ELEMENT 10
SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, the homeless child's education rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605.6(b)(5)(J).

Suspension and Expulsion Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at CORE Charter School ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

The Charter School shall be responsible for student discipline decisions, subject to the County's oversight authority to review policies, procedures, records, complaints, and legal compliance as applicable.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Superintendent's office. The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or

for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Written Agreement pursuant to Education Code Section 51747(g).

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Superintendent may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Superintendent or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Superintendent or designee shall:

1) Document the actions taken and save the document to the student's record
2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

    a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    b. Willfully used force or violence upon the person of another, except self-defense.
    c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
    d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
    e. Committed or attempted to commit robbery or extortion.
    f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
    g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
    h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure
    i. Committed an obscene act or engaged in habitual profanity or vulgarity.
    j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
    k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
    l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
    m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
    n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.

s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

    a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
    b. Brandished a knife at another person.
    c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
    d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

    a. Caused, attempted to cause, or threatened to cause physical injury to another person.
    b. Willfully used force or violence upon the person of another, except self-defense.
    c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure
    d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
    e. Committed or attempted to commit robbery or extortion.
    f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
    g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
    h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure
    i. Committed an obscene act or engaged in habitual profanity or vulgarity.
    j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
    k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
    l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
    m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Assault or battery, as defined in Penal Code Sections240 and 242, upon any school employee.
p. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 9 to 12, inclusive.
t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
      c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
   iii. An act of cyber sexual bullying.
      a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

   a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or

hospitalization. Penalties shall not may be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing

present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

1. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
2. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
3. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
4. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
5. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
6. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
7. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
8. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority and the student's district of residence, upon finality of the expulsion. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the Superintendent's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily withdrawn as described within the Charter School's Board adopted Attendance Policy for truancy

and/or Independent Study Policy for missing assignments and/or lack of satisfactory progress only after the Charter School follows the requirements of the Attendance Policy and/or Independent Study Policy as applicable, and only in accordance with the policy described herein which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal.

An evaluation shall be completed to determine whether it is in the best interest of the student to remain in independent study under the following circumstances:

1. In the event that the Student misses fifteen assignments; and
2. In the event the Student's educational progress falls below satisfactory levels as determined by the credentialed Personalized Learning Teacher and other support staff who are involved with the educational progress, CORE will consider ALL of the following indicators:
    a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    b. The completion of assignments, assessments, or other indicators that show evidence that the student is working on assignments.
    c. Learning required concepts, as determined by the supervising Personalized Learning Teacher.
    d. Progress toward successful completion of the course of study or individual course, as determined by the supervising teacher. In accordance with the independent study written agreement and the Parent Rights and Responsibilities, the Personalized Learning Teacher shall consider the following as indicators of lack of progress:
        - A scheduled meeting/tutoring/service is missed (without 24-hour notice)
        - Missing assignments from a center class
        - Unresponsive communication with the assigned supervising Personalized Learning Teacher (more than 24 hours)
        - Assigned local diagnostic assessments are not completed

When any student fails to complete the expected minimum assignments during any learning period or fails to make satisfactory educational progress, the school will conduct a tiered evaluation process which may progress to an evaluation to determine whether it is in the best interest of the pupil to remain in independent study or return to a regular in-person school program. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's record and treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

Compact Violation/Missing Assignment Reports (CV/MAR) are issued as notifications to alert the student and the parent/guardian of the following:

1. The student has missed five assignments
2. The student is not making satisfactory educational progress as defined above or is otherwise in danger of failing.
3. The Independent Study Personalized Learning setting may not be appropriate and/or may be contrary to the best interest of the student.

Three (3) Compact Violation/Missing Assignment Reports may result in involuntary removal from CORE subject to parent/guardian initiation of an appeal within 5 school days

of final MAR notification in accordance with CORE's involuntary removal policies and procedures.

Compact Violation/Missing Assignment Report Procedure:

First Occurrence:

1. The Personalized Learning Teacher will complete the Compact Violation/Missing Assignment Report.
2. The CV/MAR is submitted to the School Director/Designee for review.
3. A copy is filed in the student file and provided to the parent/guardian.
4. A Student Success Team including the Personalized Learning Teacher, parent/guardian, and student will be held to discuss concerns and a plan for improvement. For a Student with a 504 Plan or IEP, a 504 Plan or IEP meeting with all legally required members shall be held in place of the SST.
5. Following the meeting, the Personalized Learning Teacher should meet with the student once weekly to ensure the success of the plan for improvement established in the SST, 504 or IEP meeting, as applicable.

Second Occurrence:

1. The Personalized Learning Teacher will complete the 2nd CV/MAR.
2. The CV/MAR is submitted to the School Director/Designee for review.
3. A copy is filed in the student file and provided to the parent/guardian.
4. The School Director/Designee sends a letter of warning to the family that independent study may not be in the best interest of the student.
5. A follow-up SST, 504, or IEP Team meeting is scheduled to discuss continuing concerns and to update the plan for improvement.
6. The follow-up IEP and 504 meeting will include a manifest determination review to determine if the cause of the CV/MARs are manifestations of the student's disability in accordance with the protections of Section 504 or the IDEA, as applicable.
7. Personalized Learning Teacher and student will meet weekly to monitor and evaluate student progress.

Third Occurrence:

1. The Personalized Learning Teacher will complete the third Compact Violation/Missing Assignment Report and submit it to the School Director/Designee for review.
2. A copy of the CV/MAR will be filed in the student's file and provided to the parent/guardian.
3. A third CV/MAR indicates that remaining in independent study may not be in the best interest of the student.
4. If the student has a disability, the School Director/Designee shall ensure that no student with a disability is involuntarily withdrawn unless a manifestation determination review has been conducted to determine whether the cause or causes of the recommendation for involuntary removal are a manifestation of the student's disability, in accordance with the protections of Section 504 or the IDEA, as applicable.
5. If it is determined that the cause or causes of the recommendation are a manifestation of the student's disability, the student shall not be involuntarily withdrawn. Instead, the IEP or Section 504 team, as applicable, shall convene to consider appropriate updates to the student's IEP or Section 504 Plan.
    - Pursuant to 34 CFR § 300.530(e)(1), conduct must be found to be a manifestation of the student's disability if:

1. the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability,
2. or the conduct was the direct result of the school's failure to implement the student's IEP or Section 504 Plan, as applicable.

6. If the student does not have a disability, or the cause or causes of the recommendation are not determined to be a manifestation of the student's disability, the School Director/Designee will send a final letter, which includes a notification of involuntary removal.
7. The notice shall provide written notification of the intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, and in the case of a foster child or youth, or a homeless child or youth, it shall be in the native language of the educational rights holder. The written notice shall also be provided to any legally required parties, including a foster child's attorney and county social worker or an Indian child's tribal social worker and, if applicable, county social worker.
8. The written notice shall inform the student, the student's parent or guardian, and any other applicable parties of the right to initiate an appeal before the effective date of the action. If an appeal is initiated, the student shall remain enrolled and shall not be removed until the school issues a final decision.
9. The appeal shall be adjudicated by a neutral panel and shall provide the student with a fair opportunity to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses; and bring legal counsel or an advocate.
10. If there is no response to the final letter, the Personalized Learning Teacher will complete the removal form.
11. CORE will notify the last known district of residence within 30 days of removal.

Involuntary Removal Appeal Process

If the student's parent, guardian, or educational rights holder requests an appeal hearing, the student shall remain enrolled and shall not be removed until a final decision is issued. As used herein, "involuntarily withdrawn" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's involuntary Removal hearing process.

The hearing shall be adjudicated by a neutral officer. The Superintendent shall appoint a three-member panel ("Panel") to serve in the role of neutral officer as needed. At the discretion of the Superintendent, the Panel may include Charter School staff members or employees, provided that the individual does not have a direct relationship with the student and has no prior involvement in the circumstances leading to the hearing. Other members of the Panel may include Charter School board members, retired administrators, or administrators from other schools who have no prior knowledge of the student. The hearing shall be scheduled within a reasonable time, not to exceed thirty (30) school days from the date of the request for appeal. The hearing may be held in-person or virtually at the discretion of the Panel. The Charter School Superintendent (or designee) will be given no less than fifteen (15) minutes to present any evidence in support of the recommendation for involuntary removal. The student, through parent/guardian, advocate, or

legal counsel, will be given no less than fifteen (15) minutes to present evidence, testimony, and witnesses to support their appeal and may cross-examine any witness presented by the Charter School. This hearing shall be held in a confidential setting. The Panel shall issue a written determination as to the appeal within five (5) school days of the completion of the hearing.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

1. The Charter School shall ensure that no student with a disability is involuntarily withdrawn unless a manifestation determination review meeting is held to determine whether the cause or causes of the recommendation for involuntary removal is a manifestation of the student's disability in accordance with the protections of Section 504 of the Rehabilitation Act or the Individuals with Disabilities in Education Act, as applicable. If it is determined that the cause or causes of the recommendation for involuntary removal is a manifestation of the student's disability, the student will not be involuntarily withdrawn and instead, the IEP or Section 504 team, as applicable, shall meet to consider appropriate updates to Student's IEP or Section 504 Plan, as applicable.
    - Pursuant to 34 CFR 300.530(e)(1), conduct must be found to be a manifestation of the child's disability if:
        - The conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
        - The conduct was the direct result of the district's failure to implement the IEP/504 (as applicable).

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that

maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11
EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K).

Employees of CORE will participate in the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), or federal Social Security depending upon each individual's eligibility. The Superintendent or designee shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

CORE maintains a salary structure competitive with local districts in order to attract candidates with the necessary skills and experience. Periodic review of local district salary scales is conducted by the Superintendent or designee. Annual cost of living adjustments are made when Charter School budget allows. Full time employees are offered life insurance and a health benefit package.

ELEMENT 12
DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L).

The CORE Charter Schools Board of Directors has adopted policies and processes for airing and resolving internal and external disputes, including a Uniform Complaint Policy and Procedures and Title IX complaint procedures, as required by state and federal law, respectively. The County shall promptly refer all complaints regarding operations of CORE to the Superintendent for resolution in accordance with CORE Charter Schools' adopted policies.

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations shall be resolved pursuant to the internal dispute resolution policies and processes developed by the Board. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process.

In the event that CORE and the County have disputes relating to this charter, the parties agree to first frame the issue in written format ("dispute statement") and to refer the issue to the County Superintendent and CORE Superintendent, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, CORE requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Superintendent, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and CORE. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and CORE.

ELEMENT 13
STUDENT ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e). Education Code Section 47605.6(b)(5)(M).

CORE will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

CORE shall admit all pupils who wish to attend CORE. No test or assessment shall be administered to students prior to acceptance and enrollment into CORE. CORE will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission shall be limited to students who reside in Yuba County or adjacent counties as required by Education Code Section 51747.3.

Students who understand and value CORE's mission and are committed to the Charter School's instructional and educational philosophy are encouraged to apply. Participation at CORE requires a commitment from both students and parents to the goals and vision of this charter. All prospective students and their parents or guardians shall complete an enrollment process before admission, during which the program is described and discussed. CORE shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

After enrollment, CORE assesses the student's academic levels, not as a means to prohibit or discourage students from attending, but rather to ensure appropriate academic placement.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which

shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records[2]

Random Public Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Admission is open to all students who reside within Yuba County and counties adjacent to Yuba County, subject to capacity and applicable admission preferences.
After the close of the open enrollment period, the Charter School shall enroll students subject to available capacity. If the number of applications for admission exceeds the number of available openings in a grade level or program, the Charter School shall hold a random public drawing ("lottery") to determine admission for the impacted grade level or program. For purposes of this section, "program" means the Charter School's Home Study program and Hybrid program. Existing students who are currently enrolled at the Charter School are guaranteed enrollment for the following school year, including progression to the next grade level and continuation in their program, and are not subject to the lottery.

The Charter School will establish enrollment windows for each semester. Enrollment may be closed upon reaching capacity or at the conclusion of the first Learning Period of any semester.

Lottery Procedures

The Charter School's lottery procedures shall include the following:

- A lottery shall be conducted at the Charter School's main office or another publicly accessible location within Yuba County that is large enough to allow all interested parties to observe the drawing.
- Prior to the lottery, the Charter School shall publicly disclose the number of available openings by grade level, program, or instructional area, as applicable.
- Each eligible applicant shall be assigned a unique identifier for purposes of the drawing.
- Lotteries shall be conducted for each grade level or program (e.g., Home Study or Hybrid) in which there are fewer available spaces than the number of applicants.
- All lotteries shall be conducted on the same day and at a single location, unless otherwise required due to operational considerations.

Admission Preferences

Admission preferences shall be applied only if the Charter School is oversubscribed and only to the extent permitted by law. Admission preferences do not guarantee enrollment.
The following admission preferences shall be applied in the order listed:

1. Siblings of students admitted to or attending the Charter School

[2] In accordance with Education Code Section 47605.6(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

2. Students currently enrolled in CORE Charter who are matriculating into grade levels served by CORE Yuba Charter
3. Children of teachers, staff, and Board members of CORE Charter Schools
4. Students who reside within Yuba County

Any admissions preferences established by CORE Yuba Charter shall be implemented in compliance with applicable law and shall be designed and applied in a manner that is not likely to negatively impact the racial, ethnic, or unduplicated pupil balance the Charter School seeks to reflect.

Students who reside in counties adjacent to Yuba County are eligible for admission and shall be considered for admission after applicable admission preferences have been applied.

Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. Within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a condition of admission or continued enrollment.

The Charter School and the County shall adhere to all statutory requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)–(iv).

Waitlist

At the conclusion of the public random drawing, all applicants who are not admitted due to capacity limitations shall be offered the option to be placed on a waitlist in the order in which they were drawn. The waitlist shall remain valid only for the school year for which the lottery was conducted and shall not carry over to subsequent school years.

Public Notice

Public random drawing rules, deadlines, dates, and times shall be communicated through the Charter School's application materials and posted on the Charter School's website. Public notice of the date, time, and location of the lottery shall be provided after the close of the application period. Applicants and interested parties shall also be notified of the lottery procedures and rules via mail or email at least two (2) weeks prior to the scheduled lottery date.

The Charter School shall conduct the lottery in the spring for enrollment in the following fall term.

ELEMENT 14
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N).

No student may be required to attend the Charter School. Students who opt not to attend CORE may attend their district of residence schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in CORE shall be informed on admission forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CORE, except to the extent that such a right is extended by the local education agency.

ELEMENT 15
RETURN RIGHTS OF SCHOOL EMPLOYEES

Governing Law: The rights of an employee of the county office of education upon leaving the employment of the county office of education to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O).

CORE has developed an employee handbook detailing the rights and responsibilities of all employees including but not limited to sick leave, health benefits, bargaining units, contracts, seniority, and tenure.

CORE Yuba Charter employees shall be employees of CORE Charter Schools and shall not be subject to the collective bargaining agreements of the County or any other charter authorizer, except as otherwise required by law.

No public school district employee shall be required to work at CORE. Employees of the County who choose to leave the employment of the County to work at CORE will have no automatic rights of return to the County after employment by CORE unless specifically granted by the County through a leave of absence or other agreement. CORE employees shall have any right upon leaving the County to work in CORE that the County may specify, any rights of return to employment in a school district after employment in CORE that the County may specify, and any other rights upon leaving employment to work in CORE that the County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the County or any other school district will not be transferred to the Charter School, with the exception of allowable transfers of STRS and PERS service credits. Employment by CORE provides no rights of employment at any other entity, including any rights in the case of closure of CORE.

ELEMENT 16
CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605.6(b)(5)(P).

Closure of CORE will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

CORE will promptly notify parents and students of CORE, the Yuba County Office of Education, CORE's SELPA, the retirement systems in which CORE's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

CORE will ensure that the notification to the parents and students of CORE of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

CORE will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, CORE will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. CORE will ask the County to store original records of CORE students. All student records of the Charter School shall be transferred to the County upon closure. If the County will not or cannot store the records, CORE shall work with the Yuba County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, CORE will prepare final financial records. CORE will also have an independent audit completed within six months after closure. CORE will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by CORE Charter Schools and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or

other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to CORE.

CORE will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of CORE, all assets of CORE, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the CORE Charter Schools nonprofit public benefit corporation and, upon dissolution of the CORE Charter Schools nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C.§ 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon CORE's closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CORE shall remain solely responsible for all liabilities arising from the operation of CORE.

As CORE Yuba Charter is operated by CORE Charter Schools, a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget, CORE will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Provisions

Budgets

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

CORE Yuba Charter has developed a conservative financial plan that includes reasonable estimates of all anticipated revenues and expenditures necessary to operate the Charter School – including special education. Attached as Appendix O, the following budget documents are included:

- Budget narrative, including startup costs
- A three-year operating budget and projections
- Revenue assumptions
- Cash flows and budget projections for each budget year
- Evidence of a strong reserve fund

Funding

CORE shall be a direct-funded charter school according to current law. It shall manage its own funds, with an option to establish an account at a private bank for its Board-authorized minor purchases and expenditures. Pursuant to Education Code Section 47613, CORE Yuba Charter shall pay one percent (1%) of its Local Control Funding Formula revenue to the County for oversight of CORE Yuba Charter. Support and other services purchased from the County may be separately agreed upon in a fully executed Memorandum of Understanding entered into between CORE Yuba Charter and the County.

Financial Reporting

CORE Yuba Charter will provide reports to the County Superintendent of Schools, as follows, in accordance with by Education Code Section 47604.33:

CORE Charter School Financial Reporting Activity Calendar

Due Date	Activity
On the first Wednesday of October	CALPADS Snapshot
On or before July 1	• Preliminary budget for the current fiscal year. • Local control and accountability plan and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
On or before December 15	• Interim financial report, reflecting changes through October 31. • Copy of CORE's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California

Due Date	Activity
	Department of Education and County Superintendent of Schools
On or before March 15	Second interim financial report, reflecting changes through January 31
On or before September 15	Final un-audited report, full prior year
December 31, April 15, June 30	Attendance Reporting
Approved at next regular meeting	Board Minutes

CORE will adhere to the County's reporting requirements and provide the following reports as required by law:

- Average Daily Attendance ("ADA") reports J18/19.
- School Accountability Report Card ("SARC")– charter schools may use their own formats).
- LCAP

The CORE management team will continue to be thorough in its approach to developing systems and programs that work in conjunction with the best practices established by other successful countywide benefit charter schools.

The Charter School will maintain fiscally responsible processes to keep track of financial data and compile information in the prescribed formats needed. CORE Yuba Charter will be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance. Financial management will be in accordance with State Law and the GAAP standards.

The County agrees to receive and review the annual financial audit and to perform the annual site visit and other accountability policies and procedures mutually agreed upon with CORE.

Insurance

CORE Yuba Charter shall procure and maintain general liability, workers' compensation, and all other insurance coverage required by law and customary for a public charter school of similar size, scope, and purpose. Such insurance shall be maintained in types and amounts sufficient to protect the Charter School, its officers, directors, employees, and agents.
The Yuba County Board of Education shall be named as an additional insured on all applicable insurance policies of CORE Yuba Charter, as required by law or by agreement. Proof of insurance shall be provided to the County upon request.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h).

CORE relies on its organization for administrative services that support the day-to-day operation of CORE. CORE and its financial services provider handle payroll, retirement, health, and welfare benefits.

CORE purchases financial accounting services from the Yuba County Office of Education at a mutually agreed upon cost. The specific terms and costs for these services are the subject of a separate Memorandum of Understanding.

School Management Contracts

All contracts for equipment and services, including consulting services, special education services, leases, improvements, real property purchases, and insurance requirements related to the management of CORE Yuba Charter will be in compliance with federal and state mandates appropriate to charter schools and approved by the Board in accordance with their policies.

The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

Transportation

As an independent study charter school, there is little need for transportation. In the case of students with disabilities, or other students who require transportation as a matter of law, CORE will utilize its school vans to meet transportation needs or contract with local transportation companies to provide this transportation when needed

Potential Civil Liabilities

Governing Law: Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h).

CORE is operated by CORE Charter Schools, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with the oversight responsibilities required by law. CORE shall work diligently to assist the County in meeting any and all oversight obligations under the law including meetings, reporting or other requested protocol to ensure the County shall not be liable for the operation of CORE.

Further, CORE intends to enter into a memorandum of understanding with the County, wherein CORE shall indemnify the County for the actions of CORE under this charter.

The corporate bylaws of CORE Charter Schools shall provide for indemnification of the Board, officers, agents, and employees, and CORE will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location and type of program. The County is named as an additional insured on all insurance policies.

The CORE Charter Schools Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Charter Revisions

Any modifications or amendments to this charter shall be made only with the approval of the CORE Charter Schools Board of Directors. Material revisions as defined in Education Code Sections 47605.6(a)(3) and 47607 shall be made pursuant to the standards, criteria and timelines as provided by Education Code Section 47605.6.

Communications

All official communications between the County and CORE will be sent via First Class Mail or other appropriate means to the following:

Charter School
CORE Charter Schools
Administrative Office
321 16th St.
Marysville, CA 95901

County
Rob Gregor
Yuba County Superintendent of Schools
1114 Yuba Street, Suite 218
Marysville, CA 95901

Yuba COE
2026-27 Proposed Budget Report and Multiyear Fiscal Projection
Public Hearing – June 10, 2026
Adoption – June 17, 2026

Local Educational Agencies (LEAs) are required to adopt a budget prior to July 1 of each year to authorize the expenditure of funds. The proposed budget is only an initial blueprint for revenues and expenditures since the preparation of the adopted budget occurs before the State has enacted its budget, and before actual revenues and expenditures are known for the current year. In the event material revisions are necessary, a revised budget will be presented to the Board no less than 45 days after the enacted State budget.

Illustrated below is a summary of the proposed State budget and budget guidelines as provided by California Association of School Business Officials, County Office of Education Common Message and School Services of California. The proposed budget report also contains financial summaries, multi-year projections and detailed financial state reports relating to the projected financial activity for 2025-26 through 2027-28 specific to the Yuba COE.

The County's budget represents the office's mission statement and program goals and objectives expressed as a financial plan. The adopted budget is the first step in creating a working document that constantly changes to reflect the revenue adjustments and expenditure needs of the organization. The County School Service Fund (CSSF) or General Fund is used to account for the general operations of the office. All transactions except those required to be in another fund are accounted for in the CSSF fund.

Governor's Revised State Budget Proposal "May Revision"

On May 14, 2026, Governor Newsom released the May Revision to the proposed 2026-27 State Budget. Updated General Fund revenue estimates resulted in notable adjustments to the Proposition 98 Guarantee. Under the May Revision, Proposition 98 funding levels increase by approximately $28 billion over the three-year period from 2024-25 through 2026-27 compared with the 2025 Budget Act, and by approximately $6.4 billion relative to the Governor's Budget. However, $4.6 billion of this increase is required to be deposited in the Public School System Stabilization Account, commonly referred to as the Proposition 98 Rainy Day Fund, and therefore will not be immediately available to transitional kindergarten through grade 12 (TK-12) schools and community colleges.

The May Revision proposes providing $121.2 billion for education programs in 2025-26, rather than the full Proposition 98 level of $125.1 billion. The May Revision refers to the approximately $3.9 billion difference as "settle-up." According to the administration, this approach is intended to reduce the risk of appropriating resources beyond what may ultimately be supported by final 2025-26 revenue calculations should projected revenues fall short.

LCFF Cost-of-Living-Adjustment (COLA): The LCFF for County Offices of Education (COE) has three main components: Operations Grant, Alternative Education Grant, and Differentiated Assistance. The operations grant is intended to fund the basic operations of the COE. The Alternative Education Grant funds the juvenile court and county community schools. Differentiated Assistance provides funding for the county office to provide increased assistance to districts and

charters to address identified performance issues, including significant disparities in performance among student groups.

Operations Grant:
The Governor proposes an increase to the Local Control Funding Formula (LCFF) by 2.87% and an additional 1.44% to adjust LCFF Base Grants for a combined 4.31%. The Operations Grant increases by the COLA of 4.31% with no further changes. This is an increase from the 2.41% COLA that was proposed in the January release of the Governor's Budget.

Alternative Education Grant:
The LCFF for the Alternative Education Grant also increases by 4.31%.

Differentiated Assistance (DA):
The Governor proposes a major change in this component of the LCFF to provide more stability to funding for assisting districts. The current law provides $300,000 plus an amount per school district, by size on the LCFF assistance status report multiplied by a three-year average. It also provides $100,000 times the three-year average of charter schools on the LCFF assistance status report.

The Governor's COE Universal and Targeted Assistance Proposal starts with a $500,000 base grant, adjusted for COLA starting in 2027-28 plus an ADA grant (15.12% X prior-year operations grant attributed to ADA) plus a Stability Grant (87% X(Prior Year Universal Targeted Assistance Grant).

Other Program Cost-of-Living-Adjustment (COLA): The increase to other categorical grants is also 2.87%.

Cash Deferrals: Fully repays the deferral from June 2026.

Expanded Learning Opportunities Program: Increase ongoing funding for the Expanded Learning Opportunities Program (ELOP) by $62.4 million and specify that Tier 2 rates cannot be less than $1,800 per pupil.

Necessary Small Schools: $30.7 million in ongoing funds to increase the LCFF amount for Necessary Small Schools by 20% in addition to COLA.

Kitchen Infrastructure and Training Program: $100 million (one-time) to the Kitchen Infrastructure and Training program. The May Revision proposes grants be awarded on an allocation basis, rather than a competitive basis. These grants support kitchen equipment, infrastructure, training, and continued implementation of universal school meals**.**

Literacy Screening: $40 million (one-time) funds for allocation to LEAs that administer literacy screening to pupils in kindergarten and grades 1 and 2 for risk of reading difficulties and proposes statutory changes to ensure consistency and quality of results.

Dual Enrollment: $100 million in one-time funding to expand dual enrollment and dual credit opportunities for high school students.

Educator Residency: $250 million in one-time funding to continue educator residency programs

through the 2029-30 fiscal year.

School Construction: Allocates $1.5 billion in Proposition 2 bond funding for school construction projects in 2026-27.

Learning Recovery Emergency Block Grant: $757.3 million to the Learning Recovery Emergency Block Grant as part of the state's final payment to the program.

Additional May Revision Proposals: Additional components of the Governor's May Revision for 2026-27 provide for the following items.

Budget Component	Description
Special Education	• Maintains the Governor's Budget proposal to increase special education base rates by $509 million and adds an additional $1.8 billion, for a total increase of $2.4 billion. This investment would establish a new statewide base rate of $1,340 per funded average daily attendance (ADA) for Special Education Local Plan Areas (SELPAs). Because special education allocations may vary based on factors such as SELPA allocation plans. This translates to a 44% increase for Yuba County SELPA's State Special Education Base Funding.
Student Support and Professional Development Discretionary Block Grant:	• Provides $5 billion in one-time funding (increased from $2.8 billion at Governor's Budget) for the Student Support and Professional Development Discretionary Block Grant. LEAs may use these funds for a broad range of discretionary purposes, including, but not limited to, state-identified priorities including (1) professional development for teachers on the English Language Arts/English Language Development Framework and the Literacy Roadmap, with a focus on strategies to support literacy for English learners; (2) professional development for teachers on the Mathematics Framework; (3) professional development for TK-3 teachers and elementary school site administrators on the principles and guidelines of developmentally appropriate instruction; (4) teacher recruitment and retention strategies; and (5) career pathways and dual enrollment expansion efforts consistent with the Master Plan for Career Education.
California Preschool Program	• Reduces the 2026-27 COLA for the California State Preschool Program (CSPP) and for Department of Social Services administered child care and development programs from 2.41% at Governor's Budget to approximately 2.01% at May Revision. The revised 2026-27 COLA would be redirected to provide a total of $33.3 million Proposition 98 General Fund and $18.1 million non-Proposition 98 General Fund for monthly cost of care plus payments to CSPP providers for

	2026-27 and ongoing.
Paid Pregnancy and Disability Leave	• Intended to be funded from the higher 4.31% COLA from LCFF, all TK-12 LEAs and community colleges, beginning in 2026-27, are to provide eligible employees with up to 14 weeks of paid pregnancy disability leave when an employee is unable to work due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions. The duration of leave shall be determined by the employee and the employee's physician.
CSPP Quality and Rating	• Provides an additional $20 million ongoing Proposition 98 General Fund for the CSPP Quality Rating and Improvement System, which provides support for quality early care and education programs.
Literacy	• Includes a one-time increase of $428.8 million to extend funding for Literacy Coaches and Reading Specialists Grant Program for all grantees until June 30, 2031. Includes an additional one-time increase of $11.2 million to the existing COE contractor to continue providing training and support to new and existing literacy coaches, representing a total investment of $440 million into the program.
Community Schools	• Maintains the Governor's Budget proposal of $1 billion in ongoing funding and adds detail regarding the purposes of the $485 million one-time reappropriated extension grant funds to expand on prior investments in community schools and to expand the model to more school sites with large concentrations of low-income, English learner and foster youth. The May Revision provides clarity on how the one-time $485 million reappropriated funds from the existing California Community Schools Partnership Program, previously set aside for extension grants, is used. The funding serve various purposes including $401 million in one-time grants for eligible schools to support planning, infrastructure-building, and implementation of the community schools model; $50 million to expand on the state's recent work to redesign middle and high schools, in the context of community schools; $13 million for the planning and development of the long-term accountability and certification process; $15 million to the State Transformational Assistance Center to support the expansion of community school sites; and $6 million for the continued implementation of Transforming Together. In addition, the May Revision clarifies the Administration's intent for county offices of education to integrate county-level

	community schools implementation supports and services into the statewide system of support, incorporates language that uplifts the California Community Schools Framework and shared decision making practices with education interest holders, details the components required in a local educational agency's implementation plan and annual progress report, and adds various technical changes.
Mathematics Professional Learning Program	• Includes a one-time increase of $60 million to expand the Mathematics Professional Learning Program beyond its current expiration date of June 30, 2029.
English Learners	• Includes $2 million in ongoing Proposition 98 General Fund to support Regional English Learner lead agencies that help schools provide focused support to English learners.
Homelessness	• Provides $30 million one-time Proposition 98 General Fund for grants to local educational agencies to increase identification of and improve outcomes for students experiencing homelessness.

Routine Restricted Maintenance Account:

Per Education Code Section 17070.75, school districts and COEs are required to deposit into the account a minimum amount equal to or greater than three percent (3%) of the total unrestricted general fund expenditures and other financing uses for that fiscal year. Illustrated below are the primary compliance components:

- The 3% contribution is calculated on total unrestricted CSSF expenditures, including other financing uses (i.e. transfers out, debt issuances relating to the CSSF)
- The final 3% contribution is based on year-end actual data; therefore, while it is developed based on budget, it must be trued up using actual expenditures
- The actual contribution will be audited as part of the School Facility Program Bond Audit

2026-27 Yuba COE Primary Budget Components

LCFF is funded with a COLA of 4.31% to the Alternative Education Grant, Operations Grant and for Charter Schools. Differentiated Assistance is now funded from the new COE Universal and Targeted Assistance component of the LCFF. This funding supports Juvenile Hall, Community School, Career Prep Charter School, and County Office operations. The Alternative Education Grant is augmented by providing $200,000 for Carden and another $200,000 for TE Mathews. The ADA used to determine funding will be the highest of current year, prior year or the average of the past three years. In addition, $3,000 more per ADA is allocated for student support and enrichment opportunities. The Governor's COE Universal and Targeted Assistance Proposal starts with a $500,000 base grant, adjusted for COLA starting in 2027-28 plus an ADA grant (15.12% X prior-year operations grant attributed to ADA) plus a Stability Grant (87% X (Prior Year Universal Targeted Assistance Grant).

- Average Daily Attendance (ADA) is estimated at:

Program:	ADA:	Funded ADA:
Special Education – SDC	165.93	165.93
Juvenile Hall – LCFF	24.83	27.89
Community School	20.01	23.46
Charter School – LCFF	197.74	197.74
County Operations ADA	15,193.27	15,193.27

- The YCOE's estimated unduplicated pupil percentage for supplemental and concentration funding is estimated to 100% for juvenile hall Students and 94.05% for non-juvenile hall. The percentage will be revised based on actual data.

- Lottery revenue is estimated by SSC to be $191 per ADA for unrestricted purposes and $82 per ADA for restricted purposes.

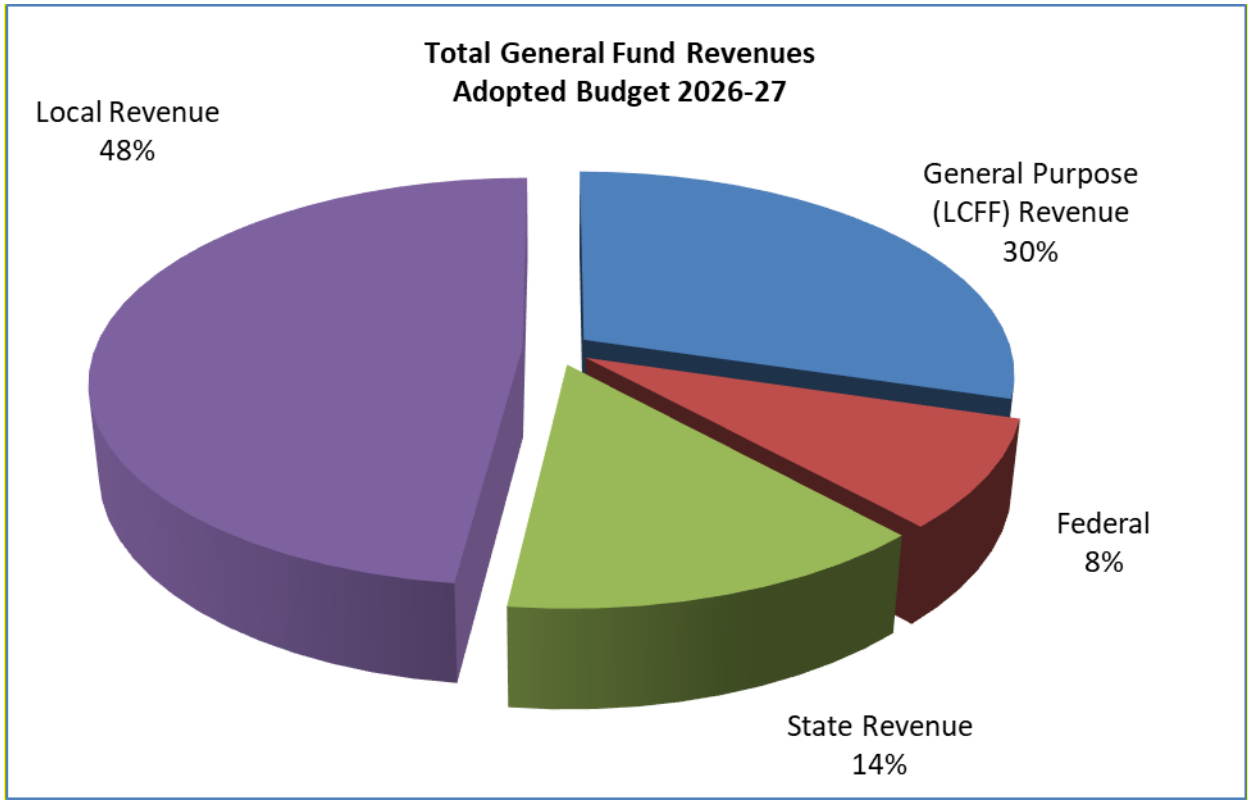
- Mandated Cost Block Grant for COE programs are $40.41 for K-8 ADA, $79.27 for 9-12 ADA and $1.35 for countywide ADA. For Yuba County Career Preparatory Charter the rates are $21.31 for K-8 ADA and $60.48 for 9-12 ADA.

- Except as illustrated under Contributions to Restricted Programs, all federal and state restricted categorical programs are self-funded.

CSSF Revenue Components

The YCOE receives funding for its general operations from various sources. A summary of the major funding sources is illustrated below:

DESCRIPTION	UNRESTRICTED	RESTRICTED	COMBINED AMOUNT
General Purpose (LCFF) Revenue	$7,121,129	$2,582,672	$9,703,801
Federal	$0	$2,791,477	$2,791,477
State Revenue	$170,937	$4,321,122	$4,492,059
Local Revenue	$1,756,419	$13,976,362	15,732,780
TOTAL	$9,048,485	$23,671,633	$32,720,118



Education Protection Account

As approved by the voters on November 6, 2012, The Schools and Local Public Safety Protection Act of 2012 (Proposition 30) temporarily increased the State's sales tax rate and the personal income tax rates for taxpayers in high tax brackets.

Proposition 30 provides that a portion of K-14 general purpose funds must be utilized for instructional purposes. Revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). The YCOE receives funds from the EPA based on its proportionate share of statewide general purpose funds. A corresponding reduction is made to its state aid funds.

Subsequently, on November 8, 2016, the voters approved the California Children's Education and Health Care Protection Act (Proposition 55) that maintains increased personal income tax rates for taxpayers in high tax brackets through 2030. Proposition 55 did not extend the sales tax increase; therefore, the temporary sales tax increase expired at the end of calendar year 2016.

K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent, but with these provisions:

- The spending plan must be approved by the governing board during a public meeting.
- EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs (as determined through the account code structure).
- Each year, the local agency must publish on its website an accounting of how much money was received from the EPA and how the funds were expended.

Further, the annual financial audit includes verification that the EPA funds were used as specified by Proposition 30. If EPA funds are not expended in accordance with the requirements of Proposition 30, civil or criminal penalties could be incurred.

Below is how the YCOE's EPA funds are appropriated for 2026-27. The amounts will be revised throughout the year based on information received from the State.

Education Protection Account (EPA) Fiscal Year Ending June 30, 2027	
Actual EPA Revenues:	
Estimated EPA Funds	$ 9,982
Actual EPA Expenditures:	
Instructional Materials and Supplies and Instructional Salaries and Benefits	$ 9,982
Balance	**$ -**

Yuba County SELPA (Special Education Local Plan Area)

The SELPA will be funded through the AB602 funding model, as well as other state and federal funding allocated for special education purposes. This funding is calculated on the entire SELPA K-12 ADA (i.e. all district's ADA is included.) The SELPA distributes most of the funding directly to districts. 80% of Low Incidence Funding is held back to provide Vision Impaired Services to member districts. YCOE provides Vision Impaired and Extensive Support Needs special education services to districts and bills the districts for the costs in excess of any revenues held back for the services.

The Excess Cost projection for 2026-27 increased $600,089 or 7.4% from 2025-26 due to adjustments for the following:

- Salary and benefit increase assumed at 3% for classified and certificated with step increases. Moderate/Severe special education teachers are to get retention stipends of $2,000 per year and signing bonuses for new, fully credentialed Moderate/Severe teachers in the amount of $1,500 per year for three years.
- Assumes all teaching positions are filled in 2026-27
- Health Insurance contribution increase of 6.8%
- Books and Supplies fully budgeted.
- Increase in the indirect cost rate from 6.38% to 7%

Operating Expenditure Components

The CSSF is used for the majority of the functions within the YCOE. As illustrated below, salaries and benefits comprise approximately 84% of the YCOE'S unrestricted budget, and approximately 65% of the total CSSF budget.

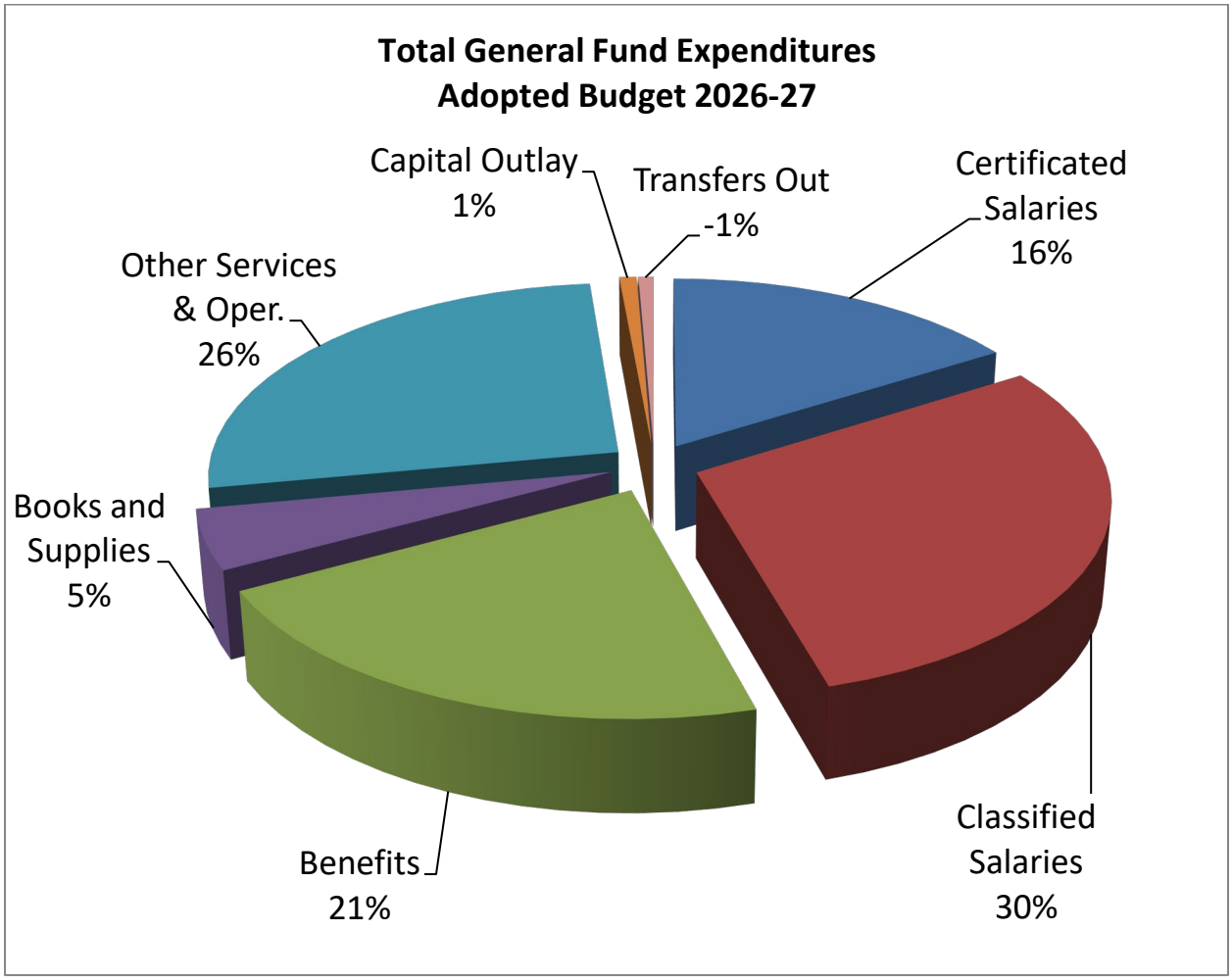
Major expenditure assumptions include:

- Salaries and benefits include
  - All positions approved by the Superintendent as of May 15, 2026
  - Employee step movement of approximately 2.01% certificated, 2.60% classified, and 2.49% for management.
  - A 3% salary schedule increase for certificated, classified, and management, effective July 1, 2027 with a 6.8% increase to health insurance. Classified has settled with a tentative agreement after the budget was prepared for 3.2% salary increase with a 1.5% increase to health insurance. Unrepresented employees will have the same salary and benefit increases as classified. The certificated bargaining unit has not settled yet as of the preparation of this document on May 29, 2026.
  - Stipends for current moderate/severe teachers in the amount of $2,000 per teacher and a $4,500 signing bonus for each new fully credentialed moderate/severe teacher.
  - Employer paid STRS rate of 19.10% and PERS of 26.40%
- Other employer paid benefits include Medicare, FICA, worker's compensation, unemployment insurance and other retiree benefits. The total payroll driven, or statutory, benefits are 23.79% for certificated and 31.09% for classified employees.
- The indirect cost rate charged to most restricted programs is 9.35% for 2026-27. Special Education and One Stop Programs are being charged a rate of 7%.
- Capital Outlay of $256,000 for improvements to YCOE facilities.

A summary of general fund expenditures is presented below:

DESCRIPTION	UNRESTRICTED	RESTRICTED	COMBINED
Certificated Salaries	1,147,927	4,182,027	5,329,954
Classified Salaries	3,183,498	6,602,843	9,786,341
Benefits	1,855,883	5,254,661	7,110,544
Books and Supplies	799,084	831,769	1,630,853
Other Services & Operating	1,762,226	7,018,821	8,781,047
Capital Outlay	170,000	86,000	256,000
Other Outgo/Transfer	(1,589,155)	1,369,647	(219,508)
TOTAL	7,329,463	25,345,768	$32,675,231

Following is a graphical representation of expenditures by percentage:



CSSF Contributions to Restricted Programs

The following contributions of unrestricted resources to restricted programs are necessary to cover restricted program expenditures in excess of revenue:

Description	Amount
Special Education - Instruction	34,755
Restricted Maintenance Account	250,734
Other Local Programs	12,105
Total	**$297,594**

Fund Balances

The YCOE is required to have a 3% Reserve for Economic Uncertainty. Current board policy is to designate a minimum of 25% of general fund (CSSF) expenditures as additional reserve for economic uncertainty. The estimated additional reserve for 2026-27 is 28.5%

General Fund Summary

The YCOE'S 2026-27 general fund projects a total increase to net assets of $35,513 resulting in an estimated ending fund balance of $17.95 million. The components of the YCOE's fund balance are as follows: revolving cash & other nonspendables - $28,000; restricted programs - $3,915,297; 3% economic uncertainty - $980,257; assigned - $3,725,222. The remaining 25.5% of $9,304,733 is available toward the additional reserve for economic uncertainty per board policy.

Adopted Budget 2026-27			
Description	**Unrestricted**	**Restricted**	**Total**
Total Revenues	9,048,485	23,671,633	32,720,118
Total Expenditures	7,329,463	25,345,768	32,675,231
Excess/(Deficiency)	1,719,022	(1,674,135)	44,887
Other Sources/Uses	(306,968)	297,595	(9,373)
Net Increase/(Decrease)	**1,412,054**	**(1,376,540)**	**35,514**
Add: Beginning Fund Balance	12,626,158	5,291,837	17,917,995
Ending Fund Balance	**14,038,212**	**3,915,297**	**17,953,509**

Cash Flow

The YCOE is anticipating having positive monthly cash balances during the 2026-27 school year. Cash is always closely monitored to ensure the YCOE is liquid to satisfy its obligations.

Fund Summaries

Illustrated below is a summary of each Fund's fund balance and corresponding change.

	Fund	Beginning Fund Balance	Budgeted Net Change	2026-27 Ending Fund Balance
Governmental Funds				
1	County School Service Fund	$17,917,995	$35,514	$17,953,509
9	Career Prep Charter School	$2,600,117	$83,925	$2,684,042
10	Special Education Pass Through	$455,984	$30,224	$486,208
11	Adult Education Fund	$67,835	($56,939)	$10,896
12	Child Development	$239,223	$34,273	$273,496
14	Deferred Maintenance Fund	$2,444,171	$68,000	$2,512,171
16	Forest Reserve Fund	$12	($12)	$0
17	Special Reserve for Other Than Capital Outlay	$195,161	$6,355	$201,516
35	County School Facilities Fund	$1,041,816	($55,759)	$986,057
40	Special Reserve for Capital Outlay	$147,880	$5,265	$153,145
56	Debt Service	$0	$0	$0
63	Other Enterprise Fund	$18	$0	$18
67	Self Insurance Fund	($388,670)	$259,465	($129,205)

Multiyear Projection

General Planning Factors:

Illustrated below are the latest factors that COEs and districts are expected to utilize as planning factors:

Planning Factor	2025-26	2026-27	2027-28	2028-29
Dept of Finance Statutory COLA	2.30%	2.87%	3.30%	3.09%
Local Control Funding Formula COLA	2.30%	4.31%	3.30%	3.09%
STRS Employer Rates	19.10%	19.10%	19.10%	19.10%
PERS Employer Rates	26.81%	26.40%	26.80%	25.90%
SUI Employer Rates	0.05%	0.05%	0.05%	0.05%
Lottery – Unrestricted per ADA	$191	$191	$191	$191
Lottery – Prop. 20 per ADA	$82	$82	$82	$82
Mandate Block Grant for COE: K-8 per ADA	$39.09	$40.41	$41.74	$43.03
Mandate Block Grant for COE: 9-12 per ADA	$76.48	$79.27	$81.89	$84.42
Mandate Block Grant for COE: Countywide ADA	$1.31	$1.35	$1.39	$1.44
Mandate Block Grant for Charters: K-8 per ADA	$20.52	$21.31	$22.01	$22.69
Mandate Block Grant for Charters: 9-12 per ADA	$58.21	$60.48	$62.48	$64.41
Routine Restricted Maintenance Account (refer to the provisions discussed above)	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo	3% of total GF expend & outgo

Various aspects of the planning factors illustrated above will be further discussed below with the YCOE's specific revenue and expenditure assumptions.

Revenue Assumptions:

Per enrollment trends, the YCOE is anticipating flat enrollment and declining funded ADA for Juvenile Hall School and for the County Community School. The Local Control Funding Formula is based on the Department of Finance's estimates of COLA and funding percentages towards the YCOE's LCFF Entitlement as noted above. LCFF is projected to increase in 27-28 and 28-29 with rising COLA blunted by the impact of declining ADA. Unrestricted local revenue is estimated to remain relatively constant for the subsequent years, while restricted local revenue adjusts each year for changes to special education costs and contracts with other local and state agencies. Federal revenue is projected to remain relatively flat while state revenue is projected to decline 27-28 with the expiration of grants then grow relative to COLA in 28-29.

Expenditure Assumptions:

Certificated step and column costs for purposes of the multi-year projection are assumed to increase by 2.01% for certificated and 2.60% for classified and a salary increase of 3% for all employees has been assumed for 2026-27 and 2027-28. The salary increase has been settled with the classified bargaining unit for 2026-27 but is still under negotiation for the certificated bargaining unit. 2027-28 and 2028-29 increases will be bargained at later dates.

Adjustments to benefits reflect the effects of salary changes noted above and expected changes to employer pension costs with the percentage of salary shown below.

CalPERS Rate Comparison

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28 Est	2028-29 Est
Employer Rates	22.9%	25.3%	26.6%	27.0%	26.81%	26.4%	26.8%	25.9%
Change	2.21%	2.4%	1.3%	0.4%	-0.19%	-0.41%	0.40%	-0.90%

	CalSTRS Rate Comparison							
Employer Rates	16.92%	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%	19.10%
Change	0.77%	2.18%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Materials and supplies are budgeted to increase $114,182 for 26-27 because the materials and supplies budgets in 25-26 were not fully utilized. The 26-27 restores these budgets.

In 2026-27, Services and Other is expected to then drop by $1.05 Million or 11% as the Allcove and some workforce grant program budgets expires. In 27-28 Services and Other is expected to then rise in relation to the consumer price index.

Capital Outlay is dropping $48,707 or 16% from 25-26 to 26-27 because of decreased planned equipment expenditures in career technical education programs. In 27-28 and 28-29 we estimated the amount to be the same.

Estimated Ending Fund Balances:

During 2027-28, YCOE estimates that the general fund is projected to decrease $635,222 resulting in an unrestricted ending balance of $15.1 Million and a restricted ending balance of $2.2 Million.

During 2028-29, the YCOE estimates that the general fund is projected to decrease $909,197 resulting in an unrestricted ending balance of $15.7 million and a restricted ending balance of $651,630.

	2026-27 Adopted Budget			2027-28 Projected			2028-29 Projected		
Description	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
NONSPENDABLE									
Revolving Cash/Prepaids	28,000		28,000	28,000		28,000	28,000		28,000
Other	-		-	-		-	-		-
TOTAL - NONSPENDABLE	**28,000**	**-**	**28,000**	**28,000**	**-**	**28,000**	**28,000**	**-**	**28,000**
RESTRICTED									
Restricted Categorical Balances		3,915,297	3,915,297		2,200,882	2,200,882		651,630	651,630
TOTAL - RESTRICTED	**-**	**3,915,297**	**3,915,297**	**-**	**2,200,882**	**2,200,882**	**-**	**651,630**	**651,630**
ASSIGNED	3,725,222		3,725,222	3,553,073		3,553,073	3,553,073		3,553,073
TOTAL - ASSIGNED	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
UNASSIGNED									
Economic Uncertainty (REU-3%)	980,257		980,257	995,253		995,253	1,028,093		1,028,093
Amount Above REU	9,304,733		9,304,733	10,531,706		10,531,706	11,138,921		11,138,921
TOTAL - UNASSIGNED	**10,284,990**	**-**	**10,284,990**	**11,526,959**	**-**	**11,526,959**	**12,167,014**	**-**	**12,167,014**
TOTAL - FUND BALANCE	**14,038,212**	**3,915,297**	**17,953,509**	**15,108,032**	**2,200,882**	**17,308,914**	**15,748,087**	**651,630**	**16,399,717**

Multi-Year Projection:

Based on the assumptions outlined above, the MYP for the next three years is shown below:

Multi-Year Projection (Total General Fund)			
Description	**Adopted Budget 2026-27**	**Projected 2027-2028**	**Projected 2028-2029**
Total Revenues	32,720,118	32,539,890	33,369,948
Total Expenditures	32,675,231	33,175,112	34,269,772
Excess/(Deficiency)	44,887	(635,222)	(899,824)
Other Sources/Uses	(9,373)	(9,373)	(9,373)
Net Increase/(Decrease)	**35,514**	**(644,595)**	**(909,197)**
Add: Beginning Fund Balance	17,917,995	17,953,509	17,308,914
Ending Fund Balance	**17,953,509**	**17,308,914**	**16,399,717**
Fund Balance	*55%*	*52%*	*48%*

Conclusion:

Due to an adequate fund balance and balanced budgets in fiscal year 2026-27 through 2028-29, the adopted budget and multi-year projections support that the YCOE will be able to meet its financial obligations for the current and subsequent two years. The administration is confident that the YCOE will be able to maintain prudent operating reserves and have the necessary cash in order to ensure that the YCOE remains fiscally solvent.

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	7,029,754.00	2,582,672.00	9,612,426.00	7,121,129.00	2,582,672.00	9,703,801.00	1.0%
2) Federal Revenue		8100-8299	0.00	3,030,110.09	3,030,110.09	0.00	2,791,477.15	2,791,477.15	-7.9%
3) Other State Revenue		8300-8599	169,602.78	5,626,750.33	5,796,353.11	170,936.78	4,321,121.52	4,492,058.30	-22.5%
4) Other Local Revenue		8600-8799	1,760,096.49	13,877,558.46	15,637,654.95	1,756,418.62	13,976,361.80	15,732,780.42	0.6%
5) TOTAL, REVENUES			8,959,453.27	25,117,090.88	34,076,544.15	9,048,484.40	23,671,632.47	32,720,116.87	-4.0%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	1,124,452.69	3,412,774.77	4,537,227.46	1,147,927.19	4,182,027.35	5,329,954.54	17.5%
2) Classified Salaries		2000-2999	2,909,705.77	7,056,936.19	9,966,641.96	3,183,497.58	6,602,842.76	9,786,340.34	-1.8%
3) Employee Benefits		3000-3999	1,748,453.62	5,086,896.21	6,835,349.83	1,855,882.86	5,254,660.62	7,110,543.48	4.0%
4) Books and Supplies		4000-4999	808,216.01	708,454.70	1,516,670.71	799,084.17	831,768.99	1,630,853.16	7.5%
5) Services and Other Operating Expenditures		5000-5999	1,672,300.14	8,160,477.43	9,832,777.57	1,762,225.91	7,018,820.51	8,781,046.42	-10.7%
6) Capital Outlay		6000-6999	154,706.72	150,000.00	304,706.72	170,000.00	86,000.00	256,000.00	-16.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	13,057.58	13,057.58	0.00	0.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,270,254.15)	1,081,713.98	(188,540.17)	(1,589,155.24)	1,369,647.00	(219,508.24)	16.4%
9) TOTAL, EXPENDITURES			7,147,580.80	25,670,310.86	32,817,891.66	7,329,462.47	25,345,767.23	32,675,229.70	-0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,811,872.47	(553,219.98)	1,258,652.49	1,719,021.93	(1,674,134.76)	44,887.17	-96.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	7,322.16	0.00	7,322.16	6,626.52	0.00	6,626.52	-9.5%
b) Transfers Out		7600-7629	0.00	14,500.00	14,500.00	16,000.00	0.00	16,000.00	10.3%
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	(344,317.18)	344,317.18	0.00	(297,594.63)	297,594.63	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(336,995.02)	329,817.18	(7,177.84)	(306,968.11)	297,594.63	(9,373.48)	30.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,474,877.45	(223,402.80)	1,251,474.65	1,412,053.82	(1,376,540.13)	35,513.69	-97.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	11,532,941.96	5,783,931.16	17,316,873.12	12,626,158.34	5,291,836.80	17,917,995.14	3.5%
b) Audit Adjustments		9793	(381,661.07)	(268,691.56)	(650,352.63)	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			11,151,280.89	5,515,239.60	16,666,520.49	12,626,158.34	5,291,836.80	17,917,995.14	7.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,151,280.89	5,515,239.60	16,666,520.49	12,626,158.34	5,291,836.80	17,917,995.14	7.5%
2) Ending Balance, June 30 (E + F1e)			12,626,158.34	5,291,836.80	17,917,995.14	14,038,212.16	3,915,296.67	17,953,508.83	0.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	3,000.00	0.00	3,000.00	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	11,240.00	0.00	11,240.00	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	5,291,836.80	5,291,836.80	0.00	3,915,296.67	3,915,296.67	-26.0%
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	3,412,464.73	0.00	3,412,464.73	3,725,222.27	0.00	3,725,222.27	9.2%
Facilities	0000	9780	*1,500,166.40*		*1,500,166.40*			*0.00*	
LCAP/Medi-Cal Admin, Alternative Education, Differentiated Assistance	0000	9780	*1,524,868.98*		*1,524,868.98*			*0.00*	
Technology	0000	9780	*156,000.00*		*156,000.00*			*0.00*	
Lottery Funds	1100	9780	*231,429.35*		*231,429.35*			*0.00*	
Facilities	0000	9780			*0.00*	*1,532,255.54*		*1,532,255.54*	
LCAP/Medi-Cal Admin, Alternative Education, Differentiated Assistance	0000	9780			*0.00*	*1,864,817.38*		*1,864,817.38*	
Technology	0000	9780			*0.00*	*156,000.00*		*156,000.00*	
Lottery Funds	1100	9780			*0.00*	*172,149.35*		*172,149.35*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	9,199,453.61	0.00	9,199,453.61	10,312,989.89	0.00	10,312,989.89	12.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	13,542,853.14	(355,967.09)	13,186,886.05				
1) Fair Value Adjustment to Cash in County Treasury		9111	(115,000.00)	0.00	(115,000.00)				
b) in Banks		9120	13,305.00	0.00	13,305.00				
c) in Revolving Cash Account		9130	3,000.00	0.00	3,000.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
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	6,192,656.40	6,192,656.40				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	101,330.19	0.00	101,330.19				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	11,240.00	0.00	11,240.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			13,556,728.33	5,836,689.31	19,393,417.64				
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	930,377.00	544,852.51	1,475,229.51				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	192.99	0.00	192.99				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			930,569.99	544,852.51	1,475,422.50				
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)			12,626,158.34	5,291,836.80	17,917,995.14				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	4,296,478.00	0.00	4,296,478.00	4,333,480.00	0.00	4,333,480.00	0.9%
Education Protection Account State Aid - Current Year		8012	10,526.00	0.00	10,526.00	9,982.00	0.00	9,982.00	-5.2%
State Aid - Prior Years		8019	(54,916.00)	0.00	(54,916.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	35,986.00	0.00	35,986.00	35,986.00	0.00	35,986.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Timber Yield Tax		8022	445.00	0.00	445.00	445.00	0.00	445.00	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	4,907,734.00	0.00	4,907,734.00	4,907,734.00	0.00	4,907,734.00	0.0%
Unsecured Roll Taxes		8042	179,678.00	0.00	179,678.00	179,678.00	0.00	179,678.00	0.0%
Prior Years' Taxes		8043	30.00	0.00	30.00	30.00	0.00	30.00	0.0%
Supplemental Taxes		8044	110.00	0.00	110.00	110.00	0.00	110.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	296,356.00	0.00	296,356.00	296,356.00	0.00	296,356.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sups.		8070	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			9,672,427.00	0.00	9,672,427.00	9,763,801.00	0.00	9,763,801.00	0.9%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(60,001.00)		(60,001.00)	(60,000.00)		(60,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(2,582,672.00)	2,582,672.00	0.00	(2,582,672.00)	2,582,672.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			7,029,754.00	2,582,672.00	9,612,426.00	7,121,129.00	2,582,672.00	9,703,801.00	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	20,123.12	20,123.12	0.00	23,490.28	23,490.28	16.7%
Special Education Discretionary Grants		8182	0.00	117,625.39	117,625.39	0.00	119,195.73	119,195.73	1.3%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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		116,899.79	116,899.79		192,523.80	192,523.80	64.7%
Title I, Part D, Local Delinquent Programs	3025	8290		300,212.63	300,212.63		222,185.05	222,185.05	-26.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		761.71	761.71		37,310.00	37,310.00	4,798.2%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		50,393.87	50,393.87		50,393.87	50,393.87	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 3183, 4037, 4038, 4123, 4124, 4126, 4127, 4204, 5630	8290		549,449.00	549,449.00		783,695.88	783,695.88	42.6%
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	1,874,644.58	1,874,644.58	0.00	1,362,682.54	1,362,682.54	-27.3%
TOTAL, FEDERAL REVENUE			0.00	3,030,110.09	3,030,110.09	0.00	2,791,477.15	2,791,477.15	-7.9%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		812,779.51	812,779.51		772,247.49	772,247.49	-5.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	18,236.00	18,236.00	0.00	15,723.00	15,723.00	-13.8%
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	30,207.00	0.00	30,207.00	31,541.00	0.00	31,541.00	4.4%
Lottery - Unrestricted and Instructional Materials		8560	42,511.00	18,347.00	60,858.00	42,511.00	18,347.00	60,858.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590		125,000.00	125,000.00		75,000.00	75,000.00	-40.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		1,844.06	1,844.06		309,525.00	309,525.00	16,685.0%
Arts and Music in Schools (Prop 28)	6770	8590		42,418.00	42,418.00		40,296.00	40,296.00	-5.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	96,884.78	4,608,125.76	4,705,010.54	96,884.78	3,089,983.03	3,186,867.81	-32.3%
TOTAL, OTHER STATE REVENUE			169,602.78	5,626,750.33	5,796,353.11	170,936.78	4,321,121.52	4,492,058.30	-22.5%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	1,900.00	0.00	1,900.00	1,900.00	0.00	1,900.00	0.0%
Leases and Rentals		8650	714,249.92	0.00	714,249.92	838,055.10	0.00	838,055.10	17.3%
Interest		8660	479,704.00	0.00	479,704.00	479,704.00	0.00	479,704.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	241,126.83	327,147.56	568,274.39	236,303.87	247,219.69	483,523.56	-14.9%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	100,258.32	1,814,117.65	1,914,375.97	25,687.20	1,500,436.57	1,526,123.77	-20.3%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	222,857.42	1,080,533.87	1,303,391.29	174,768.45	1,056,904.11	1,231,672.56	-5.5%
Tuition		8710	0.00	8,121,897.38	8,121,897.38	0.00	8,721,986.33	8,721,986.33	7.4%
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		2,533,862.00	2,533,862.00		2,449,815.10	2,449,815.10	-3.3%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,760,096.49	13,877,558.46	15,637,654.95	1,756,418.62	13,976,361.80	15,732,780.42	0.6%
TOTAL, REVENUES			8,959,453.27	25,117,090.88	34,076,544.15	9,048,484.40	23,671,632.47	32,720,116.87	-4.0%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	530,089.83	2,021,761.85	2,551,851.68	488,605.90	2,446,976.72	2,935,582.62	15.0%
Certificated Pupil Support Salaries		1200	0.00	477,389.70	477,389.70	0.00	617,553.32	617,553.32	29.4%
Certificated Supervisors' and Administrators' Salaries		1300	492,562.96	798,984.00	1,291,546.96	542,380.38	1,000,956.63	1,543,337.01	19.5%
Other Certificated Salaries		1900	101,799.90	114,639.22	216,439.12	116,940.91	116,540.68	233,481.59	7.9%
TOTAL, CERTIFICATED SALARIES			1,124,452.69	3,412,774.77	4,537,227.46	1,147,927.19	4,182,027.35	5,329,954.54	17.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	17,823.45	2,475,363.47	2,493,186.92	18,139.18	2,628,475.96	2,646,615.14	6.2%
Classified Support Salaries		2200	211,249.93	2,363,549.17	2,574,799.10	219,916.75	2,203,444.99	2,423,361.74	-5.9%
Classified Supervisors' and Administrators' Salaries		2300	969,958.47	596,079.00	1,566,037.47	1,011,091.15	415,178.45	1,426,269.60	-8.9%
Clerical, Technical and Office Salaries		2400	1,647,890.88	1,112,172.60	2,760,063.48	1,913,793.56	983,022.79	2,896,816.35	5.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Classified Salaries		2900	62,783.04	509,771.95	572,554.99	20,556.94	372,720.57	393,277.51	-31.3%
TOTAL, CLASSIFIED SALARIES			2,909,705.77	7,056,936.19	9,966,641.96	3,183,497.58	6,602,842.76	9,786,340.34	-1.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	189,344.66	945,117.50	1,134,462.16	189,856.30	1,130,336.47	1,320,192.77	16.4%
PERS		3201-3202	779,009.41	1,845,143.23	2,624,152.64	831,898.73	1,737,313.57	2,569,212.30	-2.1%
OASDI/Medicare/Alternative		3301-3302	59,127.84	167,852.77	226,980.61	60,219.24	174,289.63	234,508.87	3.3%
Health and Welfare Benefits		3401-3402	589,793.47	1,787,489.24	2,377,282.71	641,786.46	1,867,631.42	2,509,417.88	5.6%
Unemployment Insurance		3501-3502	3,442.41	4,907.90	8,350.31	2,000.69	5,090.48	7,091.17	-15.1%
Workers' Compensation		3601-3602	68,212.55	177,659.00	245,871.55	70,298.89	182,316.45	252,615.34	2.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	59,523.28	158,726.57	218,249.85	59,822.55	157,682.60	217,505.15	-0.3%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,748,453.62	5,086,896.21	6,835,349.83	1,855,882.86	5,254,660.62	7,110,543.48	4.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	27,582.76	27,582.76	0.00	48,804.00	48,804.00	76.9%
Books and Other Reference Materials		4200	3,700.00	11,089.67	14,789.67	3,700.00	1,250.00	4,950.00	-66.5%
Materials and Supplies		4300	546,173.87	471,930.59	1,018,104.46	592,571.50	594,726.10	1,187,297.60	16.6%
Noncapitalized Equipment		4400	258,342.14	197,851.68	456,193.82	202,812.67	186,988.89	389,801.56	-14.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			808,216.01	708,454.70	1,516,670.71	799,084.17	831,768.99	1,630,853.16	7.5%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	5,288,044.50	5,288,044.50	0.00	4,771,820.93	4,771,820.93	-9.8%
Travel and Conferences		5200	120,248.08	190,818.86	311,066.94	117,681.05	200,082.35	317,763.40	2.2%
Dues and Memberships		5300	68,506.50	2,985.66	71,492.16	80,039.59	8,885.00	88,924.59	24.4%
Insurance		5400 - 5499	200,710.80	54,190.58	254,901.38	221,082.47	57,796.72	278,879.19	9.4%
Operations and Housekeeping Services		5500	391,219.16	183,873.00	575,092.16	410,722.22	175,925.00	586,647.22	2.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	193,202.13	114,274.27	307,476.40	251,222.78	103,632.24	354,855.02	15.4%
Transfers of Direct Costs		5710	(312,762.28)	312,762.28	0.00	(238,697.80)	238,697.80	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(431,883.05)	97,174.70	(334,708.35)	(371,320.16)	69,129.79	(302,190.37)	-9.7%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	1,357,536.16	1,850,333.76	3,207,869.92	1,197,848.01	1,324,252.15	2,522,100.16	-21.4%
Communications		5900	85,522.64	66,019.82	151,542.46	93,647.75	68,598.53	162,246.28	7.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,672,300.14	8,160,477.43	9,832,777.57	1,762,225.91	7,018,820.51	8,781,046.42	-10.7%
CAPITAL OUTLAY									

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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	122,155.73	0.00	122,155.73	170,000.00	0.00	170,000.00	39.2%
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	0.00	150,000.00	150,000.00	0.00	86,000.00	86,000.00	-42.7%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	32,550.99	0.00	32,550.99	0.00	0.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			154,706.72	150,000.00	304,706.72	170,000.00	86,000.00	256,000.00	-16.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	13,057.58	13,057.58	0.00	0.00	0.00	-100.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	13,057.58	13,057.58	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(1,081,713.98)	1,081,713.98	0.00	(1,369,647.00)	1,369,647.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(188,540.17)	0.00	(188,540.17)	(219,508.24)	0.00	(219,508.24)	16.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,270,254.15)	1,081,713.98	(188,540.17)	(1,589,155.24)	1,369,647.00	(219,508.24)	16.4%
TOTAL, EXPENDITURES			7,147,580.80	25,670,310.86	32,817,891.66	7,329,462.47	25,345,767.23	32,675,229.70	-0.4%
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	7,322.16	0.00	7,322.16	6,626.52	0.00	6,626.52	-9.5%
(a) TOTAL, INTERFUND TRANSFERS IN			7,322.16	0.00	7,322.16	6,626.52	0.00	6,626.52	-9.5%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	14,500.00	14,500.00	16,000.00	0.00	16,000.00	10.3%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	14,500.00	14,500.00	16,000.00	0.00	16,000.00	10.3%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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	(338,048.20)	338,048.20	0.00	(297,594.63)	297,594.63	0.00	0.0%
Contributions from Restricted Revenues		8990	(6,268.98)	6,268.98	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(344,317.18)	344,317.18	0.00	(297,594.63)	297,594.63	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(336,995.02)	329,817.18	(7,177.84)	(306,968.11)	297,594.63	(9,373.48)	30.6%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	7,029,754.00	2,582,672.00	9,612,426.00	7,121,129.00	2,582,672.00	9,703,801.00	1.0%
2) Federal Revenue		8100-8299	0.00	3,030,110.09	3,030,110.09	0.00	2,791,477.15	2,791,477.15	-7.9%
3) Other State Revenue		8300-8599	169,602.78	5,626,750.33	5,796,353.11	170,936.78	4,321,121.52	4,492,058.30	-22.5%
4) Other Local Revenue		8600-8799	1,760,096.49	13,877,558.46	15,637,654.95	1,756,418.62	13,976,361.80	15,732,780.42	0.6%
5) TOTAL, REVENUES			8,959,453.27	25,117,090.88	34,076,544.15	9,048,484.40	23,671,632.47	32,720,116.87	-4.0%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		997,900.03	12,641,614.54	13,639,514.57	967,592.45	13,461,979.39	14,429,571.84	5.8%
2) Instruction - Related Services	2000-2999		1,152,391.66	2,318,761.24	3,471,152.90	1,258,062.82	2,615,939.59	3,874,002.41	11.6%
3) Pupil Services	3000-3999		257,375.38	4,933,887.89	5,191,263.27	197,496.72	4,250,187.43	4,447,684.15	-14.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		155,762.69	3,629,361.47	3,785,124.16	197,024.12	2,711,021.66	2,908,045.78	-23.2%
6) Enterprise	6000-6999		499,926.39	0.00	499,926.39	585,403.90	0.00	585,403.90	17.1%
7) General Administration	7000-7999		3,505,284.06	1,311,218.87	4,816,502.93	3,378,947.48	1,431,905.32	4,810,852.80	-0.1%
8) Plant Services	8000-8999		578,940.59	822,409.27	1,401,349.86	744,934.98	874,733.84	1,619,668.82	15.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	13,057.58	13,057.58	0.00	0.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			7,147,580.80	25,670,310.86	32,817,891.66	7,329,462.47	25,345,767.23	32,675,229.70	-0.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,811,872.47	(553,219.98)	1,258,652.49	1,719,021.93	(1,674,134.76)	44,887.17	-96.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	7,322.16	0.00	7,322.16	6,626.52	0.00	6,626.52	-9.5%
b) Transfers Out		7600-7629	0.00	14,500.00	14,500.00	16,000.00	0.00	16,000.00	10.3%
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	(344,317.18)	344,317.18	0.00	(297,594.63)	297,594.63	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(336,995.02)	329,817.18	(7,177.84)	(306,968.11)	297,594.63	(9,373.48)	30.6%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,474,877.45	(223,402.80)	1,251,474.65	1,412,053.82	(1,376,540.13)	35,513.69	-97.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	11,532,941.96	5,783,931.16	17,316,873.12	12,626,158.34	5,291,836.80	17,917,995.14	3.5%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	(381,661.07)	(268,691.56)	(650,352.63)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			11,151,280.89	5,515,239.60	16,666,520.49	12,626,158.34	5,291,836.80	17,917,995.14	7.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,151,280.89	5,515,239.60	16,666,520.49	12,626,158.34	5,291,836.80	17,917,995.14	7.5%
2) Ending Balance, June 30 (E + F1e)			12,626,158.34	5,291,836.80	17,917,995.14	14,038,212.16	3,915,296.67	17,953,508.83	0.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	3,000.00	0.00	3,000.00	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	11,240.00	0.00	11,240.00	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	5,291,836.80	5,291,836.80	0.00	3,915,296.67	3,915,296.67	-26.0%
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	3,412,464.73	0.00	3,412,464.73	3,725,222.27	0.00	3,725,222.27	9.2%
Facilities	0000	9780	*1,500,166.40*		*1,500,166.40*			*0.00*	
LCAP/Medi-Cal Admin, Alternative Education, Differentiated Assistance	0000	9780	*1,524,868.98*		*1,524,868.98*			*0.00*	
Technology	0000	9780	*156,000.00*		*156,000.00*			*0.00*	
Lottery Funds	1100	9780	*231,429.35*		*231,429.35*			*0.00*	
Facilities	0000	9780			*0.00*	*1,532,255.54*		*1,532,255.54*	
LCAP/Medi-Cal Admin, Alternative Education, Differentiated Assistance	0000	9780			*0.00*	*1,864,817.38*		*1,864,817.38*	
Technology	0000	9780			*0.00*	*156,000.00*		*156,000.00*	
Lottery Funds	1100	9780			*0.00*	*172,149.35*		*172,149.35*	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	9,199,453.61	0.00	9,199,453.61	10,312,989.89	0.00	10,312,989.89	12.1%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6015	Adults in Correctional Facilities	47,133.99	55,517.92
6018	Student Support and Enrichment Block Grant	137,099.02	59,283.30
6019	Student Support and Professional Development Discretionary Block Grant	31,896.20	127,473.00
6057	Early Education: Universal Prekindergarten (UPK) Planning & Implementation Grant - Countywide Planning and Capacity Building Grant	31,589.24	15,344.27
6300	Lottery: Instructional Materials	115,781.59	82,786.59
6332	CA Community Schools Partnership Act - Implementation Grant	218,600.10	169,963.97
6333	CA Community Schools Partnership Act - Coordination Grant	159,371.10	112,445.49
6383	Golden State Pathways Program	0.00	414,516.49
6500	Special Education	381,732.06	377,514.06
6620	Reversing Opioid Overdoses	22,665.92	22,665.92
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	43,731.81	0.00
7339	Dual Enrollment Opportunities	451,849.49	0.00
7399	LCFF Equity Multiplier	277,547.99	98,623.61
7810	Other Restricted State	169,158.08	29,310.79
9010	Other Restricted Local	3,203,680.21	2,349,851.26
Total, Restricted Balance		5,291,836.80	3,915,296.67

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,125,355.47	3,345,111.00	7.0%
2) Federal Revenue		8100-8299	86,040.47	99,365.52	15.5%
3) Other State Revenue		8300-8599	530,620.69	760,171.81	43.3%
4) Other Local Revenue		8600-8799	121,303.72	120,483.77	-0.7%
5) TOTAL, REVENUES			3,863,320.35	4,325,132.10	12.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,566,750.29	1,779,787.97	13.6%
2) Classified Salaries		2000-2999	475,773.79	496,365.16	4.3%
3) Employee Benefits		3000-3999	936,782.21	1,037,495.66	10.8%
4) Books and Supplies		4000-4999	99,999.50	145,722.08	45.7%
5) Services and Other Operating Expenditures		5000-5999	608,959.89	724,993.51	19.1%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	4,519.00	4,519.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	33,598.98	52,323.39	55.7%
9) TOTAL, EXPENDITURES			3,726,383.66	4,241,206.77	13.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			136,936.69	83,925.33	-38.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			136,936.69	83,925.33	-38.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,500,552.47	2,600,116.69	4.0%
b) Audit Adjustments		9793	(37,372.47)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,463,180.00	2,600,116.69	5.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,463,180.00	2,600,116.69	5.6%
2) Ending Balance, June 30 (E + F1e)			2,600,116.69	2,684,042.02	3.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	24,400.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	342,787.25	374,042.51	9.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,232,929.44	2,309,999.51	3.5%
Lottery Funds	1100	9780	*77,306.09*		
Lottery Funds	1100	9780		*50,995.59*	
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,569,090.56		
1) Fair Value Adjustment to Cash in County Treasury		9111	(22,000.00)		
b) in Banks		9120	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	59,952.97		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	325.16		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	24,400.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,631,768.69		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	31,652.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			31,652.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,600,116.69		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,545,740.47	2,721,237.00	6.9%
Education Protection Account State Aid - Current Year		8012	579,615.00	623,874.00	7.6%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,125,355.47	3,345,111.00	7.0%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	81,724.81	95,049.86	16.3%
Special Education Discretionary Grants		8182	4,315.66	4,315.66	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, FEDERAL REVENUE			86,040.47	99,365.52	15.5%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	168,740.50	252,172.18	49.4%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	11,138.00	10,479.00	-5.9%
Lottery - Unrestricted and Instructional Materials		8560	55,613.00	58,121.00	4.5%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	49,872.00	49,872.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	245,257.19	389,527.63	58.8%
TOTAL, OTHER STATE REVENUE			530,620.69	760,171.81	43.3%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	972.00	0.00	-100.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	92,847.95	93,000.00	0.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	27,483.77	27,483.77	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			121,303.72	120,483.77	-0.7%
TOTAL, REVENUES			3,863,320.35	4,325,132.10	12.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,426,010.78	1,584,946.02	11.1%
Certificated Pupil Support Salaries		1200	46,251.99	57,003.82	23.2%
Certificated Supervisors' and Administrators' Salaries		1300	94,487.52	137,838.13	45.9%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,566,750.29	1,779,787.97	13.6%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Instructional Salaries		2100	90,103.39	91,375.45	1.4%
Classified Support Salaries		2200	79,452.70	68,920.72	-13.3%
Classified Supervisors' and Administrators' Salaries		2300	94,631.05	102,176.05	8.0%
Clerical, Technical and Office Salaries		2400	211,586.65	233,892.94	10.5%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			475,773.79	496,365.16	4.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	437,961.08	484,266.49	10.6%
PERS		3201-3202	124,450.96	131,040.40	5.3%
OASDI/Medicare/Alternative		3301-3302	28,416.43	31,192.58	9.8%
Health and Welfare Benefits		3401-3402	279,475.45	319,076.56	14.2%
Unemployment Insurance		3501-3502	976.95	1,075.19	10.1%
Workers' Compensation		3601-3602	34,732.36	38,106.87	9.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	30,768.98	32,737.57	6.4%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			936,782.21	1,037,495.66	10.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	27,407.09	53,932.00	96.8%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	66,992.41	64,983.01	-3.0%
Noncapitalized Equipment		4400	5,600.00	26,807.07	378.7%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			99,999.50	145,722.08	45.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	27,061.35	27,873.19	3.0%
Travel and Conferences		5200	26,786.07	64,206.48	139.7%
Dues and Memberships		5300	2,697.05	2,697.05	0.0%
Insurance		5400-5499	63,107.36	69,482.02	10.1%
Operations and Housekeeping Services		5500	60,820.80	64,470.05	6.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	13,942.71	19,602.28	40.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	250,821.82	257,284.90	2.6%
Professional/Consulting Services and Operating Expenditures		5800-5899	129,484.07	184,152.47	42.2%
Communications		5900	34,238.66	35,225.07	2.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			608,959.89	724,993.51	19.1%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	4,519.00	4,519.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			4,519.00	4,519.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	33,598.98	52,323.39	55.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			33,598.98	52,323.39	55.7%
TOTAL, EXPENDITURES			3,726,383.66	4,241,206.77	13.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,125,355.47	3,345,111.00	7.0%
2) Federal Revenue		8100-8299	86,040.47	99,365.52	15.5%
3) Other State Revenue		8300-8599	530,620.69	760,171.81	43.3%
4) Other Local Revenue		8600-8799	121,303.72	120,483.77	-0.7%
5) TOTAL, REVENUES			3,863,320.35	4,325,132.10	12.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		2,384,205.62	2,707,722.42	13.6%
2) Instruction - Related Services	2000-2999		936,277.16	1,071,390.92	14.4%
3) Pupil Services	3000-3999		166,289.30	205,206.56	23.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		33,598.98	52,323.39	55.7%
8) Plant Services	8000-8999		201,493.60	200,044.48	-0.7%
9) Other Outgo	9000-9999	Except 7600-7699	4,519.00	4,519.00	0.0%
10) TOTAL, EXPENDITURES			3,726,383.66	4,241,206.77	13.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			136,936.69	83,925.33	-38.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			136,936.69	83,925.33	-38.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,500,552.47	2,600,116.69	4.0%
b) Audit Adjustments		9793	(37,372.47)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,463,180.00	2,600,116.69	5.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,463,180.00	2,600,116.69	5.6%
2) Ending Balance, June 30 (E + F1e)			2,600,116.69	2,684,042.02	3.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	24,400.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	342,787.25	374,042.51	9.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,232,929.44	2,309,999.51	3.5%
Lottery Funds	1100	9780	*77,306.09*		
Lottery Funds	1100	9780		*50,995.59*	
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6019	Student Support and Professional Development Discretionary Block Grant	65,052.00	210,964.00
6300	Lottery: Instructional Materials	80,009.38	43,599.38
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	72,485.15	41,850.44
7435	Learning Recovery Emergency Block Grant	120,456.72	77,628.69
7810	Other Restricted State	4,784.00	0.00
Total, Restricted Balance		342,787.25	374,042.51

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,103,986.81	4,103,986.81	0.0%
3) Other State Revenue		8300-8599	15,351,193.00	13,886,121.39	-9.5%
4) Other Local Revenue		8600-8799	30,224.00	30,224.00	0.0%
5) TOTAL, REVENUES			19,485,403.81	18,020,332.20	-7.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	19,455,179.81	17,990,108.20	-7.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			19,455,179.81	17,990,108.20	-7.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			30,224.00	30,224.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			30,224.00	30,224.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	417,237.94	455,984.00	9.3%
b) Audit Adjustments		9793	8,522.06	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			425,760.00	455,984.00	7.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			425,760.00	455,984.00	7.1%
2) Ending Balance, June 30 (E + F1e)			455,984.00	486,208.00	6.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	210,000.44	210,000.44	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	245,983.56	276,207.56	12.3%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	357,396.06		
1) Fair Value Adjustment to Cash in County Treasury		9111	(3,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	101,587.94		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			455,984.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	2,945.42		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			2,945.42		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			453,038.58		
LCFF SOURCES					
LCFF Transfers					
Property Taxes Transfers		8097	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Pass-Through Revenues from					
Federal Sources		8287	4,103,986.81	4,103,986.81	0.0%
TOTAL, FEDERAL REVENUE			4,103,986.81	4,103,986.81	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	15,351,193.00	13,886,121.39	-9.5%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			15,351,193.00	13,886,121.39	-9.5%
OTHER LOCAL REVENUE					
Interest		8660	33,224.00	33,224.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	(3,000.00)	(3,000.00)	0.0%
Other Local Revenue					
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.0%
Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			30,224.00	30,224.00	0.0%
TOTAL, REVENUES			19,485,403.81	18,020,332.20	-7.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	4,103,986.81	4,103,986.81	0.0%
To County Offices		7212	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
To JPAs		7213	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments					
To Districts or Charter Schools	6500	7221	15,351,193.00	13,886,121.39	-9.5%
To County Offices	6500	7222	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			19,455,179.81	17,990,108.20	-7.5%
TOTAL, EXPENDITURES			19,455,179.81	17,990,108.20	-7.5%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,103,986.81	4,103,986.81	0.0%
3) Other State Revenue		8300-8599	15,351,193.00	13,886,121.39	-9.5%
4) Other Local Revenue		8600-8799	30,224.00	30,224.00	0.0%
5) TOTAL, REVENUES			19,485,403.81	18,020,332.20	-7.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	19,455,179.81	17,990,108.20	-7.5%
10) TOTAL, EXPENDITURES			19,455,179.81	17,990,108.20	-7.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			30,224.00	30,224.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			30,224.00	30,224.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	417,237.94	455,984.00	9.3%
b) Audit Adjustments		9793	8,522.06	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			425,760.00	455,984.00	7.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			425,760.00	455,984.00	7.1%
2) Ending Balance, June 30 (E + F1e)			455,984.00	486,208.00	6.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	210,000.44	210,000.44	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	245,983.56	276,207.56	12.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6500	Special Education	210,000.44	210,000.44
Total, Restricted Balance		210,000.44	210,000.44

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	177,961.83	0.00	-100.0%
3) Other State Revenue		8300-8599	354,927.66	248,207.15	-30.1%
4) Other Local Revenue		8600-8799	49,750.00	86,333.54	73.5%
5) TOTAL, REVENUES			582,639.49	334,540.69	-42.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	223,558.66	143,913.94	-35.6%
2) Classified Salaries		2000-2999	107,265.18	65,107.51	-39.3%
3) Employee Benefits		3000-3999	89,492.54	72,431.51	-19.1%
4) Books and Supplies		4000-4999	107,615.35	33,115.21	-69.2%
5) Services and Other Operating Expenditures		5000-5999	123,522.29	80,709.04	-34.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	28,810.34	12,202.64	-57.6%
9) TOTAL, EXPENDITURES			680,264.36	407,479.85	-40.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(97,624.87)	(72,939.16)	-25.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	14,500.00	16,000.00	10.3%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			14,500.00	16,000.00	10.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(83,124.87)	(56,939.16)	-31.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	151,960.00	67,835.13	-55.4%
b) Audit Adjustments		9793	(1,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			150,960.00	67,835.13	-55.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			150,960.00	67,835.13	-55.1%
2) Ending Balance, June 30 (E + F1e)			67,835.13	10,895.97	-83.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	62,519.90	10,895.97	-82.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,315.23	0.00	-100.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	68,642.14		
1) Fair Value Adjustment to Cash in County Treasury		9111	(1,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	192.99		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			67,835.13		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	101,655.35		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			101,655.35		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			(33,820.22)		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	177,961.83	0.00	-100.0%
TOTAL, FEDERAL REVENUE			177,961.83	0.00	-100.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	199,508.00	220,000.00	10.3%
All Other State Revenue	All Other	8590	155,419.66	28,207.15	-81.9%
TOTAL, OTHER STATE REVENUE			354,927.66	248,207.15	-30.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	(1,000.00)	New
Fees and Contracts					
Adult Education Fees		8671	48,950.00	84,083.54	71.8%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	800.00	3,250.00	306.3%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			49,750.00	86,333.54	73.5%
TOTAL, REVENUES			582,639.49	334,540.69	-42.6%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	151,473.41	66,320.09	-56.2%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	72,085.25	77,593.85	7.6%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			223,558.66	143,913.94	-35.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	27,069.40	10,000.00	-63.1%
Clerical, Technical and Office Salaries		2400	80,195.78	55,107.51	-31.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			107,265.18	65,107.51	-39.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	35,233.51	26,159.70	-25.8%
PERS		3201-3202	19,461.01	14,548.39	-25.2%
OASDI/Medicare/Alternative		3301-3302	6,931.10	6,509.56	-6.1%
Health and Welfare Benefits		3401-3402	16,983.79	18,545.78	9.2%
Unemployment Insurance		3501-3502	162.86	100.65	-38.2%
Workers' Compensation		3601-3602	5,679.43	3,514.74	-38.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	5,040.84	3,052.69	-39.4%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			89,492.54	72,431.51	-19.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	85,611.14	21,393.04	-75.0%
Noncapitalized Equipment		4400	22,004.21	11,722.17	-46.7%
TOTAL, BOOKS AND SUPPLIES			107,615.35	33,115.21	-69.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	4,228.13	8,667.00	105.0%
Dues and Memberships		5300	674.99	955.00	41.5%
Insurance		5400-5450	7,868.22	8,655.04	10.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,300.84	1,200.00	-7.8%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	61,817.01	27,350.00	-55.8%
Professional/Consulting Services and Operating Expenditures		5800	45,533.10	31,782.00	-30.2%
Communications		5900	2,100.00	2,100.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			123,522.29	80,709.04	-34.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	28,810.34	12,202.64	-57.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			28,810.34	12,202.64	-57.6%
TOTAL, EXPENDITURES			680,264.36	407,479.85	-40.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	14,500.00	16,000.00	10.3%
(a) TOTAL, INTERFUND TRANSFERS IN			14,500.00	16,000.00	10.3%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			14,500.00	16,000.00	10.3%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	177,961.83	0.00	-100.0%
3) Other State Revenue		8300-8599	354,927.66	248,207.15	-30.1%
4) Other Local Revenue		8600-8799	49,750.00	86,333.54	73.5%
5) TOTAL, REVENUES			582,639.49	334,540.69	-42.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		393,212.73	175,397.98	-55.4%
2) Instruction - Related Services	2000-2999		245,017.18	206,694.16	-15.6%
3) Pupil Services	3000-3999		11,673.02	11,587.45	-0.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		28,810.34	12,202.64	-57.6%
8) Plant Services	8000-8999		1,551.09	1,597.62	3.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			680,264.36	407,479.85	-40.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(97,624.87)	(72,939.16)	-25.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	14,500.00	16,000.00	10.3%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			14,500.00	16,000.00	10.3%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(83,124.87)	(56,939.16)	-31.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	151,960.00	67,835.13	-55.4%
b) Audit Adjustments		9793	(1,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			150,960.00	67,835.13	-55.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			150,960.00	67,835.13	-55.1%
2) Ending Balance, June 30 (E + F1e)			67,835.13	10,895.97	-83.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	62,519.90	10,895.97	-82.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	5,315.23	0.00	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	62,519.90	10,895.97
Total, Restricted Balance		62,519.90	10,895.97

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	240,066.00	240,066.00	0.0%
3) Other State Revenue		8300-8599	1,574,177.23	1,274,844.42	-19.0%
4) Other Local Revenue		8600-8799	376,369.99	380,683.19	1.1%
5) TOTAL, REVENUES			2,190,613.22	1,895,593.61	-13.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	183,681.08	194,004.66	5.6%
2) Classified Salaries		2000-2999	405,565.88	509,884.71	25.7%
3) Employee Benefits		3000-3999	315,410.05	358,779.20	13.8%
4) Books and Supplies		4000-4999	81,812.28	9,521.30	-88.4%
5) Services and Other Operating Expenditures		5000-5999	1,056,415.38	634,148.09	-40.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	126,130.85	154,982.21	22.9%
9) TOTAL, EXPENDITURES			2,169,015.52	1,861,320.17	-14.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			21,597.70	34,273.44	58.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			21,597.70	34,273.44	58.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	223,624.91	239,222.61	7.0%
b) Audit Adjustments		9793	(6,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			217,624.91	239,222.61	9.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			217,624.91	239,222.61	9.9%
2) Ending Balance, June 30 (E + F1e)			239,222.61	273,496.05	14.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,626.56	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	235,596.05	273,496.05	16.1%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	245,222.61		
1) Fair Value Adjustment to Cash in County Treasury		9111	(6,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			239,222.61		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			239,222.61		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	240,066.00	240,066.00	0.0%
TOTAL, FEDERAL REVENUE			240,066.00	240,066.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,574,177.23	1,274,844.42	-19.0%
TOTAL, OTHER STATE REVENUE			1,574,177.23	1,274,844.42	-19.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	25,267.08	37,900.00	50.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	45,537.93	37,500.00	-17.7%
All Other Fees and Contracts		8689	305,283.19	305,283.19	0.0%
Other Local Revenue					
All Other Local Revenue		8699	281.79	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			376,369.99	380,683.19	1.1%
TOTAL, REVENUES			2,190,613.22	1,895,593.61	-13.5%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	183,681.08	194,004.66	5.6%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			183,681.08	194,004.66	5.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	171,101.63	260,714.60	52.4%
Classified Supervisors' and Administrators' Salaries		2300	126,704.04	130,489.04	3.0%
Clerical, Technical and Office Salaries		2400	107,760.21	118,681.07	10.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			405,565.88	509,884.71	25.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	88,778.59	89,362.30	0.7%
PERS		3201-3202	74,762.75	100,160.47	34.0%
OASDI/Medicare/Alternative		3301-3302	7,955.88	9,502.81	19.4%
Health and Welfare Benefits		3401-3402	124,841.38	137,278.47	10.0%
Unemployment Insurance		3501-3502	274.38	327.61	19.4%
Workers' Compensation		3601-3602	9,958.34	11,895.70	19.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	8,838.73	10,251.84	16.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			315,410.05	358,779.20	13.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	6,425.66	0.00	-100.0%
Materials and Supplies		4300	75,386.62	9,521.30	-87.4%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			81,812.28	9,521.30	-88.4%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	25,495.50	21,035.44	-17.5%
Dues and Memberships		5300	1,185.00	1,120.00	-5.5%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,178.66	778.00	-85.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	22,069.52	17,555.47	-20.5%
Professional/Consulting Services and Operating Expenditures		5800	998,816.70	590,223.18	-40.9%
Communications		5900	3,670.00	3,436.00	-6.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,056,415.38	634,148.09	-40.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	126,130.85	154,982.21	22.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			126,130.85	154,982.21	22.9%
TOTAL, EXPENDITURES			2,169,015.52	1,861,320.17	-14.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	240,066.00	240,066.00	0.0%
3) Other State Revenue		8300-8599	1,574,177.23	1,274,844.42	-19.0%
4) Other Local Revenue		8600-8799	376,369.99	380,683.19	1.1%
5) TOTAL, REVENUES			2,190,613.22	1,895,593.61	-13.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		63,759.92	65,414.83	2.6%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		1,979,124.75	1,640,923.13	-17.1%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		126,130.85	154,982.21	22.9%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,169,015.52	1,861,320.17	-14.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			21,597.70	34,273.44	58.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			21,597.70	34,273.44	58.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	223,624.91	239,222.61	7.0%
b) Audit Adjustments		9793	(6,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			217,624.91	239,222.61	9.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			217,624.91	239,222.61	9.9%
2) Ending Balance, June 30 (E + F1e)			239,222.61	273,496.05	14.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,626.56	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	235,596.05	273,496.05	16.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	3,626.56	0.00
Total, Restricted Balance		3,626.56	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	60,000.00	60,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	79,278.00	83,000.00	4.7%
5) TOTAL, REVENUES			139,278.00	143,000.00	2.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	75,000.00	75,000.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			75,000.00	75,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			64,278.00	68,000.00	5.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			64,278.00	68,000.00	5.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,393,893.11	2,444,171.11	2.1%
b) Audit Adjustments		9793	(14,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,379,893.11	2,444,171.11	2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,379,893.11	2,444,171.11	2.7%
2) Ending Balance, June 30 (E + F1e)			2,444,171.11	2,512,171.11	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,444,171.11	2,512,171.11	2.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,461,171.11		
1) Fair Value Adjustment to Cash in County Treasury		9111	(17,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,444,171.11		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,444,171.11		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	60,000.00	60,000.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			60,000.00	60,000.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	79,278.00	100,000.00	26.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	(17,000.00)	New
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			79,278.00	83,000.00	4.7%
TOTAL, REVENUES			139,278.00	143,000.00	2.7%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	45,000.00	45,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	30,000.00	30,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			75,000.00	75,000.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			75,000.00	75,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	60,000.00	60,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	79,278.00	83,000.00	4.7%
5) TOTAL, REVENUES			139,278.00	143,000.00	2.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		75,000.00	75,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			75,000.00	75,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			64,278.00	68,000.00	5.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			64,278.00	68,000.00	5.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,393,893.11	2,444,171.11	2.1%
b) Audit Adjustments		9793	(14,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,379,893.11	2,444,171.11	2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,379,893.11	2,444,171.11	2.7%
2) Ending Balance, June 30 (E + F1e)			2,444,171.11	2,512,171.11	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,444,171.11	2,512,171.11	2.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	48,731.35	48,731.35	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	36.00	36.00	0.0%
5) TOTAL, REVENUES			48,767.35	48,767.35	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	41,492.22	42,152.60	1.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			41,492.22	42,152.60	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7,275.13	6,614.75	-9.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	7,322.16	6,626.52	-9.5%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,322.16)	(6,626.52)	-9.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(47.03)	(11.77)	-75.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	58.80	11.77	-80.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			58.80	11.77	-80.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			58.80	11.77	-80.0%
2) Ending Balance, June 30 (E + F1e)			11.77	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	11.77	0.00	-100.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	11.77		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			11.77		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			11.77		
FEDERAL REVENUE					
Forest Reserve Funds		8260	48,731.35	48,731.35	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			48,731.35	48,731.35	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	36.00	36.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			36.00	36.00	0.0%
TOTAL, REVENUES			48,767.35	48,767.35	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers		7281-7283	41,492.22	42,152.60	1.6%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			41,492.22	42,152.60	1.6%
TOTAL, EXPENDITURES			41,492.22	42,152.60	1.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	7,322.16	6,626.52	-9.5%
(b) TOTAL, INTERFUND TRANSFERS OUT			7,322.16	6,626.52	-9.5%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	48,731.35	48,731.35	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	36.00	36.00	0.0%
5) TOTAL, REVENUES			48,767.35	48,767.35	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	41,492.22	42,152.60	1.6%
10) TOTAL, EXPENDITURES			41,492.22	42,152.60	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			7,275.13	6,614.75	-9.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	7,322.16	6,626.52	-9.5%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(7,322.16)	(6,626.52)	-9.5%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(47.03)	(11.77)	-75.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	58.80	11.77	-80.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			58.80	11.77	-80.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			58.80	11.77	-80.0%
2) Ending Balance, June 30 (E + F1e)			11.77	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	11.77	0.00	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6,355.00	6,355.00	0.0%
5) TOTAL, REVENUES			6,355.00	6,355.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,355.00	6,355.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,355.00	6,355.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	188,805.51	195,160.51	3.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			188,805.51	195,160.51	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			188,805.51	195,160.51	3.4%
2) Ending Balance, June 30 (E + F1e)			195,160.51	201,515.51	3.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	195,160.51	201,515.51	3.3%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	193,042.17		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	2,118.34		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			195,160.51		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			195,160.51		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	6,355.00	6,355.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6,355.00	6,355.00	0.0%
TOTAL, REVENUES			6,355.00	6,355.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
Total, Other Financing Sources/Uses (a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	6,355.00	6,355.00	0.0%
5) TOTAL, REVENUES			6,355.00	6,355.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,355.00	6,355.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,355.00	6,355.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	188,805.51	195,160.51	3.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			188,805.51	195,160.51	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			188,805.51	195,160.51	3.4%
2) Ending Balance, June 30 (E + F1e)			195,160.51	201,515.51	3.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	195,160.51	201,515.51	3.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	387,867.00	306.25	-99.9%
4) Other Local Revenue		8600-8799	70,160.00	70,160.00	0.0%
5) TOTAL, REVENUES			458,027.00	70,466.25	-84.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	87,310.00	36,225.00	-58.5%
6) Capital Outlay		6000-6999	515,025.38	90,000.00	-82.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			602,335.38	126,225.00	-79.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(144,308.38)	(55,758.75)	-61.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(144,308.38)	(55,758.75)	-61.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,203,124.20	1,041,815.82	-13.4%
b) Audit Adjustments		9793	(17,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,186,124.20	1,041,815.82	-12.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,186,124.20	1,041,815.82	-12.2%
2) Ending Balance, June 30 (E + F1e)			1,041,815.82	986,057.07	-5.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,041,815.82	986,057.07	-5.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,144,127.66		
1) Fair Value Adjustment to Cash in County Treasury		9111	(17,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	46,739.73		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,173,867.39		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	93,386.39		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			93,386.39		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	38,665.18		
2) TOTAL, DEFERRED INFLOWS			38,665.18		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			1,041,815.82		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	387,867.00	306.25	-99.9%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			387,867.00	306.25	-99.9%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	70,160.00	70,160.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			70,160.00	70,160.00	0.0%
TOTAL, REVENUES			458,027.00	70,466.25	-84.6%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	87,310.00	36,225.00	-58.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			87,310.00	36,225.00	-58.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	231,504.00	90,000.00	-61.1%
Buildings and Improvements of Buildings		6200	283,521.38	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			515,025.38	90,000.00	-82.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			602,335.38	126,225.00	-79.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	387,867.00	306.25	-99.9%
4) Other Local Revenue		8600-8799	70,160.00	70,160.00	0.0%
5) TOTAL, REVENUES			458,027.00	70,466.25	-84.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		602,335.38	126,225.00	-79.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			602,335.38	126,225.00	-79.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(144,308.38)	(55,758.75)	-61.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(144,308.38)	(55,758.75)	-61.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,203,124.20	1,041,815.82	-13.4%
b) Audit Adjustments		9793	(17,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,186,124.20	1,041,815.82	-12.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,186,124.20	1,041,815.82	-12.2%
2) Ending Balance, June 30 (E + F1e)			1,041,815.82	986,057.07	-5.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,041,815.82	986,057.07	-5.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,848.00	5,265.00	8.6%
5) TOTAL, REVENUES			4,848.00	5,265.00	8.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,848.00	5,265.00	8.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,848.00	5,265.00	8.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	144,032.31	147,880.31	2.7%
b) Audit Adjustments		9793	(1,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			143,032.31	147,880.31	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			143,032.31	147,880.31	3.4%
2) Ending Balance, June 30 (E + F1e)			147,880.31	153,145.31	3.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	147,880.31	153,145.31	3.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	147,264.29		
1) Fair Value Adjustment to Cash in County Treasury		9111	(1,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	1,616.02		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			147,880.31		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			147,880.31		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	4,848.00	5,265.00	8.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,848.00	5,265.00	8.6%
TOTAL, REVENUES			4,848.00	5,265.00	8.6%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,848.00	5,265.00	8.6%
5) TOTAL, REVENUES			4,848.00	5,265.00	8.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			4,848.00	5,265.00	8.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			4,848.00	5,265.00	8.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	144,032.31	147,880.31	2.7%
b) Audit Adjustments		9793	(1,000.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			143,032.31	147,880.31	3.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			143,032.31	147,880.31	3.4%
2) Ending Balance, June 30 (E + F1e)			147,880.31	153,145.31	3.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	147,880.31	153,145.31	3.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	0.00	0.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,098,467.00	0.00	-100.0%
b) Audit Adjustments		9793	(1,098,467.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			0.00	0.00	0.0%
2) Ending Net Position, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.0%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	0.00	0.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,098,467.00	0.00	-100.0%
b) Audit Adjustments		9793	(1,098,467.00)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			0.00	0.00	0.0%
2) Ending Net Position, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

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

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	335,563.00	344,137.00	2.6%
5) TOTAL, REVENUES			335,563.00	344,137.00	2.6%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	97,081.71	84,672.00	-12.8%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			97,081.71	84,672.00	-12.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			238,481.29	259,465.00	8.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			238,481.29	259,465.00	8.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	(663,506.11)	(388,669.82)	-41.4%
b) Audit Adjustments		9793	36,355.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			(627,151.11)	(388,669.82)	-38.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(627,151.11)	(388,669.82)	-38.0%
2) Ending Net Position, June 30 (E + F1e)			(388,669.82)	(129,204.82)	-66.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(388,669.82)	(129,204.82)	-66.8%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,581,330.18		
1) Fair Value Adjustment to Cash in County Treasury		9111	(18,000.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			2,563,330.18		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	2,952,000.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			2,952,000.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			(388,669.82)		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	80,589.00	80,590.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	254,974.00	263,547.00	3.4%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			335,563.00	344,137.00	2.6%
TOTAL, REVENUES			335,563.00	344,137.00	2.6%
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5499	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800-5899	97,081.71	84,672.00	-12.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			97,081.71	84,672.00	-12.8%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			97,081.71	84,672.00	-12.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					
(a-b+e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	335,563.00	344,137.00	2.6%
5) TOTAL, REVENUES			335,563.00	344,137.00	2.6%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		97,081.71	84,672.00	-12.8%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			97,081.71	84,672.00	-12.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			238,481.29	259,465.00	8.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			238,481.29	259,465.00	8.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	(663,506.11)	(388,669.82)	-41.4%
b) Audit Adjustments		9793	36,355.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			(627,151.11)	(388,669.82)	-38.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(627,151.11)	(388,669.82)	-38.0%
2) Ending Net Position, June 30 (E + F1e)			(388,669.82)	(129,204.82)	-66.8%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(388,669.82)	(129,204.82)	-66.8%

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