**KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT**
**GOVERNING BOARD MEETING**

**Monday, June 8, 2026**

**Kingsburg Elementary Charter School District Professional Development Building**
**1310 Stroud Avenue**
**Kingsburg, California 93631**

**4:00 p.m. – PUBLIC SESSION**
**5:00 p.m. – CLOSED SESSION**
**6:00 p.m. – PUBLIC SESSION**
(Please note: Designated times are approximate)

**AGENDA**

*In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 897-2331. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.*

*Public records relating to a public session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 1310 Stroud Avenue, Kingsburg, California.*

## PUBLIC SESSION AND PUBLIC COMMENT ON AGENDIZED AND NON-AGENDIZED ITEMS

1. Call to Order and Roll Call

2. Pledge of Allegiance

3. Moment of Contemplative Silence

4. Approval of Agenda

## DISCUSSION

5. Superintendent's Report
   5.1. Communications/Recognitions

6. Assistant Superintendent's- Curriculum & Instruction, Special Projects Report
   6.1. Local Indicator Report
   6.2. LCAP Presentation

7. Assistant Superintendent's- Business Services Report
   7.1. Budget Presentation

8. Board Member Reports

## ACTION

***NOTICE TO PUBLIC – CONSENT AGENDA***

*All matters listed under the Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion will enact all consent agenda items. There will be no separate discussion of these items prior to the time the Board of Trustees votes on the motion unless members of the board, staff or public request specific items to be discussed or moved from the consent agenda for separate action. The district administration recommends approval of the following consent agenda items:*

9. Consent Agenda
   - 9.1. Consider Approval of Minutes – May 26, 2026 Board Meeting
   - 9.2. Consider Approval of Cash Balances
   - 9.3. Consider Approval of Budget Report
   - 9.4. Consider Approval of Accounts Payable Report
   - 9.5. Consider Approval of School Plans for Student Achievement
     - 9.5.1. Washington School
     - 9.5.2. Roosevelt School
     - 9.5.3. Lincoln School
     - 9.5.4. Reagan Elementary
     - 9.5.5. Rafer Johnson Jr. High
     - 9.5.6. Central Valley Home School
     - 9.5.7. Island Community Day School
   - 9.6. Consider Approval of Legal Services Agreement with Atkinson, Andelson, Loya, Ruud & Romo
   - 9.7. Consider Approval of Agreement with Fresno County Superintendent of Schools for Adapted Physical Education
   - 9.8. Consider Approval of i-Ready Quote
   - 9.9. Consider Approval of Authorized Signature Permit, Authorization to Pick up Accounts Payable, and Mailing Permit

   All items are routine. Should you have any specific questions regarding Consent Agenda items, please feel free to call prior to the meeting. For questions regarding the Accounts Payable Report, please contact Mac Vaquera.

## BUSINESS SERVICES

10. Consider Approval of Local Control Accountability Plan (LCAP)

11. Consider Adoption of Proposed 2026-2027 Budget

12. Consider Approval of Resolution 26-13 Interfund Borrowing: In the Matter of Transferring Funds to Pay for Obligations as Authorized by Education Code Section 42603

13. Consider Approval of Resolution 26-11 Sole Source- California Teaching Fellows: In the Matter of Approving a Sole Source Contract for the Staff and Training for the Afterschool Program

14. Consider Approval of Estimate from CDW Amplified Google Education Plus Licensing District Wide

15. Consider Approval of Quote from Gaggle Web Filter for Safety Management of Student Google Accounts

16. Consider Approval of Proposal from Finalsite to Continue District Website

17. Consider Approval of Quote from Scout Edu, Inc. for Central Valley Home School

18. Consider Approval of Quote from Savvas Envision+ Mathematic curriculum for Central Valley Home School

19. Consider Approval of Quote from Emcor for Train Chiller Replacement for Rafer Johnson Jr. High

20. Consider Approval of XLERATOReco Hand Dryer Installation District Wide

**ADMINISTRATIVE SERVICES**

21. Consider Adoption of Resolution No. 26-09: In the Matter of Order of Election and Specifications of the Election Order

22. Consider Approval of Board Policies/Administrative Regulations/Exhibits

**PUBLIC COMMENT**

***PUBLIC COMMENT***

*The Public Comment portion of the agenda provides an opportunity for the public to address the Governing Board on items within the Board's jurisdiction and which are not already on the agenda. The Board of Education is prohibited by law from taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the Board does not respond to public comment at this time. Concerns will be referred to the Superintendent's office for review and response. Our policy states that during the public comment portion of the Board meeting, speakers should limit their comments to three (3) minutes with a total of fifteen (15) minutes per issue allowed. That policy will be enforced for all speakers. Any person who wishes to speak during this time should rise; state their name, and the subject of their remarks.*

23. Public Comment on Agendized and Non-Agendized Items

24. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting:
July 13, 2026, 4:00 p.m., Professional Development Building

**CLOSED SESSION**

***REVIEW OF PERSONNEL MATTERS PURSUANT TO GOVERNMENT CODES 11126 AND 54957***

*Review of personnel matters is limited to consideration of the appointment, employment, evaluation of performance, change of status, or dismissal of a public employee; or to hear "complaints or charges brought against such employee by another person or employee unless the employee requests a public session."*

25. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)

26. Anticipated & Existing Litigation (Government Code Section 54956.9(b))

27. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)
    - 27.1. The Governing Board Will Meet in Closed Session to Consider Student Expulsion Recommendations per California Education Codes 48916, 49073-49079
        - 27.1.1. Case No. 26-07
        - 27.1.2. Case No. 26-08

28. Public Employee Employment (Government Code Section 54957)
    - 28.1. Certificated Personnel
        - 28.1.1. Consider Acceptance of Resignation: TK Teacher, Washington School
        - 28.1.2. Consider Approval of Request to Hire: District School Nurse, Student Services
        - 28.1.3. Consider Approval of Request to Hire: RSP Teacher, Washington School
        - 28.1.4. Consider Approval of 2026-2027 Fall Student Teachers

28.2. Classified Personnel
- 28.2.1. Consider Acceptance of Resignation: Paraprofessional- Categorical, Reagan Elementary
- 28.2.2. Consider Acceptance of Resignation: Paraprofessional- Categorical, Washington Elementary
- 28.2.3. Consider Approval of Request to Hire: District Liaison, Community Schools
- 28.2.4. Consider Approval to Hire: Paraprofessional- RSP, Special Education
- 28.2.5. Consider Approval to Hire: Paraprofessional- RSP, Special Education
- 28.2.6. Consider Approval of Personnel Report: Substitute Employees and Coaches

29. Pupil Personnel

29.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
- 29.1.1. Consider Approval of 2026-27 New Attendance Requests – Site-Based Program
- 29.1.2. Consider Approval of 2026-27 Renewal Requests – Site-Based Program
- 29.1.3. Consider Approval of 2026-27 New Attendance Requests – Central Valley Home School
- 29.1.4. Consider Approval of 2026-27 Renewal Requests – Central Valley Home School

**RECONVENE PUBLIC SESSION**

**ACTION**

30. Report of Actions Taken in Closed Session

31. Adjourn

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   Local Indicator Report - Self-Reflection Indicators

2. **Agenda Item Category:**
   - Consent Agenda
   - Action Item
   - ✔ Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Matt Stovall

4. **Attachments:**
   - Not Applicable
   - ✔ To Be Enclosed with Board Packets
     *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   California's accountability system uses multiple measures to evaluate how well local educational agencies (LEAs) and schools meet student needs. Results are reported through the California School Dashboard, which includes state and local indicators based on the Local Control Funding Formula (LCFF) and aligned with federal requirements under ESSA.

6. **Financial Impact:**
   NA

7. **Funding Source:**
   NA

8. **Impact on Students:**
   This report supports continuous improvement by identifying student needs and helping guide district efforts to improve academic achievement, school climate, and engagement. It ensures that student outcomes are monitored and aligned with state and local priorities.

Submit Completed Request to Maxine Balling




# 2026-27 Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|---|---|---|
| Kingsburg Elementary Charter School District | Matt Stovall<br>Assistant Superintendent | mstovall@kesd.org<br>559-897-2331 |

## Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

# Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

# Local Indicators

The local indicators address the following state priority areas:

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

## Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 23-24 | 105 | 85.7% | 0.7% | 8.3 | 4.8 | 0.5 | 0.0 | 0.0% |

| Access to Instructional Materials | Number | Percent |
|---|---|---|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0 |

| Facility Conditions | Number |
|---|---|
| Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

## Implementation of State Academic Standards (LCFF Priority 2)

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | | | 4 | |

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | | | 4 | |

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | | | 4 | |

**Other Adopted Academic Standards**

**4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|---|
| Career Technical Education | | | | 4 | | |
| Health Education Content Standards | | | | 4 | | |
| Physical Education Model Content Standards | | | | 4 | | |
| Visual and Performing Arts | | | | 4 | | |
| World Language | | | 3 | | | |

**Support for Teachers and Administrators**

**5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | | 5 |
| Identifying the professional learning needs of individual teachers | | | | | 5 |
| Providing support for teachers on the standards they have not yet mastered | | | | | 5 |

**Optional Narrative (Limited to 1,500 characters)**

**6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

The district continues to provide staff development in the area of integrated and designated ELD. Extra planning time with county office consultants is also embedded into the school year for designated ELD teachers. Our professional development main focus is on English Language Arts. The three years prior to our ELA focus, our focus had been on math. We are currently field testing different math curriculum, and we will select one to implement for the 26-27 school year. Because KECSD is an elementary district, world language classes are not available.

# Parental Involvement and Family Engagement (LCFF Priority 3)

## Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 5 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | 5 |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | 4 |
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 5 |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on the results of the locally developed school climate survey taken during the 2025-2026 school year, 77.6% of the students taking the survey in grades 4, 5, and 6 indicated that they felt safe at school, and 75.8% responded that they felt connected to their school. For students in grades 7 and 8, of the students responding to the survey 77.8% indicated that they felt that school was a safe place, and 74.9% reported that they feel connected to their school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The district has planned additional opportunities for families to engage with the school community. Some of the planned events include, but are not limited to: Title I Night, KHS Educational Night, Bilingual Night, Santa Lucia Parade and the Swedish Festival. Also, our district received the community schools grant, and as part of that we have added an additional parenting program. Raising Highly Capable Kids Parenting Program was offered to any parent/guardian/caretaker in the Fall and Spring Semesters of the 25-26 school year. We held 6 classes total (3 Fall and 3 Spring). Classes were offered in English and in Spanish so that parents could access the curriculum in their first language. There were many graduates from the program and we held graduation celebrations. The RHCK provided an online training to train all of our school liaisons and counseling staff members. RHCK is free to all Kingsburg Schools, families, and community members. We have found that RHCK has been very well received by facilitators and parents.
A bit about the program. Raising Highly Capable Kids (RHCK) is an evidence-based parenting program developed to build stronger families by empowering parents with the confidence, tools, and skills they need to raise healthy, caring, and responsible children. The goal of RHCK is to increase parents' knowledge and skill level of the 40 Developmental Assets, which are proven to increase childhood resiliency and academic achievement. Additionally, we partnered with Fresno State Parent University to offer both online and in-person classes for parents. We also collaborated with Success Together, a company that brings parents and students together for on-campus events focused on Math, Reading, Science, and Art curriculum. These events are led by credentialed instructors, providing parents with opportunities to engage in their child's learning and support their academic growth.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Kingsburg Elementary Charter School District parents, students and staff work together as a team to make academic success possible. The Kingsburg Elementary Charter School District believes effective communication is at the heart of educating our students and is key to parent involvement. KECSD prides itself on the strong relationships it has with students and their families and their participation in school events and activities. KECSD communicates with the school community in a variety of ways. There is a wealth of information for families located on our district website. There you will find information regarding the district and individual school sites, as well as links to many resources. Annual parent-teacher conferences provide teachers with a great opportunity to build relationships with parents/guardians and clearly communicate the student's progress in school, as well as learn more about each student. The district values the time spent collaborating with families and has dedicated one week for conferences. Students observe a minimum day schedule and teachers are expected to meet with 100% of its families. Additional parent conferences are scheduled and based on student needs. Every parent receives a progress report on their student for each mid-trimester or quarter, depending on the grade level of the student, and report cards are issued every trimester or quarter. The district has developed additional supports for students with additional needs, as recommended by the various surveys, task groups, and parent advisor groups to support students with exceptional needs, in foster care, linguistically diverse, and those experiencing homelessness. School/Community Liaisons help monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, social-emotional learning, and behavioral supports. Also, we have partnered with Fresno State's Parent University to provide parenting classes for all our parents. We plan on continuing these classes again for the next school year. We recognized a group of them that completed their class at a special night ceremony. Also, with our community school's grant that we received, we will continue to plan engaging family and school events to continue to build our relationships between school staff and families. One of our highlights this year was our Pickleball Tournament, that was held at Rafer Johnson Jr. High. Many participants including our families and staff members, joined together for a fun and healthy event. We will continue to plan events like this at each of our school sites to build upon the strong staff and family relationships that have been developed over past years. We had a back to school health fair as a service for underserved families. Also, we piloted English Classes and Citizenship support for parents.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | 5 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 5 |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 5 |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | 5 |

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Assessments are developed to measure proficiency towards grade level standards. The rigor of assessments will meet the criteria set forth during instruction. Teachers will work with the local county office of education to use assessments as meaningful sources of information, helping teachers to identify individual student needs and strengths, as well as a system to help teachers identify good first instruction and the best practices used to assess learning. This method includes assessments such as selected responses, essays and performance tasks.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Teachers in grades TK-8 participated in a series of math and ela professional development facilitated by members of the Fresno County Superintendent of Schools Office. The training focused on math expectations for their grade levels. In addition, the county office provided in-class coaching for teachers. The district also employs five academic coaches who serve as part of the District's Academic Leadership Team, who also provided ongoing professional development for teachers, staff, and administration in math, ELA, ELD, technology and other areas, as needed. The district will continue to work with our local county office and other professionals who are experts in their fields to improve staff's knowledge and skills in order to facilitate individual school-wide and district-wide improvements for the purpose of increased student achievement. We are also focusing on English Language Arts, by having all our TK-3 teacher trained in the Science of Reading through the program called LETRS. A cohort of our 4th-8th grade

ELA teachers have been part of the California Collaborative for Learning Acceleration (CCLA). CCLA seeks to support student acceleration of learning in the area of literacy. Also, since we received the community school's grant, we now have a liaison for each of our school sites. They are helping our staff connect with our families in many ways.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The district will work with school sites to ensure each school is a welcoming and safe environment for all students, families, and staff and that the school is perceived as a place where all families are welcome and valued. Staff will continue to be trained and have discussions on how and why building relationships are important and that students need to have a trusted adult at school who is approachable, friendly, and receptive to concerns. We will work towards increased communication and collaboration with families, as well as gaining a better understanding of accepting and respecting cultural differences and values and how various factors influence interpersonal dynamics and experiences that impact learning. Due to our district receiving the community school's grant, we now have site liaisons that help connect our staff with our family in even greater ways.

**Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Practices | Rating Scale Number |
|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 5 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 5 |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 5 |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 5 |

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The district works with all members of the school community, including the Governing Board, to reflect on data that impacts learning. Site administrators meet with their staff and parent groups, and the district meets with groups such as the District English Learner Advisory Committee, Parent Advisory Committee, Community Schools Advisory

Committee and the district meets every other week with the district leadership teams. These meetings are well attended. Discussions are focused on student achievement and meetings often resemble professional learning communities. Each year, during the spring, our local county office of education meets with the district to reflect on professional development that took place during the year and provides input on plans for the new school year. These annual meetings include the directors of each content area, in the department of curriculum and instruction. Parents also have the opportunity to share input through the district's annual survey, and certificated staff members participate in an anonymous survey, with the expectation that 100% of the staff will participate.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district will strive to be more authentic and intentional when fostering a welcoming, inclusive environment where families see reflections of themselves. As a district we will champion relationship building through collaboration and communication. We will work toward being more culturally responsive and be mindful of deep-rooted cultural values that may show up in our schools, such as culturally relevant dates and holidays, and avoid scheduling important events and meetings on these days. In recent years we have added community advisory councils at all our sites thanks in part to the community school's grant that we received.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The Kingsburg Elementary Charter School District is committed to establishing a true partnership with all facets of the school community. KECSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. KECSD is proud and pleased to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines. Such advisory committees in the district include School Site Council, English Language Advisory Committee, District English Learner Advisory Committee, Community Schools Advisory Committee and the LCAP Parent Advisory Committee. Other parent/family groups include, but are not limited to music and drama booster clubs and parent-teacher organizations. In recent years we have added community advisory councils at all our sites thanks in part to the community school's grant that we received.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

**Introduction**
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Based on the results of the locally developed school climate survey taken during the 2025-2026 school year, 77.6% of the students taking the survey in grades 4, 5, and 6 indicated that they felt safe at school, and 75.8% responded that they felt connected to their school. For students in grades 7 and 8, of the students responding to the survey 77.8% indicated that they felt that school was a safe place, and 74.9% reported that they feel connected to their school.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Based on our locally developed school climate survey, the vast majority of our students felt safe and connected to their school. We want to continue to improve in these areas, so more students feel they attend a positive learning environment.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Due in large part to our district receiving the community school's grant, we were able to add school counselors and district liaisons to each site. Also, we added a BCBA (Board Certified Behavior Analyst), to our district recently. These staffing additions are working to reach more of our challenging students, which should make our schools an even safer place to be.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The Kingsburg Elementary Charter School District tracks progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings, class schedules, and school schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies. Additionally, course enrollment reports developed in the district's student information system identify access and enrollment based upon grade spans, unduplicated student groups, and students with exceptional needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students in the Kingsburg Elementary Charter School District have access to and are enrolled in a broad course of study. The district's grade level configuration is very unique. Each individual school site is made up of a particular grade level or grade span. All students in grades TK-K attend Washington School. All of the district's first grade students attend Roosevelt School. Students in grades second through third, attend Lincoln School. Students in grades four through six attend Reagan School and students in seventh and eighth grade attend Rafer Johnson Junior High School. Teachers at each grade level work with their site leadership team to develop a pacing guide for each subject, specific to their grade level and the students they serve. This helps to ensure all students receive a broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

At this time, all students have access to a broad course of study. No discrepancies have been noted.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The site and district leadership team periodically analyze teacher and master schedules. When a discrepancy is noted, the site administrator is immediately notified. The district works with the site administrator to correct the problem and make sure this problem does not occur again.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |

# KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

# LCAP

## BOARD MEETING

**JUNE 8TH, 2026**

Relentless

WE WILL FIND A WAY FOR ALL STUDENTS TO LEARN

# EDUCATIONAL PARTNERS

## INPUT MEETINGS

01 DISTRICT LEADERSHIP

02 SCHOOL SITES/DEPARTMENTS

03 SSC

04 ELAC

05 PAC

06 DELAC



# REFLECTIONS OF SUCCESS

- ELA = 9.8 points higher than the state average & 5.5 points increase
- Math = 9.6 points higher than the state average & 3.2 points increase
- Chronic Absenteeism = We outperformed the state average by 15.9%
- Science - CAST (5th & 8th) = +1.8% higher than last year
- Subgroups = Scored higher in Math and ELA in:  EL, Hispanic, Homeless, SED & Two or More Races.

# REFLECTIONS OF GREATEST NEEDS

- Intervention for our:  English Learners, Low Income and Foster Youth
  - Maintain Academic Coaches/Intervention Staff
  - Continue implementation of technology: Google, i-Ready, Magic School AI, etc.
- Support for our EL & LTEL Students
  - Maintain bilingual and regular paraprofessionals to support all sites
- Mental Health Services and Support
  - Maintain counselors and BSA's at every site
  - Maintain BCBA
- Staff Training and Professional Development
  - Math Focus - Training for TK-8 from Fresno County & Amplify/Savvas - New Math Adoption Implementation

# LCAP GOALS AND ACTIONS

- GOAL
- EXPLANATION - THE "WHY"
- ACTION

## Goal

| Goal # | Description |
|---|---|
| 2 | Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. |

| | | |
|---|---|---|
| **2.9** | Teacher Induction Program | KECSD will provide extra support for new teachers through the Teacher Induction Program.<br><br>The Teacher Induction Program requires demonstration of mastering the art of teaching. The extra training and support for new teachers will result in increased achievement for our students. |

# UNDUPLICATED STUDENT GROUP

TOTAL NUMBER OF STUDENTS WHO BELONG TO ONE OR MORE OF THE GROUPS IDENTIFIED FOR ADDITIONAL FUNDING UNDER LCFF.

- ENGLISH LEARNER
- LOW INCOME
- FOSTER YOUTH



# CONTRIBUTING TO IMPROVED OR INCREASED SERVICES

THE LEA PLANS TO INCREASE OR IMPROVE SERVICES FOR ITS ENGLISH LEARNER, LOW-INCOME AND FOSTER YOUTH STUDENT GROUP, AS COMPARED TO "ALL" STUDENTS.

# LCAP GOAL 1

## LCAP Goal 1

**Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.**

**The District will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.**

### Explanation and Why:

**The quality of education does not only depend on high-quality teachers as reflected in the performance of their duties, but also the effective coordination of the school environment. A school's physical characteristics have a variety of effects on teachers, students, and the learning process. Poor factors can adversely affect student behavior and lead to high levels of frustration among teachers and poor learning attitudes among students. A conducive environment for learning, such as one with comfortable classroom set-ups, well-maintained facilities, relevant use of teaching materials, and interesting classroom activities, will further motivate the students to learn.**

# LCAP GOAL 2

## LCAP Goal 2

**Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.**

### Explanation of Why:

**Every educator expects some summer slide with students. Our educational partners recognize that learning loss and gaps in achievement among students occurs. To address that loss, the district will focus on early identification of student needs based on data and focused interventions during tier one and two instruction, as well as during after school and summer programs.**

# LCAP GOAL 3

## LCAP Goal 3

**Access to a Broad and Challenging Curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs.**

**Explanation of Why:**

**Technology is changing the world at a rapid pace. A broad and challenging curriculum provides students with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals who will be able to work and compete for jobs with students around the world, as well as live happy and successful lives.**

## LCAP Goal 4

**Provide a positive, safe and welcoming school and district climate.**

**Explanation of Why:**

**KECSD realizes now more than ever, how important meaningful connections are. For students, whether they are gathering in a classroom or participating in distance learning, being part of a warm and welcoming school community is critical to their success. Students must feel safe, valued, and have a sense of belonging. Supportive, responsive environments have tremendous benefits, including strengthening student engagement, increasing daily attendance, and building positive relationships.**

# LCAP GOAL 5

## LCAP Goal 5

**By 2027, KECSD will provide a positive, safe, and welcoming school climate for the students at Island Community Day School as measured by an increase of 5% in our local attendance data (P2 report) for all students, alongside providing comprehensive mental health, physical education, and academic recovery supports.**

**Explanation of Why:**

**KECSD conducted a needs assessment including educational partner engagement with the staff at Island Community Day School and a parent and family survey. Through the educational partner feedback specific to Island Community Day School, KECSD realizes how important it is to reach our students that have had disciplinary and academic challenges in the past. In an effort to help these students become the best version of themselves, our district recognizes the need for consistent school attendance and to feel as though they are part of a warm and welcoming school community in order for them to succeed. Students must feel safe, valued, and have a sense of belonging. Supportive, responsive environments have tremendous benefits, including strengthening student engagement, increasing daily attendance, increase in academic success and building positive relationships. Since our students at this site have a 87.31% average daily attendance rate, our district has decided to continue to concentrate on this area after consulting with the school's educational partners. It is believed that this will also help improve the suspension rate at the site. Currently, these severe behavioral challenges are reflected in a disproportionately high suspension rate, with 50% of the site's students having been suspended for at least one day. This goal is focused on Island Community Day School. Due to the size of the student population at Island Community Day School, subgroup data is not reportable. Therefore this goal will focus on decreased absenteeism for all students.**

# TOP PRIORITIES of THE LCAP GOALS

## Goal 1

1. Staffing (Properly Credentialed Teachers)
2. Special Education resources/services - Credentialed SPED preschool teacher & Specialized classes for most needy students (ERSP/SDC)
3. Supplemental Resources to Close the Achievement Gap
4. Basic Services - Including additional support to ensure student access to state standards.

## Goal 2

1. Paraprofessionals to support student learning.
2. Academic Coaches - Provide coaching for staff. Add SPED Coach.
3. Preservice days for Certificated/Classified Staff - Maintain the additional (3rd) day.
4. Intervention/Enrichment Support

## Goal 3

1. Access to a Broad and Challenging Curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs.

## Goal 4

1. Mental Health, School Culture and Climate
2. Multi-Tiered System of Supports and Response to Intervention - Maintain BCBA
3. Learning Directors - Extra support for the school community (PBIS, EL Site Coordinator, etc.)
4. Attendance - school/community liaison support
5. District Nurse-Health Aides-Additional Training

## Goal 5

1. Mental Health, School Culture, Academics, Climate & Physical Education - Improving Absenteeism

# LCFF Local Indicator Report

## Definition: Local Indicator

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, an LEA will measure and report its progress through the Dashboard based on locally collected data.

## Why Local Indicators?

- Reflects the emphasis on "local control"
- Helps to create a seamless accountability process throughout
- state and local levels.
- Important for the community to gain a better understanding of how the district works to support student progress.

# CALIFORNIA DASHBOARD

California School DASHBOARD

## State Indicators

- 6 State Indicators (Academics: ELA and Math)
- Pre-populated by the state
- Quantitative data

### 5 Performance Categories:

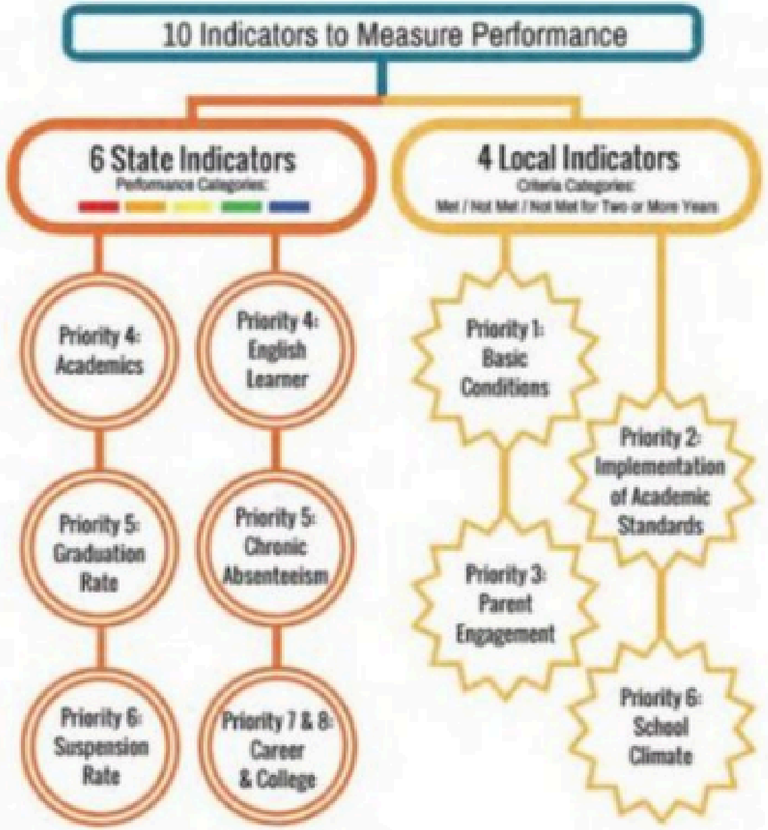
Blue

Green

Yellow

Orange

Red




## Local Indicators

- 4 Local Indicators
- Districts populate them with analysis of progress from local data.
- Qualitative + quantitative data

### 3 Performance Categories:

Met

Not Met

Not Met for 2+ years

# CA DASHBOARD

## The Dashboard

Identifies an LEAs areas of strength and areas of need.

## Local Data

Provides an LEA with additional data to inform decision making and planning.

## The LCAP

The vehicle for an LEA to review its progress, articulate their plans to address the areas of identified need, and communicate its plan to educational partners.

**The Goal: Improved Student Outcomes**

# LOCAL INDICATOR REPORT

# JULY 1 BUDGET 2026-27

Monday, June 8

# OBJECTIVES

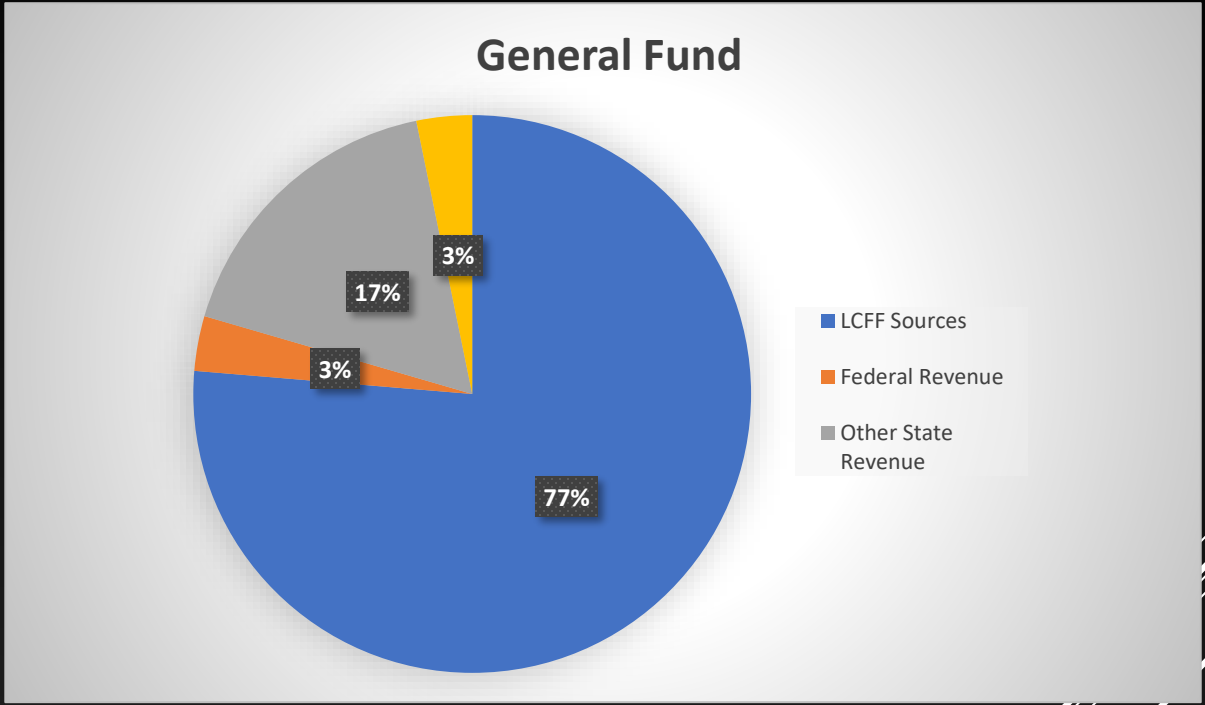
- Share the July 1 Budget for the 2026-27 school year
- Forecast 2027-28 and 2028-29 fiscal years
- Ending fund balance

# ASSUMPTIONS

- Local Control Funding Formula revenues are based on version 27.1b of the FCMAT LCFF Calculator and the Governor's May Revise
- The Governor's May Revise budget calls for an increase to LCFF and other programs by 2.87% with an augmented COLA of 1.44%, bringing the total to 4.31%
- The District did not budget the augmented COLA of 1.44% as the money may have restrictions
- The District did not budget the Discretionary Block Grant as negotiations are being held as to the total amount
- The District did not budget the increase to State Special Education money
- The District will be in Year 4 of the California Community Schools Partnership Program
- The enacted budget will provide answers to proposed ongoing CCSPP money
- Salary Schedules are projected to have a 3% salary increase over 2025-26 and a 1.50% for Step and Column in 2027-28 and 2028-29
- Statutory amounts are projected to increase at 5.00% in the Multi-year Projections
- Capital Outlay amounts increase in the multiyear projections as there is a need for expansion at Washington based on enrollment
- All vacancies will continue to be filled based on enrollment

# TOTAL GENERAL FUND

| Description | Total General Fund |
|---|---|
| LCFF Sources | $ 31,275,174.00 |
| Federal Revenue | $ 1,303,318.65 |
| Other State Revenue | $ 7,079,919.09 |
| Other Local Revenue | $ 1,318,259.28 |
| TOTAL REVENUES | $ 40,976,671.02 |



# FORM 1 (GENERAL FUND)

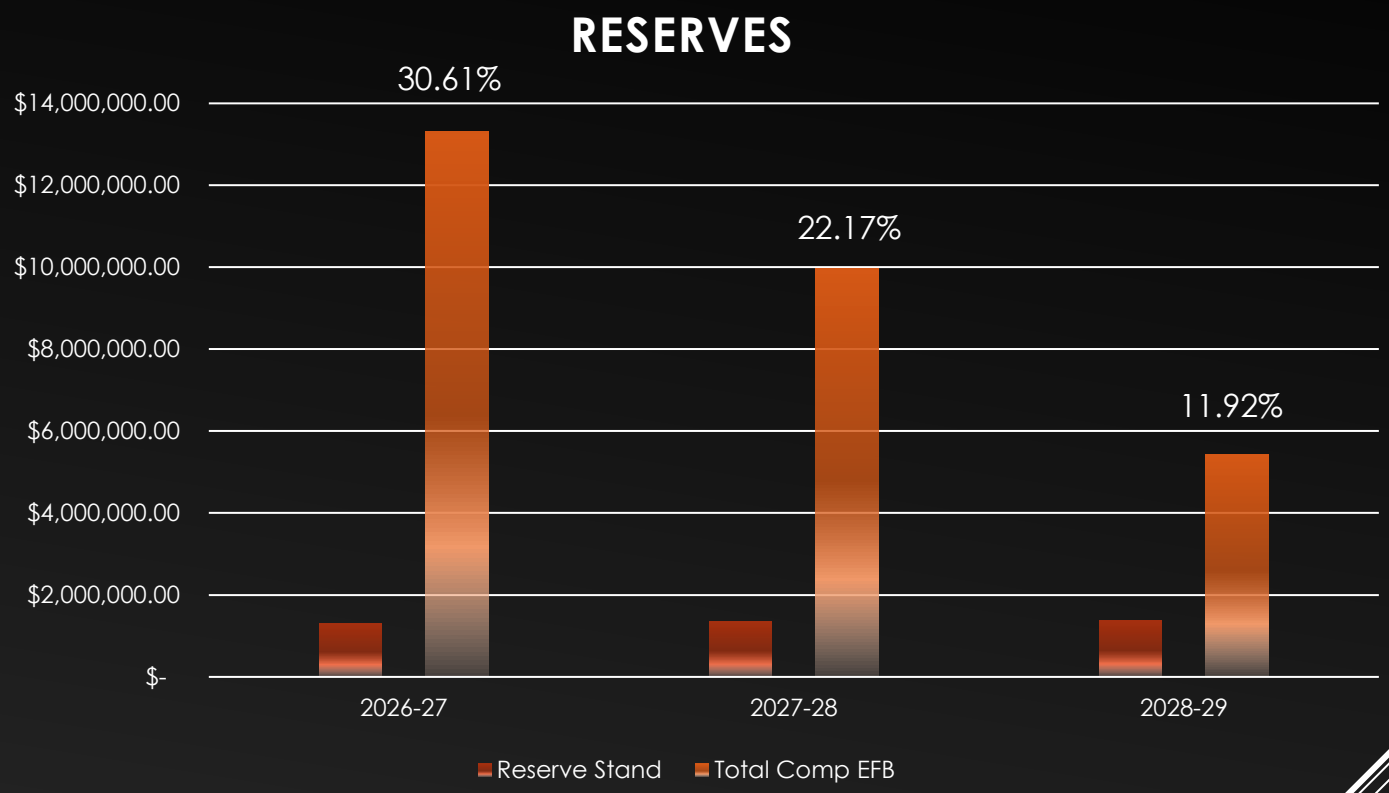
| | | 2025-26 Estimated Actuals | | | 2026-27 July 1 Budget | | | |
|---|---|---|---|---|---|---|---|---|
| | Unrestricted | Restricted | Total | Unrestricted | Restricted | Total | Difference |
| Revenues | | | | | | | |
| Total Revenues | $ 31,304,241.91 | $ 10,232,402.03 | $ 41,536,643.94 | $ 31,923,973.93 | $ 9,052,697.09 | $ 40,976,671.02 | -1.35% |
| | | 2025-26 Estimated Actuals | | | 2026-27 July 1 Budget | | |
| | Unrestricted | Restricted | Total | Unrestricted | Restricted | Total | |
| Expenditures | | | | | | | |
| Total Expend | $33,704,818.36 | $16,371,965.31 | $50,076,783.67 | $30,572,584.83 | $12,902,902.84 | $43,475,487.67 | -13.18% |
| Excess (Defic) | -$2,400,576.45 | -$6,139,563.28 | -$8,540,139.73 | $1,351,389.10 | -$3,850,205.75 | -$2,498,816.65 | -70.74% |
| | | 2025-26 Estimated Actuals | | | 2026-27 July 1 Budget | | |
| | Unrestricted | Restricted | Total | Unrestricted | Restricted | Total | |
| Other Financing | | | | | | | |
| Interfund (in) | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| Interfund(out) | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| Contributions | -$2,909,807.59 | $2,909,807.59 | $0.00 | -$3,017,142.88 | $3,017,142.88 | $0.00 | |
| Total Expend | -$2,909,807.59 | $2,909,807.59 | $0.00 | -$3,017,142.88 | $3,017,142.88 | $0.00 | 0.00% |
| | | 2025-26 Estimated Actuals | | | 2026-27 July 1 Budget | | |
| Fund Balance | | Total | | | Total | | |
| Adj Beginning Bal | | $29,569,078.09 | | | $21,028,938.36 | | |
| Ending Bal | | $21,028,938.36 | | | $18,530,121.71 | | |
| Ending Bal w/o adjustment | | $14,973,883.76 | | | $13,308,129.98 | | |

# MYP (GENERAL FUND)

| | July 1 2026-27 | 2027-28 Proj | 2028-29 Proj |
|---|---|---|---|
| Revenues | | | |
| Total Revenues | $40,976,671.02 | $41,659,058.80 | $41,123,436.23 |
| | | | |
| | July 1 2026-27 | 2027-28 Proj | 2028-29 Proj |
| Expenditures | | | |
| Total Expend | $43,475,487.67 | $44,990,817.70 | $45,659,181.19 |
| | | | |
| Excess (Defic) | -$2,498,816.65 | -$3,331,758.90 | -$4,535,744.96 |
| | | | |
| | July 1 2026-27 | 2027-28 Proj | 2028-29 Proj |
| Fund Balance | | | |
| Net Begin Bal | $21,028,938.36 | $18,530,121.71 | $13,598,362.81 |
| Ending Bal | $18,530,121.71 | $13,598,362.81 | $7,487,617.85 |
| Ending Bal w/o adj | $13,308,129.98 | $9,976,371.08 | $5,440,626.12 |
| | | | |
| Reserve Stand | $1,304,264.63 | $1,349,724.53 | $1,369,775.44 |
| Meets Stand | YES | YES | YES |

WE WILL FIND A WAY FOR ALL STUDENTS TO LEARN

# MYP (ENDING BALANCES)



# BUDGET CALENDAR

- June 2026 – Legislative Budget presented to the Governor
- June 2026 – Governor signs 2026-27 budget
- June 2026 – Auditor attendance/program visit
- August 2026 – 45-day Revise
- September 2026 – Unaudited Actuals
- October 2026 – Auditor financial visit
- December 2026 – 1st Interim Report
- January 2027 – Governor presents 2027-28 proposed budget



**KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT**
**GOVERNING BOARD MEETING**

**Monday, May 26, 2026**

**Kingsburg Elementary Charter School District Professional Development Building**
**1310 Stroud Avenue**
**Kingsburg, California 93631**

**4:00 p.m.**

**MINUTES**

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## PUBLIC SESSION AND PUBLIC COMMENT ON AGENDIZED AND NON-AGENDIZED ITEMS

1. Call to Order and Roll Call
   President, Reverend Edward Ezaki, called the meeting to order at 4:00 p.m.

   **Board Members Present**:
   Reverend Edward Ezaki, President
   Karyll Smith Quinn, Clerk
   Constance Lunde, Member
   Brad Bergstrom, Member
   Frank Yanes, Member

   **District Administrators Present**:
   Wesley Sever, Ed.D., Superintendent
   Matt Stovall, Assistant Superintendent, Curriculum & Instruction, Special Projects
   Bobby Rodriguez, Assistant Superintendent, Business Services
   Sarah Ballard, Director of Human Resources
   Jason Wood, Director of Technology

2. Pledge of Allegiance

3. Moment of Contemplative Silence

4. Approval of Agenda
   Moved: Mr. Bergstrom, Seconded: Mrs. Smith Quinn, to approve the May 26, 2026, Board agenda with the following addendum:

   - Addendum to Public Session
     - ✓ New Agenda Item: Public Hearing: Local Control Accountability Plan (LCAP) and 2026-2027 Budget

   Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

   Motion Carried: 5-0

## DISCUSSION

5. Superintendent's Report
   5.1 Communications/Recognitions

5.1.1 Dr. Sever welcomed the award-winning Rafer Johnson Junior High Chamber Choir and Tenor Bass for an amazing performance. They were also congratulated for a packed house during their Spring Concert. Jacob Pasalakis announced five students were selected to sing at Carnegie Hall in New York City this summer.

5.1.2 Lincoln school hosted and incredible retirement party, recognizing five retirees with a combined 140 years of education: Tom Gramza (28 Years), Lisa Kiser (39 years), Kim Martinez (30 years), Mary Quattrin (34 years), Denise Verbryke (9 years).

5.1.3 Linda Simmons and her team did a fantastic job hosting the Dala Trot with over 1,100 participants, 150 students and an estimated 40 staff members.

5.1.4 The annual Kingsburg Education Community Foundation (KCEF) golf tournament was a tremendous success raising roughly $23,000. Recently through KCEF we assisted one of our students who was hospitalized in Bakersfield. The student's dad was commuting from the hospital in Bakersfield to work daily in Fresno and KCEF donated gas cards.

5.1.5 Enrollment is up by 43 students.

5.1.6 Eleven of our paraprofessionals have signed up through Reach University to complete their bachelor's degree.

5.1.7 Matt Stovall and his team received a shout out for the vigorous process of selecting and testing math curriculums this year. We are pleased to have a final vote on our new math curriculum.

5.1.8 Parent survey results have been compiled. We continue to satisfy parents and have some items to improve on.

6. Assistant Superintendent- Curriculum & Instruction, Special Projects' Report

6.1. For the first time in 12 years, the district is proud to officially adopt a new math curriculum. This comprehensive process began in October with a district-wide teacher survey. In November, a Math Adoption Team of TK– 8 teachers and administrators went to Fresno State to evaluate available options. Following a review at the FCSS Math Curriculum Fair, the team selected the top two choices for rigorous field testing. After publisher training in January, teachers conducted two rounds of classroom piloting from mid-January through May. During the official voting window (May 11–15) , selections varied by grade span, but Amplify Math ultimately secured the final district adoption for TK– 8 with 63.9% of the vote.

6.2. To ensure classroom success, we have partnered with the Fresno County Superintendent of Schools (FCSS) to join their Math Curriculum Implementation Network spanning May 2026 through May 2027. Professional learning for our implementation teams will begin this July, followed by a formal network launch in September and ongoing training throughout the school year. As part of this rollout, FCSS coaches will conduct collaborative site walkthroughs to monitor implementation fidelity, support our teaching staff, and ensure key instructional benchmarks are consistently met.

7. Assistant Superintendent- Business Services' Report

7.1. The annual CSPP Self-Evaluation for Washington Preschool confirms full compliance in program quality, staff qualifications, and fiscal accountability, securing continued state funding upon board approval. Backed by DRDP assessments and classroom observations, parent surveys show high satisfaction, with 94.5% endorsing the learning opportunities and 90.4% strongly agreeing students are prepared for kindergarten. Under Tiffany's leadership, the program expanded community outreach with a successful family movie night. Looking ahead, action steps focus on language and literacy development, alongside targeted professional development to support an evolving student population. We are seeing amazing progression in our students!

7.2. At Rafer we have a rental chiller, which was successfully delivered, hooked up, and is running on two fully functioning circuits with no downtime. Cool air is running through the system to keep students and staff comfortable. MOT had to make quick on-site adjustments, carefully removing the awnings over the Rafer band trailer to accommodate the high-clearance rental trailer. We are gathering quotes and evaluating whether to repair the current unit or fully replace the system. The rental will remain in place until a permanent solution is secured, ensuring no lapse in cooling service.

7.3. The Governor's May revision proposed tying 14 weeks of paid pregnancy disability leave to an increased cost-of-living allowance (COLA). Education groups oppose this structural precedent of

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tying policy mandates to general cost-of-living offsets. Due to ongoing state negotiations and potential funding reductions, the district is building its current budget projection on a 2.87% COLA. Proposition 98 funding looks strong, and ongoing funding for Community Schools remains in the draft budget. However, the state is still withholding 3.9 billion dollars, and final impacts depend on pending trailer bill language. The final budget will be signed at the end of June.

8. Board Member Reports
   8.1. All board members were very impressed with the choir concert and performance today.
   8.2. Mrs. Lunde spoke with veterans and they are still talking about the cards they received from You Matter Day last year.

**Public Hearing**

**Local Control Accountability Plan (LCAP)**
**2026-27 Proposed Budget**

**ACTION**

9. Consent Agenda
   9.1. Consider Approval of Minutes – May 11, 2026 Board Meeting
   9.2. Consider Approval of Minutes – May 18, 2026 Board Meeting
   9.3. Consider Approval of Quote: Renaissance Subscription Renewal for STAR Reader and Accelerated Reader District Wide
   9.4. Consider Approval of Agreement: Math Curriculum Implementation Network Participation Agreement from Fresno County Superintendent of Schools
   9.5. Consider Approval of Quote: McGraw Hill ELA Adoption for Rafer Johnson Junior High
   9.6. Consider Approval of Agreement: FRESH Expanded Learning Program Agreement from Fresno County Superintendent of Schools
   9.7. Consider Approval of Speech Therapy Link for Student Services

   Items 9.1.- 9.7:
   Moved: Mr. Bergstrom; Seconded: Mr. Yanes

   Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

   Motion Carried: 5-0

**BUSINESS SERVICES**

10. Consider Approval of Washington Preschool, Program Self Evaluation (PSE) – To approve the submission of the Program Self Evaluation (PSE) to the California Department of Education (CDE) as a requirement of funding. The packet includes the Program Instrument (PI) survey, Parent Survey, Desired Results Developmental Profile (DRDP), Classroom Observation and Staff Survey.
    Moved: Mrs. Lunde; Seconded: Mr. Yanes

    Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

    Motion Carried: 5-0

11. Consider Approval of Quote California Teacher Fellow Foundation for Beyond The Bell Afterschool Program – To provide staffing for the 2026-27 Expanded Learning Opportunities Program (ELOP)/Beyond the Bell Program.
    Moved: Mr. Yanes; Seconded: Mr. Bergstrom

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Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

12. Consider Approval of Proposal- Fresno County Data Hub Service Proposal 2026-27 – To approve the service proposal for the Fresno County Data Hub. The Data Hub is a countywide data solution that supports Local Education Agencies with secure access to integrated educational data, operation insights, and decision-making tools. The scope of services includes ongoing system access, technical support, and 5 half-day training sessions.
Moved: Mrs. Smith Quinn; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

13. Consider Approval of Amplify Math Adoption – To approve the purchase and 7-year licensing (2026-2033) of the Amplify Desmos Math curriculum for grades TK-8. This comprehensive package includes teacher and student blended learning packages, print sets, manipulative kits, center kits, and onsite professional development training for teachers.
Moved: Mr. Yanes; Seconded: Mrs. Smith Quinn

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

14. Consider Approval of Declaration of Surplus Math Books – To declare My Math (K-6), Glencoe Math Course (1-3), and CPM (7-8) textbooks as surplus due to a new curriculum adoption. Approval allows the district to sell, donate, release to students, or discard these outdated materials as needed.
Moved: Mrs. Lunde; Seconded: Mr. Bergstrom

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

15. Consider Approval of Kitchen Infrastructure and Training (KIT) Grant – To accept the Kitchen Infrastructure and Training (KIT) Grant from the California Department of Education (CDE). Past KIT funds have been used for the combi oven at Lincoln, training for our food service staff, and stainless steel serving area at Washington.
Moved: Mrs. Smith Quinn; Seconded: Mr. Yanes

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

16. Consider Approval of Amparan Flooring for Rafer Johnson Jr. High School, Roosevelt Elementary and Lincoln Elementary – To accept the proposal for demo and replacement of carpet at Rafer Johnson Jr. High School, Roosevelt Elementary, and Lincoln Elementary.
Moved: Mr. Bergstrom; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes;

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Mr. Yanes – Yes;

Motion Carried: 5-0

17. Consider Approval of Western Building Materials for Washington Elementary, Roosevelt Elementary, Lincoln Elementary, and Rafer Johnson Jr. High School – To approve the installation of vinyl tack board at Washington Elementary, Roosevelt Elementary, Lincoln Elementary, and Rafer Johnson Jr. High School.
Moved: Mr. Yanes; Seconded: Mr. Bergstrom

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

18. Consider Approval of Proposal for EMCOR, Rafer Johnson Jr. High School Chiller Rental – To approve the emergency rental of a chiller system for Rafer Johnson Jr. High School. The rental agreement includes labor for install/take down as well as the pricing for the first month. This is necessary in order to keep classrooms cool and students/staff operating in ideal classroom temperatures.
Moved: Mrs. Smith Quinn; Seconded: Mrs. Lunde

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

**HUMAN RESOURCES**

19. Consider Approval of Revised Job Description-School Nurse – A revised job description was created for the School Nurse position. As we have job postings, each job description will be reviewed and updated to reflect the current duties of the position and include consistent formatting with previously revised job descriptions.
Moved: Mr. Yanes; Seconded: Mrs. Smith Quinn

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

**ADMINISTRATIVE SERVICES**

20. Consider Approval of Board Policies/Administrative Regulations/Exhibits
    - 20.1. BB 9323 Meeting Conduct
    - 20.2. BB 9322 Agenda/Meeting Materials
    - 20.3. BB 9320.1 Remote Meetings and Attendance
    - 20.4. BB 9320 Meetings and Notices
    - 20.5. BP 9250 Remuneration, Reimbursement and Other Benefits
    - 20.6. AR 3440 Inventories

Moved: Mr. Yanes; Seconded: Mrs. Smith Quinn

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

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**PUBLIC COMMENT**

21. Public Comment on Agendized and Non-Agendized Items

22. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting:
Monday, June 8, 2026, 4:00 p.m., Professional Development Building

**CLOSED SESSION**

23. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)

24. Anticipated & Existing Litigation (Government Code Section 54956.9(b))

25. Student Discipline and Other Confidential Student Matters (Education Code Sections 35146, Ed. Code, §48900 et seq.)

26. Public Employee Employment (Government Code Section 54957)
    26.1. Certificated Personnel
        26.1.1. Consider Approval of Employee Request for Leave of Absence
        26.1.2. Consider Acceptance of Resignation: Galilea Rivera, SpEd Teacher, Washington Elementary
        26.1.3. Consider Approval of 2026-2027 Fall Student Teachers

    26.2. Classified Personnel
        26.2.1. Consider Approval of Employee Request for Extended Leave

27. Pupil Personnel
    27.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
        27.1.1. Consider Approval of 2025-26 New Attendance Requests – Site-Based Program
        27.1.2. Consider Approval of 2026-27 New Attendance Requests – Site-Based Program
        27.1.3. Consider Approval of 2026-27 Renewal Requests – Site-Based Program
        27.1.4. Consider Approval of 2025-26 New Attendance Requests – Central Valley Home School
        27.1.5. Consider Approval of 2026-27 New Attendance Requests – Central Valley Home School
        27.1.6. Consider Approval of 2026-27 Renewal Requests – Central Valley Home School

**RECONVENE PUBLIC SESSION**

**ACTION**

28. Report of Actions Taken in Closed Session:

Action taken on agenda item 26.1.1:
Moved: Mrs. Lunde; Seconded: Mr. Bergstrom to take the following action:

- Leave of Absence Request: Request was approved.

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

Action taken on agenda item 26.1.2, 26.1.3:
Moved: Mr. Yanes; Seconded: Mrs. Smith Quinn to take the following action:

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- Consider Acceptance of Resignation: Galilea Rivera, SpEd Teacher, Washington Elementary
- Consider Approval of 2026-2027 Fall Student Teachers

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

Action taken on agenda item 26.2:
Moved: Mrs. Smith Quinn; Seconded: Mrs. Lunde to take the following action:

- Request for Extended Leave: Request was denied.

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

Action taken on agenda items 27.1.1 – 27.1.6:
Moved: Mr. Yanes; Seconded: Mr. Bergstrom to take the following action:

- 2025-26 New Attendance Requests – Site-Based Program– Approved all requests.
- 2026-27 New Attendance Requests – Central Valley Home School– Approved all requests.
- 2026-27 Renewal Attendance Requests – Site-Based Program– Approved all requests.
- 2025-26 New Attendance Requests – Site-Based Program– Approved all requests.
- 2026-27 New Attendance Requests – Central Valley Home School– Approved all requests.
- 2026-27 Renewal Attendance Requests – Central Valley Home School– Approved all requests.

Approved: Mr. Bergstrom – Yes; Rev. Ezaki – Yes; Mrs. Lunde – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes;

Motion Carried: 5-0

29. Adjourn

Meeting was adjourned at 5:48 p.m.

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| | | JULY | AUGUST | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2023-24** | | | | | | | | | | | | | |
| *60001* | **GE** | 20,202,997 | 19,271,414 | 18,135,834 | 17,771,903 | 17,659,066 | 19,912,474 | 19,959,366 | 22,045,477 | 23,398,287 | 24,048,191 | 23,174,503 | 25,750,243 |
| *60012* | **CHDE** | 229,084 | 213,746 | 247,305 | 256,427 | 381,879 | 349,688 | 330,424 | 355,788 | 331,332 | 343,073 | 343,002 | 343,399 |
| *60008* | **CAFÉ** | 502,800 | 436,623 | 353,644 | 162,204 | 121,919 | 183,471 | 74,958 | 160,661 | 269,430 | 285,461 | 523,535 | 629,245 |
| *60020* | **SPRES** | 2,200,348 | 2,200,348 | 2,214,399 | 2,214,877 | 2,214,877 | 2,228,942 | 2,229,425 | 2,229,425 | 2,243,777 | 2,244,251 | 2,244,251 | 2,259,195 |
| *65334* | **16 B** | 6,346 | 6,346 | 6,387 | 6,388 | 6,388 | 6,429 | 6,430 | 6,430 | 6,472 | 6,473 | 6,473 | 6,516 |
| *60006* | **DF** | 1,233,589 | 1,281,437 | 1,228,706 | 1,258,686 | 1,264,501 | 1,281,325 | 1,281,597 | 1,330,216 | 1,338,262 | 1,205,374 | 1,166,121 | 1,214,520 |
| *65066* | **04 A** | 498 | 513 | 516 | 516 | 516 | 520 | 520 | 520 | 523 | 523 | 523 | 527 |
| *65104* | **06 Refund** | 92,354 | 92,354 | 92,943 | 92,963 | 92,963 | 93,554 | 93,574 | 93,574 | 94,177 | 94,196 | 94,196 | 94,824 |
| *65215* | **13 Refi** | 97,613 | 97,719 | 98,342 | 98,364 | 98,364 | 98,988 | 99,009 | 99,009 | 99,647 | 99,668 | 99,668 | 100,331 |
| *65276* | **Bond Intrst** | 74,778 | 80,423 | 85,358 | 85,885 | 87,069 | 253,250 | 313,833 | 314,282 | 344,577 | 560,865 | 580,086 | 112,039 |
| *65281* | **16 Refi** | 22,005 | 24,048 | 25,075 | 25,224 | 25,548 | 86,265 | 26,982 | 27,104 | 35,399 | 94,104 | 99,260 | 106,701 |
| *65335* | **16 B Debt** | 32,972 | 36,380 | 38,169 | 38,431 | 39,000 | 150,592 | 57,996 | 58,214 | 72,758 | 180,962 | 190,581 | 204,269 |
| | | | | | | | | | | | | | |
| **2024-25** | | | | | | | | | | | | | |
| *60001* | **GE** | 22,889,928 | 21,080,488 | 22,054,060 | 21,457,722 | 20,761,666 | 21,446,181 | 24,473,039 | 23,396,480 | 24,409,778 | 24,521,151 | 23,554,680 | 25,775,914 |
| *65400* | **ASB** | | 105,122 | 122,592 | 143,968 | 185,556 | 179,982 | 163,192 | 156,196 | 183,665 | 187,315 | 174,924 | 157,391 |
| *60012* | **CHDE** | 330,987 | 445,809 | 487,730 | 496,258 | 572,821 | 632,361 | 619,725 | 527,395 | 559,637 | 562,728 | 508,581 | 544,600 |
| *60008* | **CAFÉ** | 551,244 | 619,238 | 564,707 | 386,424 | 396,949 | 481,497 | 488,853 | 404,134 | 657,063 | 495,239 | 433,740 | 840,937 |
| *60020* | **SPRES** | 2,244,705 | 2,259,648 | 2,275,572 | 2,276,053 | 2,276,053 | 2,292,453 | 2,292,934 | 2,292,944 | 2,292,944 | 2,309,666 | 2,309,666 | 2,309,666 |
| *65334* | **16 B** | 6,474 | 6,716 | 6,563 | 6,565 | 6,565 | 6,612 | 6,614 | 6,614 | 6,614 | 6,662 | 6,662 | 6,662 |
| *60006* | **DF** | 965,355 | 985,168 | 1,032,720 | 875,991 | 873,427 | 766,177 | 857,351 | 783,962 | 841,204 | 626,283 | 509,488 | 619,944 |
| *65066* | **04 A** | 523 | 527 | 530 | 531 | 531 | 534 | 534 | 534 | 544 | 548 | 548 | 548 |
| *65104* | **06 Refund** | 94,215 | 94,843 | 95,511 | 95,531 | 95,531 | 96,220 | 96,240 | 96,240 | 96,240 | 96,942 | 96,942 | 96,942 |
| *65215* | **13 Refi** | 99,688 | 100,352 | 101,059 | 101,080 | 101,080 | 101,809 | 101,830 | 101,830 | 101,852 | 102,594 | 102,594 | 102,594 |
| *65276* | **Bond Intrst** | 114,493 | 118,807 | 122,425 | 124,603 | 124,776 | 78,189 | 322,694 | 328,139 | 379,872 | 592,334 | 607,636 | 104,545 |
| *65281* | **16 Refi** | 33,003 | 34,169 | 34,769 | 35,361 | 35,406 | 35,000 | 23,610 | 25,133 | 38,582 | 93,396 | 95,502 | 101,813 |
| *65335* | **16 B Debt** | 53,887 | 56,069 | 57,230 | 58,319 | 58,406 | 58,337 | 57,363 | 60,161 | 86,135 | 190,692 | 199,441 | 211,463 |
| | | | | | | | | | | | | | |
| **2025-26** | | | | | | | | | | | | | |
| *60001* | **GE** | 23,355,249 | 21,410,753 | 23,931,240 | 20,586,597 | 22,356,551 | 25,480,286 | 24,970,057 | 24,526,342 | 25,224,208 | 25,905,293 | 25,958,436 | |
| *65400* | **ASB** | 147,025 | 144,738 | 169,149 | 171,005 | 149,111 | 140,342 | 130,674 | 122,996 | 188,065 | 152,706 | 203,242 | |
| *60012* | **CHDE** | 539,716 | 498,828 | 713,048 | 782,048 | 753,357 | 797,369 | 803,548 | 811,657 | 889,488 | 846,000 | 801,326 | |
| *60008* | **CAFÉ** | 735,582 | 610,488 | 769,264 | 763,445 | 545,417 | 652,856 | 719,723 | 860,423 | 993,005 | 860,840 | 1,116,653 | |
| *60020* | **SPRES** | 2,310,155 | 2,326,612 | 2,343,253 | 2,343,253 | 2,343,775 | 2,357,926 | 2,358,454 | 2,358,454 | 2,358,454 | 2,379,065 | 2,379,065 | |
| *65334* | **16 B** | 6,663 | 6,711 | 6,759 | 6,759 | 6,760 | 6,801 | 6,803 | 6,803 | 6,803 | 6,862 | 6,862 | |
| *60006* | **DF** | 505,109 | 508,778 | 477,884 | 492,344 | 492,464 | 562,095 | 586,385 | 676,541 | 647,922 | 517,819 | 541,492 | |
| *65066* | **04 A** | 548 | 552 | 556 | 556 | 556 | 559 | 560 | 560 | 560 | 564 | 564 | |
| *65104* | **06 Refund** | 96,963 | 97,653 | 98,352 | 98,352 | 98,374 | 98,968 | 98,990 | 98,990 | 98,990 | 99,855 | 99,855 | |
| *65215* | **13 Refi** | 102,616 | 103,347 | 104,086 | 104,086 | 104,109 | 104,738 | 104,761 | 104,761 | 104,761 | 105,677 | 105,677 | |
| *65276* | **Bond Intrst** | 107,558 | 111,509 | 118,470 | 118,487 | 118,641 | 308,954 | 358,881 | 393,587 | 395,442 | 595,668 | 628,733 | |
| *65281* | **16 Refi** | 28,025 | 32,231 | 33,600 | 33,604 | 32,714 | 91,811 | 104,274 | 38,232 | 38,722 | 89,094 | 97,172 | |
| *65335* | **16 B Debt** | 51,456 | 53,438 | 56,159 | 56,167 | 55,320 | 168,098 | 192,749 | 88,717 | 89,626 | 186,500 | 202,486 | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 0100 General Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $38,291,571.08 | $41,536,643.94 | $2,620,891.83 | $35,632,296.17 | $0.00 | $5,904,347.77 | 14.2 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $15,301,753.02 | $17,334,769.08 | $1,284,351.64 | $12,746,706.72 | $0.00 | $4,588,062.36 | 26.5 |
| Total: 2000 Classified | 6,975,783.82 | 7,118,508.81 | 569,759.18 | 6,013,740.02 | 0.00 | 1,104,768.79 | 15.5 |
| Total: 3000 Benefits | 11,347,913.67 | 11,374,086.90 | 695,861.19 | 8,247,859.20 | 95,493.00 | 3,030,734.70 | 26.6 |
| Total: 1000 - 3000 | 33,625,450.51 | 35,827,364.79 | 2,549,972.01 | 27,008,305.94 | 95,493.00 | 8,723,565.85 | 24.3 |
| Total: 4000 Books & Supplies | 1,985,519.96 | 4,054,247.47 | 115,511.60 | 1,524,376.23 | 916,283.89 | 1,613,587.35 | 39.8 |
| Total: 5000 Services & Other | 5,733,680.57 | 7,674,345.78 | 394,321.60 | 5,663,461.68 | 1,186,291.15 | 824,592.95 | 10.7 |
| Total: 4000 - 5000 | 7,719,200.53 | 11,728,593.25 | 509,833.20 | 7,187,837.91 | 2,102,575.04 | 2,438,180.30 | 20.8 |
| Total: 1000 - 5000 | 41,344,651.04 | 47,555,958.04 | 3,059,805.21 | 34,196,143.85 | 2,198,068.04 | 11,161,746.15 | 23.5 |
| Total: 6000 Capital Outlay | 968,521.03 | 1,748,211.40 | 1,650.00 | 733,655.77 | 97,974.01 | 916,581.62 | 52.4 |
| Total: 7000 Other Outgo/Financing Uses | 367,734.23 | 772,614.23 | 2,752.00 | 466,351.56 | 133,647.06 | 172,615.61 | 22.3 |
| Total: 1000 - 7000 | 42,680,906.30 | 50,076,783.67 | 3,064,207.21 | 35,396,151.18 | 2,429,689.11 | 12,250,943.38 | 24.5 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **($4,389,335.22)** | **($8,540,139.73)** | **($443,315.38)** | **$236,144.99** | **($2,429,689.11)** | **($6,346,595.61)** | **74.3** |
| Total: Beginning Balance | 17,425,768.79 | 29,569,078.09 | 0.00 | 29,569,078.09 | | | |
| Total: Ending Fund Balance (9790) | $13,036,433.57 | $21,028,938.36 | ($443,315.38) | $29,805,223.08 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | (6,454,620.83) | | | |
| Total: Undesignated | 13,036,433.57 | 21,028,938.36 | (443,315.38) | 36,259,843.91 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 0800 Student Activity Special Revenue Fun**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $249,788.16 | $276,211.21 | $88,053.49 | $274,609.94 | $0.00 | $1,601.27 | 0.6 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 187,085.37 | 214,120.63 | 12,671.56 | 83,110.46 | 19,700.46 | 111,309.71 | 52.0 |
| Total: 5000 Services & Other | 62,702.79 | 191,576.46 | 24,845.41 | 123,523.93 | 5,154.25 | 62,898.28 | 32.8 |
| Total: 4000 - 5000 | 249,788.16 | 405,697.09 | 37,516.97 | 206,634.39 | 24,854.71 | 174,207.99 | 42.9 |
| Total: 1000 - 5000 | 249,788.16 | 405,697.09 | 37,516.97 | 206,634.39 | 24,854.71 | 174,207.99 | 42.9 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 7000 | 249,788.16 | 405,697.09 | 37,516.97 | 206,634.39 | 24,854.71 | 174,207.99 | 42.9 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **$0.00** | **($129,485.88)** | **$50,536.52** | **$67,975.55** | **($24,854.71)** | **($172,606.72)** | **133.3** |
| Total: Beginning Balance | 106,633.94 | 138,664.32 | 0.00 | 138,664.32 | | | |
| Total: Ending Fund Balance (9790) | $106,633.94 | $9,178.44 | $50,536.52 | $206,639.87 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | (99,234.13) | | | |
| Total: Undesignated | 106,633.94 | 9,178.44 | 50,536.52 | 305,874.00 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 1200 Child Development Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $605,955.00 | $956,500.77 | ($123.18) | $883,797.93 | $0.00 | $72,702.84 | 7.6 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $197,532.40 | $205,200.50 | $19,645.79 | $185,985.67 | $0.00 | $19,214.83 | 9.4 |
| Total: 2000 Classified | 153,924.40 | 144,074.02 | 13,541.54 | 128,621.80 | 0.00 | 15,452.22 | 10.7 |
| Total: 3000 Benefits | 163,494.70 | 173,601.33 | 10,628.34 | 105,985.83 | 6,000.00 | 61,615.50 | 35.5 |
| Total: 1000 - 3000 | 514,951.50 | 522,875.85 | 43,815.67 | 420,593.30 | 6,000.00 | 96,282.55 | 18.4 |
| Total: 4000 Books & Supplies | 305,411.92 | 319,234.93 | 3,474.80 | 18,211.32 | 1,498.92 | 299,524.69 | 93.8 |
| Total: 5000 Services & Other | 5,484.07 | 105,434.07 | 72.99 | 6,133.75 | 65.39 | 99,234.93 | 94.1 |
| Total: 4000 - 5000 | 310,895.99 | 424,669.00 | 3,547.79 | 24,345.07 | 1,564.31 | 398,759.62 | 93.9 |
| Total: 1000 - 5000 | 825,847.49 | 947,544.85 | 47,363.46 | 444,938.37 | 7,564.31 | 495,042.17 | 52.2 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | (4,209.00) | 0.00 | 4,209.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 34,656.56 | 34,656.56 | 0.00 | 0.00 | 0.00 | 34,656.56 | 100.0 |
| Total: 1000 - 7000 | 860,504.05 | 982,201.41 | 47,363.46 | 440,729.37 | 7,564.31 | 533,907.73 | 54.4 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **($254,549.05)** | **($25,700.64)** | **($47,486.64)** | **$443,068.56** | **($7,564.31)** | **($461,204.89)** | **1,794.5** |
| Total: Beginning Balance | 254,549.05 | 347,697.48 | 0.00 | 347,697.48 | | | |
| Total: Ending Fund Balance (9790) | $0.00 | $321,996.84 | ($47,486.64) | $790,766.04 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | (347,697.48) | | | |
| Total: Undesignated | 0.00 | 321,996.84 | (47,486.64) | 1,138,463.52 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 1300 Cafeteria Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $1,688,577.35 | $1,688,577.35 | $372,887.89 | $1,389,019.01 | $0.00 | $299,558.34 | 17.7 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 562,190.61 | 575,202.23 | 45,258.69 | 491,828.70 | 0.00 | 83,373.53 | 14.5 |
| Total: 3000 Benefits | 292,322.72 | 309,120.85 | 16,706.95 | 218,651.75 | 9,163.50 | 81,305.60 | 26.3 |
| Total: 1000 - 3000 | 854,513.33 | 884,323.08 | 61,965.64 | 710,480.45 | 9,163.50 | 164,679.13 | 18.6 |
| Total: 4000 Books & Supplies | 1,535,571.17 | 1,300,093.25 | 57,698.44 | 602,643.08 | 134,769.37 | 562,680.80 | 43.3 |
| Total: 5000 Services & Other | 79,404.45 | 129,662.88 | 2,281.71 | 82,442.51 | 33,156.13 | 14,064.24 | 10.8 |
| Total: 4000 - 5000 | 1,614,975.62 | 1,429,756.13 | 59,980.15 | 685,085.59 | 167,925.50 | 576,745.04 | 40.3 |
| Total: 1000 - 5000 | 2,469,488.95 | 2,314,079.21 | 121,945.79 | 1,395,566.04 | 177,089.00 | 741,424.17 | 32.0 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 13,218.70 | 13,464.00 | (26,682.70) | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 56,275.21 | 56,275.21 | 0.00 | 0.00 | 0.00 | 56,275.21 | 100.0 |
| Total: 1000 - 7000 | 2,525,764.16 | 2,370,354.42 | 121,945.79 | 1,408,784.74 | 190,553.00 | 771,016.68 | 32.5 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **($837,186.81)** | **($681,777.07)** | **$250,942.10** | **($19,765.73)** | **($190,553.00)** | **($471,458.34)** | **69.2** |
| Total: Beginning Balance | 837,186.81 | 1,141,894.83 | 0.00 | 1,141,894.83 | | | |
| Total: Ending Fund Balance (9790) | $0.00 | $460,117.76 | $250,942.10 | $1,122,129.10 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | (881,895.28) | | | |
| Total: Undesignated | 0.00 | 460,117.76 | 250,942.10 | 2,004,024.38 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 1700 Special Reserve Fund for Other Than**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $0.00 | $0.00 | $0.00 | $35,811.74 | $0.00 | ($35,811.74) | 0.0 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 5000 Services & Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 7000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **$0.00** | **$0.00** | **$0.00** | **$35,811.74** | **$0.00** | **($35,811.74)** | **0.0** |
| Total: Beginning Balance | 2,807,016.55 | 2,867,252.80 | 0.00 | 2,867,252.80 | | | |
| Total: Ending Fund Balance (9790) | $2,807,016.55 | $2,867,252.80 | $0.00 | $2,903,064.54 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Undesignated | 2,807,016.55 | 2,867,252.80 | 0.00 | 2,903,064.54 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 2104 Building Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $0.00 | $0.00 | $0.00 | $103.31 | $0.00 | ($103.31) | 0.0 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 5000 Services & Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 7000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **$0.00** | **$0.00** | **$0.00** | **$103.31** | **$0.00** | **($103.31)** | **0.0** |
| Total: Beginning Balance | 6,563.52 | 6,758.70 | 0.00 | 6,758.70 | | | |
| Total: Ending Fund Balance (9790) | $6,563.52 | $6,758.70 | $0.00 | $6,862.01 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Undesignated | 6,563.52 | 6,758.70 | 0.00 | 6,862.01 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 2500 Capital Facilities Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $560,433.70 | $560,433.70 | $21,578.50 | $194,799.67 | $0.00 | $365,634.03 | 65.2 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 5000 Services & Other | 223,433.70 | 223,433.70 | 0.00 | 2,000.00 | 2,000.00 | 219,433.70 | 98.2 |
| Total: 4000 - 5000 | 223,433.70 | 223,433.70 | 0.00 | 2,000.00 | 2,000.00 | 219,433.70 | 98.2 |
| Total: 1000 - 5000 | 223,433.70 | 223,433.70 | 0.00 | 2,000.00 | 2,000.00 | 219,433.70 | 98.2 |
| Total: 6000 Capital Outlay | 0.00 | 1,262.23 | (2,094.93) | (60,498.82) | 0.00 | 61,761.05 | 4,893.0 |
| Total: 7000 Other Outgo/Financing Uses | 337,000.00 | 337,000.00 | 0.00 | 200,391.49 | 0.00 | 136,608.51 | 40.5 |
| Total: 1000 - 7000 | 560,433.70 | 561,695.93 | (2,094.93) | 141,892.67 | 2,000.00 | 417,803.26 | 74.4 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **$0.00** | **($1,262.23)** | **$23,673.43** | **$52,907.00** | **($2,000.00)** | **($52,169.23)** | **4,133.1** |
| Total: Beginning Balance | 398,759.15 | 488,596.46 | 0.00 | 488,596.46 | | | |
| Total: Ending Fund Balance (9790) | $398,759.15 | $487,334.23 | $23,673.43 | $541,503.46 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | (1,262.23) | | | |
| Total: Undesignated | 398,759.15 | 487,334.23 | 23,673.43 | 542,765.69 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 5100 Bond Interest and Redemption Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $55.00 | $55.00 | $0.00 | $0.00 | $0.00 | $55.00 | 100.0 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 5000 Services & Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 55.00 | 55.00 | 0.00 | 0.00 | 0.00 | 55.00 | 100.0 |
| Total: 1000 - 7000 | 55.00 | 55.00 | 0.00 | 0.00 | 0.00 | 55.00 | 100.0 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **0.0** |
| Total: Beginning Balance | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Ending Fund Balance (9790) | $0.00 | $0.00 | $0.00 | $0.00 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Undesignated | 0.00 | 0.00 | 0.00 | 0.00 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 5101 Bond Interest and Redemption Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $225,500.00 | $225,500.00 | $0.00 | $8.36 | $0.00 | $225,491.64 | 100.0 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 5000 Services & Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 225,500.00 | 225,500.00 | 0.00 | 0.00 | 0.00 | 225,500.00 | 100.0 |
| Total: 1000 - 7000 | 225,500.00 | 225,500.00 | 0.00 | 0.00 | 0.00 | 225,500.00 | 100.0 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **$0.00** | **$0.00** | **$0.00** | **$8.36** | **$0.00** | **($8.36)** | **0.0** |
| Total: Beginning Balance | 530.59 | 556.05 | 0.00 | 556.05 | | | |
| Total: Ending Fund Balance (9790) | $530.59 | $556.05 | $0.00 | $564.41 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Undesignated | 530.59 | 556.05 | 0.00 | 564.41 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 5102 Bond Interest and Redemption Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $1,100.00 | $1,100.00 | $0.00 | $0.00 | $0.00 | $1,100.00 | 100.0 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 5000 Services & Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 1,100.00 | 1,100.00 | 0.00 | 0.00 | 0.00 | 1,100.00 | 100.0 |
| Total: 1000 - 7000 | 1,100.00 | 1,100.00 | 0.00 | 0.00 | 0.00 | 1,100.00 | 100.0 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **$0.00** | **0.0** |
| Total: Beginning Balance | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Ending Fund Balance (9790) | $0.00 | $0.00 | $0.00 | $0.00 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Undesignated | 0.00 | 0.00 | 0.00 | 0.00 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 5103 Bond Interest and Redemption Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $285,400.00 | $285,400.00 | $0.00 | $1,502.99 | $0.00 | $283,897.01 | 99.5 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 5000 Services & Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 285,400.00 | 285,400.00 | 0.00 | 0.00 | 0.00 | 285,400.00 | 100.0 |
| Total: 1000 - 7000 | 285,400.00 | 285,400.00 | 0.00 | 0.00 | 0.00 | 285,400.00 | 100.0 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **$0.00** | **$0.00** | **$0.00** | **$1,502.99** | **$0.00** | **($1,502.99)** | **0.0** |
| Total: Beginning Balance | 95,511.16 | 98,351.87 | 0.00 | 98,351.87 | | | |
| Total: Ending Fund Balance (9790) | $95,511.16 | $98,351.87 | $0.00 | $99,854.86 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Undesignated | 95,511.16 | 98,351.87 | 0.00 | 99,854.86 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 5104 Bond Interest and Redemption Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $8,300.00 | $8,300.00 | $0.00 | $1,590.83 | $0.00 | $6,709.17 | 80.8 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 5000 Services & Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 8,300.00 | 8,300.00 | 0.00 | 0.00 | 0.00 | 8,300.00 | 100.0 |
| Total: 1000 - 7000 | 8,300.00 | 8,300.00 | 0.00 | 0.00 | 0.00 | 8,300.00 | 100.0 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **$0.00** | **$0.00** | **$0.00** | **$1,590.83** | **$0.00** | **($1,590.83)** | **0.0** |
| Total: Beginning Balance | 101,058.72 | 104,085.96 | 0.00 | 104,085.96 | | | |
| Total: Ending Fund Balance (9790) | $101,058.72 | $104,085.96 | $0.00 | $105,676.79 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Undesignated | 101,058.72 | 104,085.96 | 0.00 | 105,676.79 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 5106 Bond Interest and Redemption Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $100,142.62 | $331,951.96 | $33,065.70 | $559,589.41 | $0.00 | ($227,637.45) | -68.6 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 5000 Services & Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 100,197.62 | 100,307.62 | 0.00 | 43,566.89 | 0.00 | 56,740.73 | 56.6 |
| Total: 1000 - 7000 | 100,197.62 | 100,307.62 | 0.00 | 43,566.89 | 0.00 | 56,740.73 | 56.6 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **($55.00)** | **$231,644.34** | **$33,065.70** | **$516,022.52** | **$0.00** | **($284,378.18)** | **-122.8** |
| Total: Beginning Balance | 115,704.75 | 112,710.89 | 0.00 | 112,710.89 | | | |
| Total: Ending Fund Balance (9790) | $115,649.75 | $344,355.23 | $33,065.70 | $628,733.41 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | (55.00) | | | |
| Total: Undesignated | 115,649.75 | 344,355.23 | 33,065.70 | 628,788.41 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 5107 Bond Interest and Redemption Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $323,500.00 | $323,500.00 | $8,078.49 | $143,983.73 | $0.00 | $179,516.27 | 55.5 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 5000 Services & Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 398,062.71 | 398,062.71 | 0.00 | 150,061.03 | 0.00 | 248,001.68 | 62.3 |
| Total: 1000 - 7000 | 398,062.71 | 398,062.71 | 0.00 | 150,061.03 | 0.00 | 248,001.68 | 62.3 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **($74,562.71)** | **($74,562.71)** | **$8,078.49** | **($6,077.30)** | **$0.00** | **($68,485.41)** | **91.8** |
| Total: Beginning Balance | 32,756.26 | 103,249.66 | 0.00 | 103,249.66 | | | |
| Total: Ending Fund Balance (9790) | ($41,806.45) | $28,686.95 | $8,078.49 | $97,172.36 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | (74,562.71) | | | |
| Total: Undesignated | (41,806.45) | 28,686.95 | 8,078.49 | 171,735.07 | | | |

# Board Report

From 05/01/2026 thru 05/31/2026



**Fund Summary** Note this summary includes only the account lines that were included on this report

**Fu: 5108 Bond Interest and Redemption Fund**

| | Approved | Working | Current | Expended Year To Date | Encumbered | Unencumbered Balance | % |
|---|---|---|---|---|---|---|---|
| Revenues | | | | | | | |
| Total: 8000 Revenues | $503,455.36 | $503,455.36 | $15,985.99 | $271,467.98 | $0.00 | $231,987.38 | 46.1 |
| Expenditures | | | | | | | |
| Total: 1000 Certificated | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0.0 |
| Total: 2000 Classified | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 3000 Benefits | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 3000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 Books & Supplies | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 5000 Services & Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 4000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 1000 - 5000 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 6000 Capital Outlay | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0 |
| Total: 7000 Other Outgo/Financing Uses | 625,618.07 | 625,618.07 | 0.00 | 283,310.58 | 0.00 | 342,307.49 | 54.7 |
| Total: 1000 - 7000 | 625,618.07 | 625,618.07 | 0.00 | 283,310.58 | 0.00 | 342,307.49 | 54.7 |
| **Total: Net Increase/(Decrease) in Fund Balance** | **($122,162.71)** | **($122,162.71)** | **$15,985.99** | **($11,842.60)** | **$0.00** | **($110,320.11)** | **90.3** |
| Total: Beginning Balance | 83,300.23 | 214,328.38 | 0.00 | 214,328.38 | | | |
| Total: Ending Fund Balance (9790) | ($38,862.48) | $92,165.67 | $15,985.99 | $202,485.78 | | | |
| Components of Ending Fund Balance | | | | | | | |
| Total: Nonspendable (9710 - 9719) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Restricted (9730 - 9749) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Committed (9750 - 9769) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: Assigned (9770 - 9788) | 0.00 | 0.00 | 0.00 | 0.00 | | | |
| Total: UnAssigned (9780 - 9790) | 0.00 | 0.00 | 0.00 | (625,618.07) | | | |
| Total: Undesignated | (38,862.48) | 92,165.67 | 15,985.99 | 828,103.85 | | | |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| 3491-559 Yard Card Celebrations | 512841784 | PO-261846 | Award of Excellence Event in | 0100-00000-0-1110-1000-580000-082 | | 75.00 |
| | | PO-261421 | Event in Recognition of Exemplary | 0100-09000-0-1110-1000-580000-082 | | 75.00 |
| | | | | | **Warrant Total:** | **150.00** |
| | | | | | **Vendor Total:** | **150.00** |
| 16-Ace Trophy Shop | 512847904 | PO-262067 | Our Hero Awards 2026/ Retiree T | 0100-00000-0-0000-7100-580000-000 | | 626.61 |
| | | | | | **Warrant Total:** | **626.61** |
| | | | | | **Vendor Total:** | **626.61** |
| 3728-AGParts Education | 512847905 | PO-262079 | ACER C721 / C721T (TOUCH) P | 0100-09000-0-0000-2420-430000-000 | | 1,440.58 |
| | | | | | **Warrant Total:** | **1,440.58** |
| | | | | | **Vendor Total:** | **1,440.58** |
| 3819-Alpha-Lit Fresno LLC | 512847906 | PO-261265 | "2026" Marquee Lit Numbers | 0100-00000-0-1110-1000-580000-082 | | 569.68 |
| | | | | | **Warrant Total:** | **569.68** |
| | | | | | **Vendor Total:** | **569.68** |
| 33-Amazon.com Services LLC | 512840652 | PO-261954 | Amazon Online Marketplace, | 0100-11000-0-1133-1000-430000-000 | | 165.93 |
| | | PO-261954 | Amazon Online Marketplace, | 0100-11000-0-1133-1000-430000-000 | | 121.75 |
| | | PO-261969 | Amazon Online Marketplace, | 0100-07140-0-1156-1000-430000-090 | | 68.60 |
| | | PO-261894 | Amazon Piggyback RTC 17006 | 0100-11000-0-1110-1000-430000-070 | | 306.13 |
| | | PO-261895 | "Sharpie S-Gel Gel Pens, Pearl | 0100-11000-0-1110-1000-430000-070 | | 894.17 |
| | | PO-261893 | "FNJO Magnetic Tiles, 110PCS | 0100-11000-0-1110-1000-430000-070 | | 406.55 |
| | | PO-261893 | "FNJO Magnetic Tiles, 110PCS | 0100-11000-0-1110-1000-430000-070 | | 133.37 |
| | | PO-261891 | Amazon Piggyback RTC 17006 | 0100-11000-0-1110-1000-430000-070 | | 2,870.61 |
| | | PO-261891 | Amazon Piggyback RTC 17006 | 0100-11000-0-1110-1000-430000-070 | | 3,774.28 |
| | | PO-261891 | Amazon Piggyback RTC 17006 | 0100-11000-0-1110-1000-430000-070 | | 606.93 |
| | | PO-261891 | Amazon Piggyback RTC 17006 | 0100-11000-0-1110-1000-430000-070 | | 5,290.68 |
| | | PO-261891 | Amazon Piggyback RTC 17006 | 0100-11000-0-1110-1000-430000-070 | | 1,457.52 |
| | | PO-261807 | Amazon Online Marketplace, Pig | 0100-67700-0-1155-1000-430000-085 | | 32.32 |
| | | PO-261875 | Amazon Online Marketplace, Pig | 0100-73990-0-1110-1000-580000-000 | | 570.36 |
| | | | | | **Warrant Total:** | **16,699.20** |
| | 512841785 | PO-261862 | Amazon Online Marketplace, Pig | 0100-11000-0-1110-1000-430000-085 | | 235.52 |
| | | PO-261891 | Amazon Piggyback RTC 17006 | 0100-11000-0-1110-1000-430000-070 | | 445.28 |
| | | PO-261970 | Amazon Online Marketplace, | 0100-11000-0-1133-1000-430000-000 | | 37.04 |
| | | PO-261970 | Amazon Online Marketplace, | 0100-11000-0-1133-1000-430000-000 | | 74.08 |
| | | PO-261963 | Amazon Online Marketplace, | 0100-41270-0-1110-1000-430000-090 | | 881.54 |
| | | PO-261894 | Amazon Piggyback RTC 17006 | 0100-11000-0-1110-1000-430000-070 | | 317.46 |
| | | PO-261895 | "Sharpie S-Gel Gel Pens, Pearl | 0100-11000-0-1110-1000-430000-070 | | 88.19 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | 512841785 | PO-261896 | Amazon Online Marketplace, Pig | 0100-11000-0-1110-1000-430000-070 | | 671.71 |
| | | PO-261995 | Amazon Online Market place Pig | 0100-78100-0-1110-1000-430000-000 | | 154.09 |
| | | PO-261632 | Amazon Online Marketplace, Pig | 0100-74350-0-1177-1000-430000-082 | | 44.94 |
| | | PO-261875 | Amazon Online Marketplace, Pig | 0100-73990-0-1110-1000-580000-000 | | 19.60 |
| | | | | | **Warrant Total:** | **2,969.45** |
| | 512842866 | PO-261682 | Nush Nush Large Silver Gift Bags B | 0100-26000-0-1110-2495-430000-000 | | 34.85 |
| | | PO-261896 | Amazon Online Marketplace, Pig | 0100-11000-0-1110-1000-430000-070 | | 204.09 |
| | | PO-261963 | Amazon Online Marketplace, | 0100-41270-0-1110-1000-430000-090 | | 30.50 |
| | | PV-260212 | 1QL1-9PYK-HP4Y | 0100-74350-0-1177-1000-430000-082 | | 108.87 |
| | | PV-260213 | 16XK-MRP6-CTT6 | 0100-74350-0-1177-1000-430000-082 | | 52.79 |
| | | | | | **Warrant Total:** | **431.10** |
| | 512844628 | PO-261758 | Amazon Online Marketplace, Pig | 0100-74350-0-1177-1000-430000-082 | | 198.57 |
| | | PO-261894 | Amazon Piggyback RTC 17006 | 0100-11000-0-1110-1000-430000-070 | | 42.49 |
| | | | | | **Warrant Total:** | **241.06** |
| | 512845758 | PO-261998 | Maintenance- Order | 0100-81500-0-0000-8110-430000-000 | | 95.82 |
| | | PO-262026 | Amazon Online Marketplace, | 0100-81500-0-0000-8110-430000-000 | | 331.20 |
| | | PO-262029 | Amazon Online Marketplace, | 0100-63870-0-7110-1000-430000-090 | | 282.42 |
| | | | | | **Warrant Total:** | **709.44** |
| | 512846654 | PO-261957 | Amazon Online Marketplace, Pig | 0100-00000-0-1110-2420-430000-080 | | 256.08 |
| | | PO-262048 | Amazon Online Marketplace, | 0100-81500-0-0000-8110-430000-000 | | 47.68 |
| | | PO-262016 | Amazon Online Marketplace, | 0100-11000-0-1110-2420-430000-090 | | 152.46 |
| | | | | | **Warrant Total:** | **456.22** |
| | 512847907 | PO-262029 | Amazon Online Marketplace, | 0100-63870-0-7110-1000-430000-090 | | 338.82 |
| | | PO-262016 | Amazon Online Marketplace, | 0100-11000-0-1110-2420-430000-090 | | 10.89 |
| | | PO-262016 | Amazon Online Marketplace, | 0100-11000-0-1110-2420-430000-090 | | 108.90 |
| | | PO-261957 | Amazon Online Marketplace, Pig | 0100-00000-0-1110-2420-430000-080 | | 1,024.20 |
| | | PO-261894 | Amazon Piggyback RTC 17006 | 0100-11000-0-1110-1000-430000-070 | | 50.30 |
| | | | | | **Warrant Total:** | **1,533.11** |
| | | | | | **Vendor Total:** | **23,039.58** |
| 3443-Amplify Education Inc | 512847909 | PO-262081 | Amplify Desmos Math TK-8th Gr | 0100-00000-0-1110-1000-410000-000 | | 229,177.44 |
| | | PO-262081 | Amplify Desmos Math TK-8th Gr | 0100-63000-0-1110-1000-410000-000 | | 534,903.75 |
| | | | | | **Warrant Total:** | **764,081.19** |
| | | | | | **Vendor Total:** | **764,081.19** |
| 1794-AT&T Global Services | 512841786 | PO-260019 | Monthly Telephone Expenditures | 0100-00000-0-0000-8200-590004-000 | | 1,785.78 |
| | | PO-260071 | Monthly Telephone Service | 0100-00000-0-0000-8200-590004-000 | | 221.88 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | 512841786 | PO-260015 | HSI BUS Elite-S Service July 1, | 0100-00000-0-1110-1000-590008-082 | | 247.60 |
| | | | | | **Warrant Total:** | **2,255.26** |
| | | | | | **Vendor Total:** | **2,255.26** |
| 4179-Avalern Global Inc | 512841787 | PO-261980 | CSTP Coaching Cards | 0100-09000-0-1110-1000-430000-000 | | 1,220.08 |
| | | | | | **Warrant Total:** | **1,220.08** |
| | | | | | **Vendor Total:** | **1,220.08** |
| 3451-AXA Equitable Life Insurance C | 512847910 | PV-260225 | 1890049 | 0100-00000-0-0000-0000-951400-000 | | 787.64 |
| | | | | | **Warrant Total:** | **787.64** |
| | | | | | **Vendor Total:** | **787.64** |
| 3706-Banner Pest Control Inc | 512847913 | PO-261914 | District-Wide Pest Control Service | 0100-81500-0-0000-8110-580000-000 | | 205.00 |
| | | PO-261914 | District-Wide Pest Control Service | 0100-81500-0-0000-8110-580000-000 | | 215.00 |
| | | PO-261914 | District-Wide Pest Control Service | 0100-81500-0-0000-8110-580000-000 | | 205.00 |
| | | PO-261914 | District-Wide Pest Control Service | 0100-81500-0-0000-8110-580000-000 | | 205.00 |
| | | PO-261914 | District-Wide Pest Control Service | 0100-81500-0-0000-8110-580000-000 | | 205.00 |
| | | | | | **Warrant Total:** | **1,035.00** |
| | | | | | **Vendor Total:** | **1,035.00** |
| 3319-Berman's Flowers | 512847914 | PO-261374 | Materials and Supplies in Recogniti | 0100-00000-0-1110-1000-430000-082 | | 441.35 |
| | | | | | **Warrant Total:** | **441.35** |
| | | | | | **Vendor Total:** | **441.35** |
| 4090-BlueTriton Brands Inc | 512841789 | PO-260138 | Provision of drinking water service | 0100-81500-0-0000-8110-580000-000 | | 187.96 |
| | | | | | **Warrant Total:** | **187.96** |
| | | | | | **Vendor Total:** | **187.96** |
| 4155-Brady Industries | 512841790 | PO-261904 | Roosevelt, Custodial Supplies: | 0100-26000-0-0000-8200-430000-080 | | 243.21 |
| | | PO-261902 | Custodial- Invoice 11508930 | 0100-81500-0-0000-8110-430000-000 | | 440.47 |
| | | PO-261904 | Roosevelt, Custodial Supplies: | 0100-26000-0-0000-8200-430000-080 | | 115.13 |
| | | PO-261904 | Roosevelt, Custodial Supplies: | 0100-26000-0-0000-8200-430000-080 | | 315.77 |
| | | | | | **Warrant Total:** | **1,114.58** |
| | | | | | **Vendor Total:** | **1,114.58** |
| 803-California Dept of Justice | 512844629 | PO-260111 | Fingerprinting Charges for the Peri | 0100-00000-0-0000-7300-580015-000 | | 64.00 |
| | | | | | **Warrant Total:** | **64.00** |
| | | | | | **Vendor Total:** | **64.00** |
| 3050-California Teaching Fellows | 512841791 | PO-260579 | Roosevelt ES ELO | 0100-26000-0-1110-1000-580000-080 | | 7,145.05 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | 512841791 | PO-260581 | Washington ES ELO | 0100-26000-0-1110-1000-580000-060 | | 12,202.08 |
| | | PO-260582 | Lincoln ES ELO | 0100-26000-0-1110-1000-580000-070 | | 8,024.53 |
| | | PO-260583 | Reagan ES ELO | 0100-26000-0-1110-1000-580000-085 | | 13,084.15 |
| | | PO-260688 | Rafer (RJJH) MS ELO | 0100-26000-0-1110-1000-580000-090 | | 4,938.35 |
| | | PO-260926 | Washington Morning Program | 0100-74350-0-1110-1000-580000-000 | | 6,136.45 |
| | | | | | **Warrant Total:** | **51,530.61** |
| | 512844630 | PO-260583 | Reagan ES ELO | 0100-26000-0-1110-1000-580000-085 | | 9,339.25 |
| | | PO-260688 | Rafer (RJJH) MS ELO | 0100-26000-0-1110-1000-580000-090 | | 4,366.17 |
| | | PO-260579 | Roosevelt ES ELO | 0100-26000-0-1110-1000-580000-080 | | 3,354.12 |
| | | PO-260581 | Washington ES ELO | 0100-26000-0-1110-1000-580000-060 | | 9,375.53 |
| | | PO-260582 | Lincoln ES ELO | 0100-26000-0-1110-1000-580000-070 | | 7,448.29 |
| | | PO-260926 | Washington Morning Program | 0100-74350-0-1110-1000-580000-000 | | 3,661.60 |
| | | | | | **Warrant Total:** | **37,544.96** |
| | | | | | **Vendor Total:** | **89,075.57** |
| 2671-Canon Financial Services Inc | 512842867 | PO-260084 | Washington Monthly Copier Lease | 0100-00000-0-1110-1000-560000-082 | | 791.96 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-00000-0-1110-1000-560000-082 | | 791.96 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-00000-0-0000-7300-560000-000 | | 251.44 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-00000-0-0000-7300-560000-000 | | 251.44 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-00000-0-0000-7300-560000-000 | | 251.44 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-81500-0-0000-8110-560000-000 | | 185.71 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-085 | | 1,234.58 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-085 | | 1,234.58 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-090 | | 1,199.55 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-090 | | 1,199.55 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-090 | | 1,199.55 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-00000-0-1110-1000-560000-082 | | 791.96 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-080 | | 1,238.02 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-080 | | 1,238.02 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-070 | | 1,355.66 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-070 | | 1,355.66 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-070 | | 1,355.66 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-085 | | 1,234.58 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-81500-0-0000-8110-560000-000 | | 185.71 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-81500-0-0000-8110-560000-000 | | 185.71 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-65000-0-5760-1120-560000-000 | | 219.31 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-65000-0-5760-1120-560000-000 | | 219.31 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-65000-0-5760-1120-560000-000 | | 219.31 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | 512842867 | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-060 | | 1,165.84 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-060 | | 1,165.84 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-060 | | 1,165.84 |
| | | PO-260084 | Washington Monthly Copier Lease | 0100-11000-0-1110-1000-560000-080 | | 1,238.02 |
| | | PV-260214 | 43183658 | 0100-00000-0-0000-7300-560000-000 | | 731.68 |
| | | | | | **Warrant Total:** | **23,657.89** |
| | | | | | **Vendor Total:** | **23,657.89** |
| 166-City of Kingsburg | 512841792 | PO-260112 | Monthly District Garbage Fees | 0100-00000-0-0000-8200-550008-000 | | 10,085.81 |
| | | PO-260112 | Monthly District Garbage Fees | 0100-00000-0-0000-8200-550009-000 | | 3,451.12 |
| | | | | | **Warrant Total:** | **13,536.93** |
| | 512846655 | PO-262056 | Swim lessons for 135 Students sta | 0100-26000-0-1135-1000-580000-000 | | 6,750.00 |
| | | PO-262060 | Swim Lesson for 200 Students Sta | 0100-26000-0-1135-1000-580000-000 | | 10,000.00 |
| | | | | | **Warrant Total:** | **16,750.00** |
| | | | | | **Vendor Total:** | **30,286.93** |
| 2320-Comcast Corporation | 512847915 | PO-260078 | Monthly Telecommunications Exp | 0100-00000-0-0000-8200-590004-000 | | 508.95 |
| | | | | | **Warrant Total:** | **508.95** |
| | | | | | **Vendor Total:** | **508.95** |
| 3521-DC Inspections Inc | 512840653 | PO-261234 | Washington School Solar Project | 0100-00000-0-0000-8500-620019-000 | | 550.00 |
| | | PO-261234 | Washington School Solar Project | 0100-00000-0-0000-8500-620019-000 | | 550.00 |
| | | PO-261234 | Washington School Solar Project | 0100-00000-0-0000-8500-620019-000 | | 550.00 |
| | | | | | **Warrant Total:** | **1,650.00** |
| | | | | | **Vendor Total:** | **1,650.00** |
| 217-Dell Marketing LP | 512844632 | PO-261850 | Dell Pro 24 Plus Monitor - P2425H | 0100-11000-0-1110-1000-430000-085 | | 1,370.10 |
| | | | | | **Warrant Total:** | **1,370.10** |
| | | | | | **Vendor Total:** | **1,370.10** |
| 1211-Diane's Village Bakery & Cafe | 512847917 | PO-262103 | District Event Expenses: In Recogni | 0100-11000-0-0000-7300-430000-000 | | 500.00 |
| | | | | | **Warrant Total:** | **500.00** |
| | | | | | **Vendor Total:** | **500.00** |
| 298-EDCARE GROUP, THE | 512847918 | PO-260113 | Annual Employee Insurance Premi | 0100-00000-0-0000-7600-370100-000 | | 61,733.00 |
| | | PO-260113 | Annual Employee Insurance Premi | 0100-00000-0-0000-7600-370200-000 | | 16,643.50 |
| | | PO-260113 | Annual Employee Insurance Premi | 0100-00000-0-0000-7110-370200-000 | | 7,234.00 |
| | | PO-260113 | Annual Employee Insurance Premi | 0100-00000-0-0000-0000-951400-000 | | 309,236.50 |
| | | | | | **Warrant Total:** | **394,847.00** |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | | | | | **Vendor Total:** | **394,847.00** |
| 2587-EMCOR Services MESA Energy | 512840654 | PO-261936 | Lincoln, Room 37 HVAC- Invoice | 0100-81500-0-0000-8110-560000-000 | | 752.50 |
| | | | | | **Warrant Total:** | **752.50** |
| | 512844633 | PO-262025 | Lincoln, Chiller- Invoice | 0100-81500-0-0000-8110-580000-000 | | 5,101.37 |
| | | | | | **Warrant Total:** | **5,101.37** |
| | 512846658 | PO-262040 | Reagan, Room 203 HVAC- | 0100-81500-0-0000-8110-560000-000 | | 745.00 |
| | | | | | **Warrant Total:** | **745.00** |
| | | | | | **Vendor Total:** | **6,598.87** |
| 3565-Emmersen, Charlienne | 512847921 | PO-260135 | Mileage Reimbursement 25-26 Aca | 0100-00000-0-0000-2700-580000-082 | | 16.68 |
| | | | | | **Warrant Total:** | **16.68** |
| | | | | | **Vendor Total:** | **16.68** |
| 2453-Enterprise Rent-A-Car Company | 512840655 | PO-261582 | Cue Conference 2026 | 0100-09000-0-1110-1000-520000-000 | | 772.01 |
| | | PO-261582 | Cue Conference 2026 | 0100-09000-0-1110-1000-520000-000 | | 679.67 |
| | | PO-261730 | ERIN P./HEATHER S./TAYLOR | 0100-90130-0-1110-1000-520000-000 | | 290.66 |
| | | | | | **Warrant Total:** | **1,742.34** |
| | | | | | **Vendor Total:** | **1,742.34** |
| 3153-Executive Office Interiors | 512846660 | PO-261834 | Maintenance- Proposal 2538 | 0100-81500-0-0000-8110-440000-000 | | 2,549.31 |
| | | | | | **Warrant Total:** | **2,549.31** |
| | | | | | **Vendor Total:** | **2,549.31** |
| 2289-Fagen Friedman & Fulfrost LLP | 512847922 | PO-260087 | Professional Legal Services Rendere | 0100-00000-0-0000-7100-580018-000 | | 115.50 |
| | | PO-260087 | Professional Legal Services Rendere | 0100-00000-0-0000-7100-580018-000 | | 269.50 |
| | | | | | **Warrant Total:** | **385.00** |
| | 512847923 | PO-260087 | Professional Legal Services Rendere | 0100-00000-0-0000-7100-580018-000 | | 145.00 |
| | | | | | **Warrant Total:** | **145.00** |
| | | | | | **Vendor Total:** | **530.00** |
| 961-Flix Productions | 512842870 | PO-261978 | Video Projection Production and A | 0100-00000-0-0000-7300-580000-000 | | 1,050.00 |
| | | | | | **Warrant Total:** | **1,050.00** |
| | 512847924 | PO-261429 | Production Services for Rafer | 0100-07140-0-1110-1000-580000-090 | | 5,000.00 |
| | | | | | **Warrant Total:** | **5,000.00** |
| | | | | | **Vendor Total:** | **6,050.00** |
| 4182-Foster & Foster Inc | 512846661 | PO-262037 | Preparation of the Actuarial Valuat | 0100-00000-0-0000-7300-580000-000 | | 3,510.00 |
| | | | | | **Warrant Total:** | **3,510.00** |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

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| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | | | | | **Vendor Total:** | **3,510.00** |
| 2278-Fresno County Treasurer | 512846662 | PO-262055 | Satellite Food Facility | 0100-00000-0-0000-7300-580000-000 | | 513.00 |
| | | PO-262055 | Satellite Food Facility | 0100-00000-0-0000-7300-580000-000 | | 513.00 |
| | | | | | **Warrant Total:** | **1,026.00** |
| | | | | | **Vendor Total:** | **1,026.00** |
| 343-Gas Company, The | 512844634 | PO-260077 | Monthly Natural Gas Utility Charg | 0100-00000-0-0000-8200-550003-000 | | 1,385.53 |
| | | | | | **Warrant Total:** | **1,385.53** |
| | | | | | **Vendor Total:** | **1,385.53** |
| 352-Gopher Sports | 512841795 | PO-261892 | Gopher Rainbow Foam Ring Set | 0100-11000-0-1110-1000-430000-070 | | 802.10 |
| | | | | | **Warrant Total:** | **802.10** |
| | | | | | **Vendor Total:** | **802.10** |
| 1626-Gottschalk Music Center | 512847926 | PO-262001 | Band supplies not to excede $5000 | 0100-67700-9-1155-1000-430000-085 | | 4,993.49 |
| | | | | | **Warrant Total:** | **4,993.49** |
| | | | | | **Vendor Total:** | **4,993.49** |
| 356-GRAINGER INDUSTRIAL EQUIPMEN | 512841796 | PO-261916 | Rafer, MPR Water Bottle Fill | 0100-81500-0-0000-8110-430000-000 | | 164.21 |
| | | | | | **Warrant Total:** | **164.21** |
| | | | | | **Vendor Total:** | **164.21** |
| 4020-hand2mind Inc | 512841797 | PO-261927 | advancing phonics word work smal | 0100-09000-0-1110-1000-430000-000 | | 1,597.96 |
| | | | | | **Warrant Total:** | **1,597.96** |
| | | | | | **Vendor Total:** | **1,597.96** |
| 4060-Hanford Bin Pros LLC | 512841798 | PO-261997 | Invoice 260215 | 0100-81500-0-0000-8110-580000-000 | | 420.00 |
| | | | | | **Warrant Total:** | **420.00** |
| | | | | | **Vendor Total:** | **420.00** |
| 377-Houghton Mifflin Harcourt PC | 512841799 | PO-261668 | 2020 California Science Dimension | 0100-00000-0-1110-1000-430000-082 | | 997.39 |
| | | | | | **Warrant Total:** | **997.39** |
| | | | | | **Vendor Total:** | **997.39** |
| 3503-Image 2000 Fresno Inc | 512844637 | PV-260217 | 851978 | 0100-26000-0-0000-2420-580000-000 | | 49.99 |
| | | | | | **Warrant Total:** | **49.99** |
| | | | | | **Vendor Total:** | **49.99** |
| 1845-Johnstone Supply | 512845759 | CM-260113 | 51-2551054 | 0100-81500-0-0000-8110-430000-000 | | (132.68) |
| | | PO-261199 | Maintenance Supplies purchased d | 0100-81500-0-0000-8110-430000-000 | | 300.07 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | 512845759 | PO-261199 | Maintenance Supplies purchased d | 0100-81500-0-0000-8110-430000-000 | | 405.76 |
| | | | | | **Warrant Total:** | **573.15** |
| | | | | | **Vendor Total:** | **573.15** |
| 435-J's Communications Inc | 512840659 | PO-261844 | xpr3500(e) standard li-ion battery w | 0100-11000-0-1110-1000-430000-085 | | 274.62 |
| | | PO-261933 | Roosevelt, Motorola Radio 1020 | 0100-09000-0-0000-8300-430000-080 | | 60.00 |
| | | | | | **Warrant Total:** | **334.62** |
| | | | | | **Vendor Total:** | **334.62** |
| 3969-Kaivac Inc | 512845760 | PO-261981 | Rafer, Custodial Kaviac, | 0100-81500-0-0000-8110-430000-000 | | 853.97 |
| | | | | | **Warrant Total:** | **853.97** |
| | | | | | **Vendor Total:** | **853.97** |
| 3835-KCAPS | 512844639 | PO-260760 | Partnership Agreement Between | 0100-63320-0-1110-1000-580000-000 | | 2,235.92 |
| | | | | | **Warrant Total:** | **2,235.92** |
| | | | | | **Vendor Total:** | **2,235.92** |
| 2385-Kingsburg Chamber of Commerce | 512847929 | PO-262068 | Annual Membership Dues 2026 | 0100-00000-0-0000-7100-530000-000 | | 100.00 |
| | | | | | **Warrant Total:** | **100.00** |
| | | | | | **Vendor Total:** | **100.00** |
| 482-Kingsburg Elem Chrt Sch Dist | 512846663 | PV-260223 | WEX Payment | 0100-81500-0-0000-8110-430009-000 | | 2,025.10 |
| | | PV-260224 | Payroll Error Reimb | 0100-00000-0-0000-0000-869900-000 | | 524.88 |
| | | | | | **Warrant Total:** | **2,549.98** |
| | | | | | **Vendor Total:** | **2,549.98** |
| 476-Kingsburg Elem. Cafeteria | 512847930 | PO-261266 | Materials & Supplies in | 0100-63000-0-1110-1000-430000-082 | | 45.04 |
| | | | | | **Warrant Total:** | **45.04** |
| | | | | | **Vendor Total:** | **45.04** |
| 3894-Kingsburg Glass & Door Inc | 512845761 | PO-261905 | Roosevelt, Nurse's Office- Estimate | 0100-81500-0-0000-8110-580000-000 | | 468.51 |
| | | | | | **Warrant Total:** | **468.51** |
| | | | | | **Vendor Total:** | **468.51** |
| 3938-Kingsburg Media Foundation | 512847933 | PO-260093 | Deluxe Business Internet Service f | 0100-00000-0-0000-7200-590008-000 | | 195.00 |
| | | | | | **Warrant Total:** | **195.00** |
| | | | | | **Vendor Total:** | **195.00** |
| 498-Lakeshore Learning Materials | 512841803 | PO-261956 | Natural Accents Leaves Classroom C | 0100-00000-0-1110-2420-430000-080 | | 742.11 |
| | | | | | **Warrant Total:** | **742.11** |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | | | | | **Vendor Total:** | **742.11** |
| 4163-Laprea Education Inc | 512841804 | PO-261923 | Developing decoders 2nd grade gr | 0100-09000-0-1110-1000-430000-000 | | 28,268.39 |
| | | | | | **Warrant Total:** | **28,268.39** |
| | | | | | **Vendor Total:** | **28,268.39** |
| 2266-Lee Silva Village Tire Sales | 512845762 | PO-261994 | 2008 Ford F-250 Super Duty XLT | 0100-81500-0-0000-8110-560000-000 | | 1,347.09 |
| | | | | | **Warrant Total:** | **1,347.09** |
| | | | | | **Vendor Total:** | **1,347.09** |
| 520-Lozano Smith LLP | 512847934 | PO-260095 | Professional Legal Services Rendere | 0100-00000-0-0000-7100-580018-000 | | 197.50 |
| | | | | | **Warrant Total:** | **197.50** |
| | | | | | **Vendor Total:** | **197.50** |
| 4180-MARSHALL, SHAWN | 512844640 | PV-260216 | Reimb/403b | 0100-00000-0-0000-0000-869900-000 | | 850.00 |
| | | | | | **Warrant Total:** | **850.00** |
| | | | | | **Vendor Total:** | **850.00** |
| 546-McMaster-Carr Supply Company | 512846664 | PO-262043 | Maintenance- Order: | 0100-81500-0-0000-8110-430000-000 | | 967.59 |
| | | PO-262043 | Maintenance- Order: | 0100-81500-0-0000-8110-430000-000 | | 437.28 |
| | | CM-260115 | 64019013 | 0100-81500-0-0000-8110-430000-000 | | (414.45) |
| | | | | | **Warrant Total:** | **990.42** |
| | | | | | **Vendor Total:** | **990.42** |
| 3522-Mid-Valley Disposal LLC | 512844641 | PO-260140 | Roll Off Bin Rental Charges during | 0100-00000-0-0000-8200-550008-000 | | 314.50 |
| | | | | | **Warrant Total:** | **314.50** |
| | | | | | **Vendor Total:** | **314.50** |
| 1450-NAPA Auto Parts of Selma | 512840662 | PO-260064 | Maintenance Supplies purchased d | 0100-81500-0-0000-8110-430000-000 | | 4.08 |
| | | PO-260064 | Maintenance Supplies purchased d | 0100-81500-0-0000-8110-430000-000 | | 477.01 |
| | | CM-260112 | 736670 | 0100-81500-0-0000-8110-430000-000 | | (34.98) |
| | | | | | **Warrant Total:** | **446.11** |
| | 512841805 | PO-260064 | Maintenance Supplies purchased d | 0100-81500-0-0000-8110-430000-000 | | 27.22 |
| | | | | | **Warrant Total:** | **27.22** |
| | 512845763 | PO-260064 | Maintenance Supplies purchased d | 0100-81500-0-0000-8110-430000-000 | | 26.39 |
| | | | | | **Warrant Total:** | **26.39** |
| | 512846665 | PO-260064 | Maintenance Supplies purchased d | 0100-81500-0-0000-8110-430000-000 | | 76.27 |
| | | PO-260064 | Maintenance Supplies purchased d | 0100-81500-0-0000-8110-430000-000 | | 39.21 |
| | | PO-260064 | Maintenance Supplies purchased d | 0100-81500-0-0000-8110-430000-000 | | 91.77 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | | | | | **Warrant Total:** | **207.25** |
| | | | | | **Vendor Total:** | **706.97** |
| 3687-Navia Benefit Solutions Inc | 512847935 | PO-260121 | Fees Associated with Administerin | 0100-00000-0-0000-7200-580000-000 | | 150.00 |
| | | | | | **Warrant Total:** | **150.00** |
| | | | | | **Vendor Total:** | **150.00** |
| 595-Nelson's Ace Hardware | 512847936 | PO-260063 | Maintenance Materials and Suppli | 0100-81500-0-0000-8110-430000-000 | | 4,321.58 |
| | | | | | **Warrant Total:** | **4,321.58** |
| | | | | | **Vendor Total:** | **4,321.58** |
| 3683-ODP Business Solutions LLC | 512840663 | PO-260347 | Community Schools Resource Off | 0100-63320-0-0000-2700-430000-000 | | 193.47 |
| | | PO-261211 | For Supplies and Materials for Afte | 0100-26000-0-1110-1000-430000-000 | | 155.92 |
| | | PO-261211 | For Supplies and Materials for Afte | 0100-26000-0-1110-1000-430000-000 | | 2,215.16 |
| | | PV-260210 | 465994215002 | 0100-11000-0-1110-1000-430000-070 | | 170.76 |
| | | PO-261922 | Xerox® Vitality™ Pastel Color | 0100-00000-0-1110-1000-430000-090 | | 318.56 |
| | | PO-261944 | Elmer's® Glue Stick Classroom | 0100-74350-0-1110-1000-430000-090 | | 245.83 |
| | | PO-261715 | Office Depot Open PO for Instruc | 0100-11000-0-1110-1000-430000-085 | | 128.36 |
| | | PO-261715 | Office Depot Open PO for Instruc | 0100-11000-0-1110-1000-430000-085 | | 99.87 |
| | | PO-261715 | Office Depot Open PO for Instruc | 0100-11000-0-1110-1000-430000-085 | | 101.54 |
| | | PO-261715 | Office Depot Open PO for Instruc | 0100-11000-0-1110-1000-430000-085 | | 11.39 |
| | | PO-261715 | Office Depot Open PO for Instruc | 0100-11000-0-1110-1000-430000-085 | | 1,429.05 |
| | | PO-261715 | Office Depot Open PO for Instruc | 0100-11000-0-1110-1000-430000-085 | | 28.75 |
| | | PO-261715 | Office Depot Open PO for Instruc | 0100-11000-0-1110-1000-430000-085 | | 1,026.96 |
| | | PO-261784 | Dowling Magnets® Double-sided | 0100-90530-0-1110-1000-430000-000 | | 64.28 |
| | | PO-260021 | District Office Supplies Staples, | 0100-11000-0-0000-7300-430000-000 | | 94.11 |
| | | PO-260021 | District Office Supplies Staples, | 0100-11000-0-0000-7300-430000-000 | | 73.55 |
| | | PO-260021 | District Office Supplies Staples, | 0100-11000-0-0000-7300-430000-000 | | 200.47 |
| | | | | | **Warrant Total:** | **6,558.03** |
| | 512844642 | PO-260021 | District Office Supplies Staples, | 0100-11000-0-0000-7300-430000-000 | | 52.65 |
| | | PO-260021 | District Office Supplies Staples, | 0100-11000-0-0000-7300-430000-000 | | 66.14 |
| | | PO-260021 | District Office Supplies Staples, | 0100-11000-0-0000-7300-430000-000 | | 79.64 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 39.11 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 65.81 |
| | | PO-260703 | Open PO - Materials and supplies t | 0100-00000-0-1110-1000-430000-082 | | 49.89 |
| | | PO-260703 | Open PO - Materials and supplies t | 0100-00000-0-1110-1000-430000-082 | | 190.87 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 54.86 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 137.73 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 136.73 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | Amount |
|---|---|---|---|---|---|
| | 512844642 | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 5.82 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 9.73 |
| | | PO-261967 | BIC Round Stic Ballpoint Pens, Me | 0100-63000-0-1110-1000-430000-090 | 233.25 |
| | | PO-261967 | BIC Round Stic Ballpoint Pens, Me | 0100-63000-0-1110-1000-430000-090 | 54.24 |
| | | PO-261967 | BIC Round Stic Ballpoint Pens, Me | 0100-63000-0-1110-1000-430000-090 | 150.15 |
| | | PO-261967 | BIC Round Stic Ballpoint Pens, Me | 0100-63000-0-1110-1000-430000-090 | 213.45 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 93.02 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 41.61 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 117.14 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 27.43 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 246.22 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 181.46 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 140.35 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 21.77 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 247.11 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 247.11 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 203.88 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 4.52 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 244.65 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 107.63 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 10.83 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 129.88 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 30.94 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 5.11 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 206.94 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 60.51 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 17.33 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 168.36 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 94.57 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 11.38 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 106.23 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 72.78 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 209.19 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 27.61 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 129.60 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 93.65 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | 81.58 |
| | | | | **Warrant Total:** | **4,920.46** |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | 512847937 | PO-260973 | Not to exceed 5,000 for school sup | 0100-11000-0-1110-1000-430000-060 | | 60.46 |
| | | PO-260021 | District Office Supplies Staples, | 0100-11000-0-0000-7300-430000-000 | | 77.96 |
| | | PO-260021 | District Office Supplies Staples, | 0100-11000-0-0000-7300-430000-000 | | 516.84 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 3.76 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 100.66 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 215.09 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 37.37 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 31.81 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 38.17 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 40.19 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 119.94 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 29.41 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 10.94 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 176.23 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 103.49 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 215.09 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 17.32 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 19.60 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 2.23 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 87.53 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 2.82 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 233.82 |
| | | PO-261947 | Summer school Office Supplies (I | 0100-26000-0-1172-1000-430000-000 | | 2.82 |
| | | | | | **Warrant Total:** | **2,143.55** |
| | | | | | **Vendor Total:** | **13,622.04** |
| 2708-Otis Elevator Company | 512846666 | PO-262034 | Logistics and Fuel Impact Fee | 0100-81500-0-0000-8110-580000-000 | | 700.00 |
| | | | | | **Warrant Total:** | **700.00** |
| | | | | | **Vendor Total:** | **700.00** |
| 618-Pacific Gas & Electric | 512840665 | PO-260096 | Monthly Utility Charges for Fiscal Y | 0100-00000-0-0000-8200-550001-000 | | 129.40 |
| | | PO-260096 | Monthly Utility Charges for Fiscal Y | 0100-00000-0-0000-8200-550001-000 | | 26,065.61 |
| | | | | | **Warrant Total:** | **26,195.01** |
| | 512847938 | PO-260096 | Monthly Utility Charges for Fiscal Y | 0100-00000-0-0000-8200-550001-000 | | 201.05 |
| | | PO-260096 | Monthly Utility Charges for Fiscal Y | 0100-00000-0-0000-8200-550001-000 | | 158.64 |
| | | | | | **Warrant Total:** | **359.69** |
| | | | | | **Vendor Total:** | **26,554.70** |
| 3425-Pacific Shredding | 512847939 | PO-260122 | Shredding Service, District-Wide f | 0100-00000-0-0000-8200-580000-000 | | 180.32 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | | | | | **Warrant Total:** | **180.32** |
| | | | | | **Vendor Total:** | **180.32** |
| 1001-Pacific West Controls Inc | 512846667 | PO-262047 | Reagan, HVAC- Invoice | 0100-81500-0-0000-8110-430000-000 | | 1,008.89 |
| | | PO-262046 | Reagan, HVAC- Invoice | 0100-81500-0-0000-8110-580000-000 | | 1,293.24 |
| | | | | | **Warrant Total:** | **2,302.13** |
| | | | | | **Vendor Total:** | **2,302.13** |
| 1808-Pearson | 512844644 | PO-261996 | 0158038452-OWLS-II LC/OE FOR | 0100-90530-0-1110-1000-430000-000 | | 985.19 |
| | | | | | **Warrant Total:** | **985.19** |
| | | | | | **Vendor Total:** | **985.19** |
| 2974-Print Theory | 512846668 | PO-262042 | Professional Development Material | 0100-09000-0-1110-1000-580000-000 | | 637.53 |
| | | | | | **Warrant Total:** | **637.53** |
| | 512847940 | PO-261649 | District Uniform for District Event - | 0100-09000-0-1110-1000-580000-000 | | 5,198.35 |
| | | | | | **Warrant Total:** | **5,198.35** |
| | | | | | **Vendor Total:** | **5,835.88** |
| 3937-Project Surf Camp | 512841807 | PO-261931 | ERIN PASILLAS | 0100-00000-0-0000-7100-520000-000 | | 475.00 |
| | | | | | **Warrant Total:** | **475.00** |
| | | | | | **Vendor Total:** | **475.00** |
| 3432-Quadient Inc | 512841808 | PO-260097 | District Postage Expenses for Fisca | 0100-00000-0-0000-7300-590010-000 | | 67.84 |
| | | | | | **Warrant Total:** | **67.84** |
| | | | | | **Vendor Total:** | **67.84** |
| 3643-Rex Moore Group Inc | 512846670 | PO-262049 | Central Valley Home School- | 0100-81500-0-0000-8110-580000-000 | | 456.00 |
| | | | | | **Warrant Total:** | **456.00** |
| | | | | | **Vendor Total:** | **456.00** |
| 3682-Rex Moore Integrated Systems I | 512841809 | PO-260099 | Fire and Security Monitoring Servic | 0100-81500-0-0000-8110-580000-000 | | 1,190.05 |
| | | | | | **Warrant Total:** | **1,190.05** |
| | 512845764 | PO-260099 | Fire and Security Monitoring Servic | 0100-81500-0-0000-8110-580000-000 | | 1,190.05 |
| | | | | | **Warrant Total:** | **1,190.05** |
| | | | | | **Vendor Total:** | **2,380.10** |
| 3669-Ro's Precise Painting Inc | 512840669 | PO-261722 | Rafer, MPR/Gym- Proposal | 0100-60190-0-1110-1000-580000-305 | | 16,788.00 |
| | | | | | **Warrant Total:** | **16,788.00** |
| | | | | | **Vendor Total:** | **16,788.00** |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| 2649-Rush Advertising Specialties | 512847942 | PO-261863 | Tshirts with Island Community | 0100-73990-0-1110-1000-580000-000 | | 2,822.46 |
| | | PO-262000 | Materials and Supplies for PD-Job # | 0100-09000-0-1110-1000-580000-000 | | 6,719.48 |
| | | | | | **Warrant Total:** | **9,541.94** |
| | | | | | **Vendor Total:** | **9,541.94** |
| 3710-Sanchez, Arllette G | 512840670 | PO-260476 | ARLLETTE G. SANCHEZ | 0100-65000-0-5760-3600-580000-000 | | 117.45 |
| | | | | | **Warrant Total:** | **117.45** |
| | | | | | **Vendor Total:** | **117.45** |
| 746-Scholastic Book Fairs | 512842873 | PO-261803 | Clouds, Rain & Snow: Rain | 0100-33150-0-5730-1110-430000-000 | | 54.63 |
| | | | | | **Warrant Total:** | **54.63** |
| | | | | | **Vendor Total:** | **54.63** |
| 740-Scholastic Inc | 512842874 | PO-261283 | Sight word flash cards | 0100-09000-0-1177-1000-430000-060 | | 1,075.69 |
| | | | | | **Warrant Total:** | **1,075.69** |
| 741-Scholastic Inc | 512842875 | PO-261280 | pete the cat pete at the beach | 0100-09000-0-1177-1000-430000-060 | | 1,770.34 |
| | | | | | **Warrant Total:** | **1,770.34** |
| | | | | | **Vendor Total:** | **2,846.03** |
| 752-School Specialty LLC | 512841810 | PO-261955 | Item # 1467858 QS Storage Mobil | 0100-00000-0-1110-2420-440000-080 | | 1,257.62 |
| | | | | | **Warrant Total:** | **1,257.62** |
| | | | | | **Vendor Total:** | **1,257.62** |
| 4175-Scout Edu Inc | 512846671 | PO-261952 | Scout SIS - Pilot | 0100-00000-0-1110-2700-580000-082 | | 2,000.00 |
| | | | | | **Warrant Total:** | **2,000.00** |
| | | | | | **Vendor Total:** | **2,000.00** |
| 3519-Sebastian | 512844646 | PV-260207 | 41932 | 0100-81500-0-0000-8110-580000-000 | | 312.50 |
| | | | | | **Warrant Total:** | **312.50** |
| | 512845765 | PO-261841 | Central Valley Home School- | 0100-81500-0-0000-8110-580000-000 | | 1,249.04 |
| | | | | | **Warrant Total:** | **1,249.04** |
| | | | | | **Vendor Total:** | **1,561.54** |
| 3535-Sequoia Construction Company | 512846672 | PO-262050 | Roosevelt, Boy's Student | 0100-81500-0-0000-8110-580000-000 | | 4,571.70 |
| | | PO-262052 | Lincoln- Invoice 8683 | 0100-81500-0-0000-8110-580000-000 | | 4,780.44 |
| | | PO-262053 | Roosevelt- Invoice 8682 | 0100-81500-0-0000-8110-580000-000 | | 3,143.36 |
| | | | | | **Warrant Total:** | **12,495.50** |
| | | | | | **Vendor Total:** | **12,495.50** |
| 3690-SiteOne Landscape Supply LLC | 512847943 | PO-260061 | Grounds Supplies purchased during | 0100-00000-0-0000-8400-430010-000 | | 154.39 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | | | | | **Warrant Total:** | **154.39** |
| | | | | | **Vendor Total:** | **154.39** |
| 4149-Soghoian, Felicia R | 512847944 | PO-261373 | Hands on Enrichment - Muli Step D | 0100-09000-0-1110-1000-580000-082 | | 300.00 |
| | | | | | **Warrant Total:** | **300.00** |
| | | | | | **Vendor Total:** | **300.00** |
| 3092-Sound Contracting Inc | 512841811 | PO-261687 | Dalite Tensioned Contour Electrol m | 0100-67620-0-1110-1000-580000-306 | | 16,815.72 |
| | | | | | **Warrant Total:** | **16,815.72** |
| | | | | | **Vendor Total:** | **16,815.72** |
| 1294-SouthCounty Support Services | 512842876 | PO-260780 | Bus Transportation for CMEA | 0100-09000-0-1110-1000-580000-090 | | 1,243.52 |
| | | PO-260622 | Bus Transportation for MESA | 0100-09000-0-1110-1000-580000-090 | | 982.00 |
| | | PO-260106 | Encumbered District-wide Transp | 0100-09000-0-0000-3600-580014-000 | | 3,158.80 |
| | | PO-262032 | Transportation Fees for RJJH | 0100-26000-0-0000-3600-580014-000 | | 585.32 |
| | | | | | **Warrant Total:** | **5,969.64** |
| | | | | | **Vendor Total:** | **5,969.64** |
| 4009-Success Together Inc | 512841812 | PO-260861 | Success Together Family Night, Ha | 0100-63320-0-0000-2700-580000-000 | | 2,000.00 |
| | | | | | **Warrant Total:** | **2,000.00** |
| | | | | | **Vendor Total:** | **2,000.00** |
| 3183-Teachers Pay Teachers | 512844648 | PO-261276 | Physical Education Bingo Game - 1 | 0100-09000-0-1110-1000-430000-082 | | 33.95 |
| | | PO-261277 | A Boy Called Bat Interactive Read | 0100-09000-0-1164-1000-430000-082 | | 27.04 |
| | | | | | **Warrant Total:** | **60.99** |
| | | | | | **Vendor Total:** | **60.99** |
| 3285-THE HOME DEPOT PRO | 512845766 | PO-260023 | Custodial Supplies purchased | 0100-00000-0-0000-8200-430000-000 | | 125.84 |
| | | PO-260023 | Custodial Supplies purchased | 0100-00000-0-0000-8200-430000-000 | | 916.33 |
| | | PO-260023 | Custodial Supplies purchased | 0100-00000-0-0000-8200-430000-090 | | 692.92 |
| | | PO-260023 | Custodial Supplies purchased | 0100-00000-0-0000-8200-430000-090 | | 15.53 |
| | | PO-260023 | Custodial Supplies purchased | 0100-00000-0-0000-8200-430000-090 | | 595.68 |
| | | PO-260023 | Custodial Supplies purchased | 0100-26000-0-0000-8200-430000-060 | | 566.23 |
| | | PO-260023 | Custodial Supplies purchased | 0100-26000-0-0000-8200-430000-060 | | 136.92 |
| | | PO-260023 | Custodial Supplies purchased | 0100-26000-0-0000-8200-430000-080 | | 463.25 |
| | | PO-260023 | Custodial Supplies purchased | 0100-26000-0-0000-8200-430000-080 | | 700.92 |
| | | PO-260023 | Custodial Supplies purchased | 0100-26000-0-0000-8200-430000-085 | | 509.61 |
| | | PO-260023 | Custodial Supplies purchased | 0100-26000-0-0000-8200-430000-085 | | 474.58 |
| | | CM-260114 | 9249141265 | 0100-00000-0-0000-8200-430000-090 | | (15.53) |
| | | PO-260023 | Custodial Supplies purchased | 0100-00000-0-0000-8200-430000-000 | | 789.68 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | 512845766 | PO-260023 | Custodial Supplies purchased | 0100-00000-0-0000-8200-430000-000 | | 233.69 |
| | | PO-260023 | Custodial Supplies purchased | 0100-00000-0-0000-8200-430000-000 | | 95.33 |
| | | PO-260023 | Custodial Supplies purchased | 0100-00000-0-0000-8200-430000-000 | | 563.49 |
| | | | | | **Warrant Total:** | **6,864.47** |
| | | | | | **Vendor Total:** | **6,864.47** |
| 3512-T-MOBILE | 512841814 | PO-260100 | Hotspot Service Fees for Fiscal Ye | 0100-00000-0-0000-7200-590008-000 | | 1,070.60 |
| | | | | | **Warrant Total:** | **1,070.60** |
| | | | | | **Vendor Total:** | **1,070.60** |
| 872-Tulare County Office of Ed. | 512846675 | PO-262041 | CCLA Leadership Support I Meal | 0100-09000-0-1110-1000-520000-000 | | 70.00 |
| | | PO-262041 | CCLA Leadership Support I Meal | 0100-09000-0-1110-1000-520000-000 | | 175.00 |
| | | PO-262041 | CCLA Leadership Support I Meal | 0100-09000-0-1110-1000-520000-000 | | 385.00 |
| | | | | | **Warrant Total:** | **630.00** |
| | | | | | **Vendor Total:** | **630.00** |
| 4184-UMB Bank N.A. | 512847946 | PO-262106 | Principal Payment for QZAB Loan Y | 0100-00000-0-0000-9100-743900-000 | | 133,647.06 |
| | | | | | **Warrant Total:** | **133,647.06** |
| | | | | | **Vendor Total:** | **133,647.06** |
| 3349-UniFirst Corporation | 512841815 | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 107.35 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 118.90 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 19.01 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 234.19 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 40.00 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 40.00 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 40.00 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 40.00 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 151.00 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 121.15 |
| | | | | | **Warrant Total:** | **911.60** |
| | 512842878 | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 149.20 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 121.15 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 107.35 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 118.90 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 19.01 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 234.19 |
| | | | | | **Warrant Total:** | **749.80** |
| | 512845767 | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 149.20 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | 512845767 | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 121.15 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 107.35 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 118.90 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 19.01 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 234.19 |
| | | | | | **Warrant Total:** | **749.80** |
| | 512846676 | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 5.74 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 4.62 |
| | | | | | **Warrant Total:** | **10.36** |
| | 512847947 | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 19.01 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 107.35 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 118.90 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 121.15 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 149.20 |
| | | PO-262012 | Service for Uniforms, Rugs and Mop | 0100-00000-0-0000-8200-550005-000 | | 234.19 |
| | | | | | **Warrant Total:** | **749.80** |
| | | | | | **Vendor Total:** | **3,171.36** |
| 2534-US Bank National Association | 512846677 | PV-260219 | 4246-0445-5572-0782 | 0100-00000-0-0000-7100-430000-000 | | 30.49 |
| | | PV-260221 | 4246-0445-5572-0782 | 0100-26000-0-1110-1000-430000-000 | | 458.08 |
| | | PO-260237 | Professional Development | 0100-09000-0-1110-1000-430000-000 | | 83.34 |
| | | PO-261749 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | | 114.40 |
| | | PO-261749 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | | 481.07 |
| | | PO-261259 | Award of Excellence Event in Rec | 0100-00000-0-1110-1000-430000-082 | | 60.84 |
| | | PO-261805 | 10 inch Terracotta Clay Pot | 0100-07140-0-1110-1000-430000-085 | | 332.88 |
| | | PO-260237 | Professional Development | 0100-09000-0-1110-1000-430000-000 | | 91.54 |
| | | PO-260237 | Professional Development | 0100-09000-0-1110-1000-430000-000 | | 83.28 |
| | | PO-260237 | Professional Development | 0100-09000-0-1110-1000-430000-000 | | 39.08 |
| | | PO-260237 | Professional Development | 0100-09000-0-1110-1000-430000-000 | | 134.00 |
| | | PO-260237 | Professional Development | 0100-09000-0-1110-1000-430000-000 | | 39.96 |
| | | PO-261805 | 10 inch Terracotta Clay Pot | 0100-07140-0-1110-1000-430000-085 | | 110.32 |
| | | PO-261964 | Materials and Supplies for Early L | 0100-09000-0-1110-1000-430000-000 | | 2,115.30 |
| | | PO-261964 | Materials and Supplies for Early L | 0100-09000-0-1110-1000-430000-000 | | 277.85 |
| | | PO-262074 | B&H Photo Order - Canon PFI-2 | 0100-41270-0-1110-1000-430000-000 | | 191.84 |
| | | PO-262075 | District Leadership Professional | 0100-11000-0-0000-7300-430000-000 | | 277.71 |
| | | PV-260219 | 4246-0445-5572-0782 | 0100-00000-0-0000-7100-430000-000 | | 125.31 |
| | | PO-261929 | Vendor: Stop Lock and Key | 0100-81500-0-0000-8110-430000-000 | | 262.50 |
| | | PO-261749 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | | 119.62 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | 512846677 | PO-261749 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | | 52.30 |
| | | PO-261749 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | | 198.72 |
| | | PO-261749 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | | 113.77 |
| | | PO-261733 | Professional Developement Staff | 0100-90290-0-1110-1000-430000-070 | | 569.36 |
| | | PO-261774 | Indi class pack w / 2 code mats & | 0100-78100-0-1110-1000-430000-000 | | 2,139.97 |
| | | PO-261749 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | | 16.31 |
| | | PO-261886 | DYLAN ALBIANI | 0100-90530-0-1110-1000-520000-000 | | 116.57 |
| | | PO-261959 | 2026 Leaves Boot Camp K12 | 0100-11000-0-0000-7300-520000-000 | | 899.00 |
| | | PO-261965 | Hotel Reservation-2026 California | 0100-09000-0-1110-1000-520000-000 | | 480.74 |
| | | PO-262027 | Webinar Fee - CCIS Charter Scho | 0100-00000-0-0000-2420-520000-000 | | 249.00 |
| | | PO-261677 | ERIN PASILLAS/HEAHTER | 0100-90130-0-1110-1000-520000-000 | | 221.50 |
| | | PO-261677 | ERIN PASILLAS/HEAHTER | 0100-90130-0-1110-1000-520000-000 | | 192.44 |
| | | PO-261778 | 2012 Ford F250 Super Duty | 0100-81500-0-0000-8110-560000-000 | | 2,990.18 |
| | | PO-261227 | ELOP- Order 5630392 | 0100-26000-0-0000-8110-560000-000 | | 615.21 |
| | | PV-260219 | 4246-0445-5572-0782 | 0100-00000-0-0000-7100-580000-000 | | 249.00 |
| | | PV-260219 | 4246-0445-5572-0782 | 0100-00000-0-0000-7100-580000-000 | | 313.98 |
| | | PV-260219 | 4246-0445-5572-0782 | 0100-00000-0-0000-7100-580000-000 | | 475.00 |
| | | PO-261752 | Expenses related to student field t | 0100-26000-0-1110-1000-580000-000 | | 2,226.80 |
| | | PO-261752 | Expenses related to student field t | 0100-26000-0-1110-1000-580000-000 | | 4,654.49 |
| | | PO-261809 | Award Ribbons for District Art | 0100-11000-0-1133-1000-580000-000 | | 477.90 |
| | | PO-261813 | Track & Field 2026 Outdoor seaso | 0100-00000-0-1135-1000-580000-090 | | 135.00 |
| | | PO-261815 | Coach Upgrade from 40 to 58 | 0100-07140-0-1110-1000-580000-090 | | 429.00 |
| | | PV-260220 | 4246-0445-5572-0782 | 0100-00000-0-0000-7300-590010-000 | | 23.94 |
| | | PV-260220 | 4246-0445-5572-0782 | 0100-00000-0-0000-7300-590010-000 | | 18.58 |
| | | PV-260222 | 4246-0445-5572-0782 | 0100-00000-0-0000-7300-590010-000 | | 78.39 |
| | | | | | **Warrant Total:** | **23,366.56** |
| | 512847948 | PO-261941 | Professional Development Meeting | 0100-11000-0-1110-1000-430000-090 | | 113.63 |
| | | PO-261941 | Professional Development Meeting | 0100-11000-0-1110-1000-430000-090 | | 27.34 |
| | | PO-261941 | Professional Development Meeting | 0100-11000-0-1110-1000-430000-090 | | 517.14 |
| | | PO-261810 | Materials and Supplies for District | 0100-11000-0-1133-1000-430000-000 | | 22.61 |
| | | PO-261810 | Materials and Supplies for District | 0100-11000-0-1133-1000-430000-000 | | 280.23 |
| | | PO-261810 | Materials and Supplies for District | 0100-11000-0-1133-1000-430000-000 | | 78.89 |
| | | PO-261810 | Materials and Supplies for District | 0100-11000-0-1133-1000-430000-000 | | 281.43 |
| | | PO-261878 | Mammal Heart Specimen | 0100-11000-0-1110-1000-430000-085 | | 455.98 |
| | | PO-261945 | Materials and Supplies for | 0100-63870-0-7110-1000-430000-090 | | 828.46 |
| | | PO-261982 | Staff Appreciation Week Rewards i | 0100-11000-0-0000-7300-430000-000 | | 419.85 |
| | | PO-261968 | Professional Development Meeting | 0100-09000-0-1110-1000-430000-060 | | 677.74 |
| | | PO-261979 | Professional Development Meeting | 0100-09000-0-1110-1000-430000-000 | | 155.55 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | Amount |
|---|---|---|---|---|---|
| | 512847948 | PO-262077 | Supplies and Materials for You Ma | 0100-26000-0-1110-1000-430000-000 | 43.48 |
| | | PO-262076 | Teacher & Student Curriculum Sup | 0100-09000-0-1110-1000-430000-000 | 1,498.40 |
| | | PO-262076 | Teacher & Student Curriculum Sup | 0100-09000-0-1110-1000-430000-000 | 1,827.17 |
| | | PO-262076 | Teacher & Student Curriculum Sup | 0100-09000-0-1110-1000-430000-000 | 160.20 |
| | | PO-262076 | Teacher & Student Curriculum Sup | 0100-09000-0-1110-1000-430000-000 | 7,392.05 |
| | | PO-262076 | Teacher & Student Curriculum Sup | 0100-09000-0-1110-1000-430000-000 | 34.99 |
| | | PV-260226 | 4246-0445-5572-0782 | 0100-00000-0-0000-7300-430000-000 | 231.00 |
| | | PV-260226 | 4246-0445-5572-0782 | 0100-00000-0-0000-7300-430000-000 | 650.10 |
| | | PO-262076 | Teacher & Student Curriculum Sup | 0100-09000-0-1110-1000-430000-000 | 58.89 |
| | | PO-262076 | Teacher & Student Curriculum Sup | 0100-09000-0-1110-1000-430000-000 | 150.00 |
| | | PO-262076 | Teacher & Student Curriculum Sup | 0100-09000-0-1110-1000-430000-000 | 658.84 |
| | | PO-262071 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | 234.36 |
| | | PO-262071 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | 346.54 |
| | | PO-262071 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | 673.88 |
| | | PO-262071 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | 260.50 |
| | | PO-262071 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | 86.91 |
| | | PO-262071 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | 102.09 |
| | | PO-262071 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | 92.34 |
| | | PO-262071 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | 175.00 |
| | | PO-262071 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | 415.66 |
| | | PO-262071 | Materials and Supplies for Student E | 0100-26000-0-1110-1000-430000-000 | 374.66 |
| | | PO-260237 | Professional Development | 0100-09000-0-1110-1000-430000-000 | 44.00 |
| | | PO-260237 | Professional Development | 0100-09000-0-1110-1000-430000-000 | 15.50 |
| | | PO-261961 | Professional Development Meeting | 0100-09000-0-1110-1000-430000-082 | 307.66 |
| | | PO-261966 | Rafer, MPR, ELKAY Water Bottle | 0100-81500-0-0000-8110-430000-000 | 90.45 |
| | | PO-260237 | Professional Development | 0100-09000-0-1110-1000-430000-000 | 47.00 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | 14.93 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | 31.25 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | 105.00 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | 18.94 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | 6.97 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | 100.00 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | 40.00 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | 50.00 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | 40.00 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | 40.00 |
| | | PO-262101 | School Services of California | 0100-11000-0-0000-7300-520000-000 | 365.00 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | 13.94 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | 512847948 | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | | 10.96 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | | 12.96 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | | 135.24 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | | 68.00 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | | 38.73 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | | 12.95 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | | 9.95 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | | 14.93 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | | 13.34 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | | 9.92 |
| | | PO-262069 | 2026 Boost Conference Misc Expen | 0100-63320-0-0000-2700-520000-000 | | 4.00 |
| | | PO-262072 | Student Event Rental - Jojo's Party R | 0100-26000-0-1110-1000-560000-000 | | 759.22 |
| | | PO-261227 | ELOP- Order 5630392 | 0100-26000-0-0000-8110-560000-000 | | 615.21 |
| | | PO-261977 | Avantis EDUVERSE 1-Year Subsc | 0100-26000-0-1110-1000-580000-000 | | 769.00 |
| | | PO-262004 | MetaCare Subscription Renewal - C | 0100-00000-0-0000-2420-580000-000 | | 100.00 |
| | | PO-262004 | MetaCare Subscription Renewal - C | 0100-00000-0-0000-2420-580000-000 | | 100.00 |
| | | PO-262070 | Expenses related to student field t | 0100-26000-0-1110-1000-580000-000 | | 479.46 |
| | | PO-262070 | Expenses related to student field t | 0100-26000-0-1110-1000-580000-000 | | 3,572.63 |
| | | PO-262070 | Expenses related to student field t | 0100-26000-0-1110-1000-580000-000 | | 4,654.49 |
| | | PO-262070 | Expenses related to student field t | 0100-26000-0-1110-1000-580000-000 | | 2,888.65 |
| | | PV-260227 | 4246-0445-5572-0782 | 0100-00000-0-0000-2420-580000-000 | | 2,159.92 |
| | | | | | **Warrant Total:** | **37,086.11** |
| | | | | | **Vendor Total:** | **60,452.67** |
| 3516-Vega-Montoya, Roberto | 512844649 | PV-260218 | Reimb/InsPremium | 0100-00000-0-0000-0000-869900-000 | | 258.50 |
| | | | | | **Warrant Total:** | **258.50** |
| | | | | | **Vendor Total:** | **258.50** |
| 1567-Verizon Wireless | 512840672 | PO-260124 | Business UNL Mob Clt/Desk Phon | 0100-26000-0-0000-8200-590006-000 | | 35.86 |
| | | | | | **Warrant Total:** | **35.86** |
| | 512847951 | PO-260102 | Cell Phone Usage Charges for Fisca | 0100-81500-0-0000-8110-590006-000 | | 769.59 |
| | | | | | **Warrant Total:** | **769.59** |
| | | | | | **Vendor Total:** | **805.45** |
| 3961-Virco Inc | 512840673 | PO-261842 | Reagan, Room 205- Quote | 0100-11000-0-0000-7300-440000-000 | | 9,143.18 |
| | | | | | **Warrant Total:** | **9,143.18** |
| | | | | | **Vendor Total:** | **9,143.18** |
| 1741-WESTERN PSYCHOLOGICAL SERVI | 512840674 | PO-261925 | ITEM:AP-62A | 0100-90530-0-1110-1000-430000-000 | | 263.73 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0100-General Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | | | | | **Warrant Total:** | **263.73** |
| | | | | | **Vendor Total:** | **263.73** |
| 2375-Wright Express FSC | 512844650 | PO-260092 | District Vehicle Fuel Expenditures f | 0100-81500-0-0000-8110-430009-000 | | 3,352.66 |
| | | | | | **Warrant Total:** | **3,352.66** |
| | | | | | **Vendor Total:** | **3,352.66** |
| 3637-Zentner, Hannah | 512847952 | PO-260924 | Mileage Reimbursement 25-26 Aca | 0100-00000-0-0000-2700-580000-082 | | 16.68 |
| | | | | | **Warrant Total:** | **16.68** |
| | | | | | **Vendor Total:** | **16.68** |
| | | | | **Total # of Warrants:** **123** | **Fund Total:** | **1,761,787.58** |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0800-Student Activity Special Revenue Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| 3491-559 Yard Card Celebrations | 512840651 | PO-261986 | Open house Roosevelt Yard sign M | 0800-82100-0-1110-4000-580000-080 | | 75.00 |
| | | | | | **Warrant Total:** | **75.00** |
| | 512847903 | PO-261605 | Custom School Signs for events 20 | 0800-82100-0-1110-4000-580000-060 | | 150.00 |
| | | | | | **Warrant Total:** | **150.00** |
| | | | | | **Vendor Total:** | **225.00** |
| 3319-Berman's Flowers | 512841788 | PO-262009 | Bouquets in all white flowers with | 0800-82100-0-1110-4000-580000-090 | | 817.31 |
| | | | | | **Warrant Total:** | **817.31** |
| | | | | | **Vendor Total:** | **817.31** |
| 209-D & D Distributing | 512846656 | PO-261435 | Products for Student Ice Cream Sal | 0800-82100-0-1110-4000-430000-060 | | 369.60 |
| | | PO-261983 | Student Ice Cream Sales | 0800-82100-0-1110-4000-430000-085 | | 470.40 |
| | | PO-261983 | Student Ice Cream Sales | 0800-82100-0-1110-4000-430000-085 | | 386.40 |
| | | | | | **Warrant Total:** | **1,226.40** |
| | | | | | **Vendor Total:** | **1,226.40** |
| 218-Demco Inc | 512846657 | PO-261855 | Item #W13831000 stand for honeyw | 0800-82100-0-1110-4000-430000-060 | | 673.01 |
| | | | | | **Warrant Total:** | **673.01** |
| | | | | | **Vendor Total:** | **673.01** |
| 3711-Dj ToeKnee | 512841793 | PO-262008 | DJ Service, Audio, Lighting, MC | 0800-82100-0-1110-4000-580000-090 | | 650.00 |
| | | | | | **Warrant Total:** | **650.00** |
| | | | | | **Vendor Total:** | **650.00** |
| 4052-Girls on the Run Tulare & Fres | 512844635 | PO-262033 | GOTR Program Spring | 0800-82100-0-1110-4000-430000-085 | | 750.00 |
| | | | | | **Warrant Total:** | **750.00** |
| | | | | | **Vendor Total:** | **750.00** |
| 3664-Gold Gulch Adventures | 512841794 | PO-262006 | School Field Trip - Full school day | 0800-82100-0-1110-4000-580000-085 | | 4,770.00 |
| | | | | | **Warrant Total:** | **4,770.00** |
| | | | | | **Vendor Total:** | **4,770.00** |
| 3748-Graphic Threads | 512840657 | PO-261984 | Poetry and Pros student T-shirts | 0800-82100-0-1110-4000-580000-080 | | 147.46 |
| | | | | | **Warrant Total:** | **147.46** |
| | | | | | **Vendor Total:** | **147.46** |
| 1990-Island Photography | 512847928 | PO-262096 | 2025-2026 Yearbooks | 0800-82100-0-1110-4000-580000-060 | | 1,792.69 |
| | | PO-262097 | 25/26 Yearbook | 0800-82100-0-1110-4000-580000-070 | | 3,683.36 |
| | | | | | **Warrant Total:** | **5,476.05** |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0800-Student Activity Special Revenue Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | | | | | **Vendor Total:** | **5,476.05** |
| 3792-Joey's Jumping Castle | 512841800 | PO-262010 | 8th Grade Promotion Picnic | 0800-82100-0-1110-4000-560000-090 | | 2,646.00 |
| | | PO-262002 | 20 x 20 Red and yellow castle for T | 0800-82100-0-1110-4000-560000-000 | | 411.55 |
| | | PO-262003 | Quotes 14061 2 lane rainbow para | 0800-82100-0-1110-4000-560000-000 | | 532.00 |
| | | | | | **Warrant Total:** | **3,589.55** |
| | | | | | **Vendor Total:** | **3,589.55** |
| 3963-Jojo's Party Rentals | 512841801 | PO-262005 | Equipment Rental for | 0800-82100-0-1110-4000-560000-090 | | 426.52 |
| | | | | | **Warrant Total:** | **426.52** |
| | | | | | **Vendor Total:** | **426.52** |
| 476-Kingsburg Elem. Cafeteria | 512847931 | PO-262105 | Graham Cracker - Honey | 0800-82100-0-1110-4000-430000-085 | | 27.55 |
| | | | | | **Warrant Total:** | **27.55** |
| | | | | | **Vendor Total:** | **27.55** |
| 2246-Kingsburg Historical Society | 512840660 | PO-261988 | 1st Grade Historical Park field Trip | 0800-82100-0-1110-4000-580000-080 | | 1,428.00 |
| | | | | | **Warrant Total:** | **1,428.00** |
| | 512841802 | PO-262013 | Historical Park Rental Reservation | 0800-82100-0-1110-4000-580000-090 | | 750.00 |
| | | | | | **Warrant Total:** | **750.00** |
| | 512842871 | PV-260215 | T-KECSD-R050426 | 0800-82100-0-1110-4000-580000-080 | | 1,428.00 |
| | | | | | **Warrant Total:** | **1,428.00** |
| | 512847932 | PO-262104 | 5/18/26 4th Grade Gold Gulch | 0800-82100-0-1110-4000-580000-085 | | 900.00 |
| | | | | | **Warrant Total:** | **900.00** |
| | | | | | **Vendor Total:** | **4,506.00** |
| 2804-Kona Ice of Fresno | 512840661 | PO-261990 | Kiddie Cups | 0800-82100-0-1110-4000-580000-060 | | 1,540.00 |
| | | | | | **Warrant Total:** | **1,540.00** |
| | | | | | **Vendor Total:** | **1,540.00** |
| 3772-Pelican's Snoballs Kingsburg | 512840666 | PO-261987 | Pelican shaved ice for students on f | 0800-82100-0-1110-4000-430000-080 | | 750.00 |
| | | | | | **Warrant Total:** | **750.00** |
| | 512840667 | PO-261991 | End of Year Student Event- Snoball | 0800-82100-0-1110-4000-580000-000 | | 400.00 |
| | | | | | **Warrant Total:** | **400.00** |
| | | | | | **Vendor Total:** | **1,150.00** |
| 1294-SouthCounty Support Services | 512842877 | PO-262014 | Transportation Fees for Student | 0800-82100-0-1110-4000-580000-085 | | 3,277.26 |
| | | PO-262030 | Transportation Fees for Student Fi | 0800-82100-0-1110-4000-580000-070 | | 4,728.69 |
| | | PO-262031 | Transportation Fees for Student | 0800-82100-0-1110-4000-580000-060 | | 4,267.94 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0800-Student Activity Special Revenue Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | | | | | **Warrant Total:** | **12,273.89** |
| | | | | | **Vendor Total:** | **12,273.89** |
| 835-SYSCO FOODSERVICES OF MODEST | 512844647 | PO-261025 | Materials and Supplies for Rafer J | 0800-82100-0-1110-4000-430000-090 | | 221.91 |
| | | | | | **Warrant Total:** | **221.91** |
| | 512846673 | PO-261025 | Materials and Supplies for Rafer J | 0800-82100-0-1110-4000-430000-090 | | 190.88 |
| | | | | | **Warrant Total:** | **190.88** |
| | 512847945 | PO-261025 | Materials and Supplies for Rafer J | 0800-82100-0-1110-4000-430000-090 | | 188.29 |
| | | | | | **Warrant Total:** | **188.29** |
| | | | | | **Vendor Total:** | **601.08** |
| 2534-US Bank National Association | 512846678 | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 133.91 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 66.78 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 54.43 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 125.00 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 260.67 |
| | | PO-262063 | Fundraiser Supplies | 0800-82100-0-1110-4000-430000-000 | | 5,018.40 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 50.11 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 99.66 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 8.26 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 35.64 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 98.11 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 14.14 |
| | | PO-260890 | Supplies for School Events, Field T | 0800-82100-0-1110-4000-430000-080 | | 107.32 |
| | | PO-260345 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-085 | | 121.83 |
| | | PO-260345 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-085 | | 414.00 |
| | | PO-261046 | Expenses related to student field t | 0800-82100-0-1110-4000-580000-085 | | 225.00 |
| | | PO-261046 | Expenses related to student field t | 0800-82100-0-1110-4000-580000-085 | | 1,683.00 |
| | | | | | **Warrant Total:** | **8,516.26** |
| | 512847949 | PO-261529 | Materials and Supplies for Student | 0800-82100-0-1110-4000-430000-090 | | 240.59 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 169.12 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 35.82 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 6.52 |
| | | PO-261760 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-060 | | 309.08 |
| | | PO-261118 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-070 | | 31.80 |
| | | PO-261118 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-070 | | 51.70 |
| | | PO-261118 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-070 | | 565.25 |
| | | PO-261118 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-070 | | 413.44 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

0800-Student Activity Special Revenue Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | | Amount |
|---|---|---|---|---|---|---|---|
| | 512847949 | PO-262100 | Supplies for End of Year School E | 0800-82100-0-1110-4000-430000-060 | | | 65.35 |
| | | PO-262100 | Supplies for End of Year School E | 0800-82100-0-1110-4000-430000-060 | | | 0.61 |
| | | PO-262100 | Supplies for End of Year School E | 0800-82100-0-1110-4000-430000-060 | | | 39.85 |
| | | PO-262100 | Supplies for End of Year School E | 0800-82100-0-1110-4000-430000-060 | | | 138.24 |
| | | PO-262100 | Supplies for End of Year School E | 0800-82100-0-1110-4000-430000-060 | | | 91.74 |
| | | PO-262100 | Supplies for End of Year School E | 0800-82100-0-1110-4000-430000-060 | | | 108.70 |
| | | PO-262100 | Supplies for End of Year School E | 0800-82100-0-1110-4000-430000-060 | | | 12.57 |
| | | PO-262100 | Supplies for End of Year School E | 0800-82100-0-1110-4000-430000-060 | | | 32.75 |
| | | PO-262100 | Supplies for End of Year School E | 0800-82100-0-1110-4000-430000-060 | | | 283.02 |
| | | PO-262100 | Supplies for End of Year School E | 0800-82100-0-1110-4000-430000-060 | | | 288.00 |
| | | PO-261992 | Student Event promotion supplies / | 0800-82100-0-1110-4000-430000-000 | | | 183.28 |
| | | PO-261960 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-085 | | | 677.43 |
| | | PO-261960 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-085 | | | 121.83 |
| | | PO-261960 | Supplies for School Events and St | 0800-82100-0-1110-4000-430000-085 | | | 152.36 |
| | | PO-262017 | Materials and Supplies for Student | 0800-82100-0-1110-4000-430000-090 | | | 246.03 |
| | | PO-262017 | Materials and Supplies for Student | 0800-82100-0-1110-4000-430000-090 | | | 61.06 |
| | | PO-262017 | Materials and Supplies for Student | 0800-82100-0-1110-4000-430000-090 | | | 21.65 |
| | | PO-262017 | Materials and Supplies for Student | 0800-82100-0-1110-4000-430000-090 | | | 102.88 |
| | | PO-262100 | Supplies for End of Year School E | 0800-82100-0-1110-4000-430000-060 | | | 200.13 |
| | | PO-262062 | Entry fees for Student Reward Fiel | 0800-82100-0-1110-4000-580000-082 | | | 361.00 |
| | | | | | | **Warrant Total:** | **5,011.80** |
| | | | | | | **Vendor Total:** | **13,528.06** |
| | | | | | **Total # of Warrants:** | **26** **Fund Total:** | **52,377.88** |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

1200-Child Development Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| 3451-AXA Equitable Life Insurance C | 512847911 | PO-260073 | Employee Life Insurance Benefit | 1200-00010-0-0000-0000-951400-000 | | 6.00 |
| | | | | | **Warrant Total:** | **6.00** |
| | | | | | **Vendor Total:** | **6.00** |
| 2671-Canon Financial Services Inc | 512842868 | PO-260084 | Washington Monthly Copier Lease | 1200-61050-0-0001-2700-560000-000 | | 65.39 |
| | | PO-260084 | Washington Monthly Copier Lease | 1200-61050-0-0001-2700-560000-000 | | 65.39 |
| | | PO-260084 | Washington Monthly Copier Lease | 1200-61050-0-0001-2700-560000-000 | | 65.39 |
| | | | | | **Warrant Total:** | **196.17** |
| | | | | | **Vendor Total:** | **196.17** |
| 2921-Community Playthings | 512847916 | PO-261993 | Classroom activity table 30x48 | 1200-61050-0-0001-1000-430000-000 | | 1,386.16 |
| | | | | | **Warrant Total:** | **1,386.16** |
| | | | | | **Vendor Total:** | **1,386.16** |
| 298-EDCARE GROUP, THE | 512847919 | PO-260113 | Annual Employee Insurance Premi | 1200-00010-0-0000-0000-951400-000 | | 1,808.50 |
| | | | | | **Warrant Total:** | **1,808.50** |
| | | | | | **Vendor Total:** | **1,808.50** |
| 2534-US Bank National Association | 512846679 | PO-262073 | Replacement LED Panels for Presc | 1200-61050-0-0001-2420-430000-000 | | 3,474.80 |
| | | | | | **Warrant Total:** | **3,474.80** |
| | | | | | **Vendor Total:** | **3,474.80** |
| | | | | **Total # of Warrants:** **5** | **Fund Total:** | **6,871.63** |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

1300-Cafeteria Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| 33-Amazon.com Services LLC | 512847908 | PO-262038 | Amazon Online Marketplace | 1300-53100-0-0000-3700-430000-000 | | 44.58 |
| | | | | | **Warrant Total:** | **44.58** |
| | | | | | **Vendor Total:** | **44.58** |
| 3451-AXA Equitable Life Insurance C | 512847912 | PO-260073 | Employee Life Insurance Benefit | 1300-00010-0-0000-0000-951400-000 | | 12.00 |
| | | | | | **Warrant Total:** | **12.00** |
| | | | | | **Vendor Total:** | **12.00** |
| 2671-Canon Financial Services Inc | 512842869 | PO-260084 | Washington Monthly Copier Lease | 1300-53100-0-0000-3700-560000-000 | | 265.07 |
| | | PO-260084 | Washington Monthly Copier Lease | 1300-53100-0-0000-3700-560000-000 | | 265.07 |
| | | PO-260084 | Washington Monthly Copier Lease | 1300-53100-0-0000-3700-560000-000 | | 265.07 |
| | | | | | **Warrant Total:** | **795.21** |
| | | | | | **Vendor Total:** | **795.21** |
| 149-CDW Government LLC | 512844631 | PO-261953 | Brother HL-L8430CDWT - printer | 1300-53100-0-0000-3700-440000-000 | | 1,279.02 |
| | | PO-261953 | Brother HL-L8430CDWT - printer | 1300-53100-0-0000-3700-440000-000 | | 155.63 |
| | | PO-261953 | Brother HL-L8430CDWT - printer | 1300-53100-0-0000-3700-440000-000 | | 269.19 |
| | | | | | **Warrant Total:** | **1,703.84** |
| | | | | | **Vendor Total:** | **1,703.84** |
| 298-EDCARE GROUP, THE | 512847920 | PO-260113 | Annual Employee Insurance Premi | 1300-53100-0-0000-3700-370200-000 | | 3,781.50 |
| | | PO-260113 | Annual Employee Insurance Premi | 1300-00010-0-0000-0000-951400-000 | | 3,408.00 |
| | | | | | **Warrant Total:** | **7,189.50** |
| | | | | | **Vendor Total:** | **7,189.50** |
| 2587-EMCOR Services MESA Energy | 512846659 | PO-262051 | Washington, Kitchen- Invoice | 1300-53100-0-0000-3700-560000-000 | | 569.00 |
| | | | | | **Warrant Total:** | **569.00** |
| | | | | | **Vendor Total:** | **569.00** |
| 349-Gold Star Foods Inc | 512840656 | PO-261647 | Food Purchases NSLP, NSBP, | 1300-53100-0-0000-3700-470000-000 | | 1,529.80 |
| | | PO-261647 | Food Purchases NSLP, NSBP, | 1300-53100-0-0000-3700-470000-000 | | 1,729.65 |
| | | | | | **Warrant Total:** | **3,259.45** |
| | 512844636 | PO-261647 | Food Purchases NSLP, NSBP, | 1300-53100-0-0000-3700-470000-000 | | 2,256.15 |
| | | PO-261647 | Food Purchases NSLP, NSBP, | 1300-53100-0-0000-3700-470000-000 | | 1,479.84 |
| | | | | | **Warrant Total:** | **3,735.99** |
| | 512847925 | PO-261647 | Food Purchases NSLP, NSBP, | 1300-53100-0-0000-3700-470000-000 | | 833.75 |
| | | | | | **Warrant Total:** | **833.75** |
| | | | | | **Vendor Total:** | **7,829.19** |
| 3828-Imperial Bag & Paper Co LLC | 512840658 | PO-260163 | NSLP, NSBP, ASSP,SSO Paper | 1300-53100-0-0000-3700-430000-000 | | 177.09 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

1300-Cafeteria Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | 512840658 | PO-260163 | NSLP, NSBP, ASSP,SSO Paper | 1300-53100-0-0000-3700-430000-000 | | 17.11 |
| | | PO-260163 | NSLP, NSBP, ASSP,SSO Paper | 1300-53100-0-0000-3700-430000-000 | | 799.28 |
| | | PO-261646 | NSLP, NSBP, ASSP, SSO Paper | 1300-53100-0-0000-3700-430000-000 | | 49.36 |
| | | PO-261646 | NSLP, NSBP, ASSP, SSO Paper | 1300-53100-0-0000-3700-430000-000 | | 90.88 |
| | | PO-261646 | NSLP, NSBP, ASSP, SSO Paper | 1300-53100-0-0000-3700-430000-000 | | 1,976.83 |
| | | | | | **Warrant Total:** | **3,110.55** |
| | 512844638 | PO-261646 | NSLP, NSBP, ASSP, SSO Paper | 1300-53100-0-0000-3700-430000-000 | | 625.28 |
| | | PO-261646 | NSLP, NSBP, ASSP, SSO Paper | 1300-53100-0-0000-3700-430000-000 | | 1,598.08 |
| | | | | | **Warrant Total:** | **2,223.36** |
| | 512847927 | PO-261646 | NSLP, NSBP, ASSP, SSO Paper | 1300-53100-0-0000-3700-430000-000 | | 1,302.96 |
| | | | | | **Warrant Total:** | **1,302.96** |
| | | | | | **Vendor Total:** | **6,636.87** |
| 3683-ODP Business Solutions LLC | 512840664 | PO-260167 | Food Service Office Supplies for | 1300-53100-0-0000-3700-430000-000 | | 185.19 |
| | | | | | **Warrant Total:** | **185.19** |
| | 512844643 | PO-260167 | Food Service Office Supplies for | 1300-53100-0-0000-3700-430000-000 | | 215.64 |
| | | | | | **Warrant Total:** | **215.64** |
| | | | | | **Vendor Total:** | **400.83** |
| 2322-PRODUCERS DAIRY FOODS INC | 512840668 | PO-261645 | Milk Purchases for NSLP, NSBP, A | 1300-53100-0-0000-3700-470000-000 | | 1,015.78 |
| | | PO-260161 | Milk Purchases for NSLP.NSBP, | 1300-53100-0-0000-3700-470000-000 | | 1,885.56 |
| | | PO-260161 | Milk Purchases for NSLP.NSBP, | 1300-53100-0-0000-3700-470000-000 | | 81.05 |
| | | | | | **Warrant Total:** | **2,982.39** |
| | 512841806 | PO-260161 | Milk Purchases for NSLP.NSBP, | 1300-53200-0-0000-3700-470000-000 | | 64.73 |
| | | PO-261645 | Milk Purchases for NSLP, NSBP, A | 1300-53100-0-0000-3700-470000-000 | | 1,224.06 |
| | | PO-261645 | Milk Purchases for NSLP, NSBP, A | 1300-53100-0-0000-3700-470000-000 | | 1,096.83 |
| | | | | | **Warrant Total:** | **2,385.62** |
| | 512842872 | PO-260161 | Milk Purchases for NSLP.NSBP, | 1300-53200-0-0000-3700-470000-000 | | 0.10 |
| | | PO-260161 | Milk Purchases for NSLP.NSBP, | 1300-53200-0-0000-3700-470000-000 | | 32.42 |
| | | | | | **Warrant Total:** | **32.52** |
| | 512844645 | PO-261645 | Milk Purchases for NSLP, NSBP, A | 1300-53100-0-0000-3700-470000-000 | | 1,836.09 |
| | | PO-261645 | Milk Purchases for NSLP, NSBP, A | 1300-53100-0-0000-3700-470000-000 | | 1,343.25 |
| | | | | | **Warrant Total:** | **3,179.34** |
| | 512846669 | PO-260161 | Milk Purchases for NSLP.NSBP, | 1300-53200-0-0000-3700-470000-000 | | 64.83 |
| | | PO-261645 | Milk Purchases for NSLP, NSBP, A | 1300-53100-0-0000-3700-470000-000 | | 1,390.14 |
| | | PO-261645 | Milk Purchases for NSLP, NSBP, A | 1300-53100-0-0000-3700-470000-000 | | 731.22 |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

1300-Cafeteria Fund

| Vendor | Warrant No | Reference | Description | Fu---Re----Y-Gl---Fn---Ob-----Si | | Amount |
|---|---|---|---|---|---|---|
| | | | | | **Warrant Total:** | **2,186.19** |
| | 512847941 | PO-260161 | Milk Purchases for NSLP.NSBP, | 1300-53200-0-0000-3700-470000-000 | | 32.42 |
| | | PO-261645 | Milk Purchases for NSLP, NSBP, A | 1300-53100-0-0000-3700-470000-000 | | 1,466.46 |
| | | PO-261645 | Milk Purchases for NSLP, NSBP, A | 1300-53100-0-0000-3700-470000-000 | | 1,016.46 |
| | | | | | **Warrant Total:** | **2,515.34** |
| | | | | | **Vendor Total:** | **13,281.40** |
| 835-SYSCO FOODSERVICES OF MODEST | 512840671 | PO-261644 | NSLP, NSBP, ASSSP, SSO Food P | 1300-53100-0-0000-3700-430000-000 | | 66.01 |
| | | PO-261644 | NSLP, NSBP, ASSSP, SSO Food P | 1300-53100-0-0000-3700-430000-000 | | 633.37 |
| | | PO-260162 | NSLP, NSBP, ASSSP, SSO Food P | 1300-53100-0-0000-3700-430000-000 | | 210.85 |
| | | PO-261644 | NSLP, NSBP, ASSSP, SSO Food P | 1300-53100-0-0000-3700-470000-000 | | 12,668.70 |
| | | PO-261644 | NSLP, NSBP, ASSSP, SSO Food P | 1300-53100-0-0000-3700-470000-000 | | 2,092.60 |
| | | PO-261843 | CACFP Food Purchases for rema | 1300-53200-0-0000-3700-470000-000 | | 353.00 |
| | | PO-261644 | NSLP, NSBP, ASSSP, SSO Food P | 1300-53100-0-0000-3700-470000-000 | | 537.63 |
| | | | | | **Warrant Total:** | **16,562.16** |
| | 512841813 | PO-261644 | NSLP, NSBP, ASSSP, SSO Food P | 1300-53100-0-0000-3700-470000-000 | | 7,122.24 |
| | | PO-261644 | NSLP, NSBP, ASSSP, SSO Food P | 1300-53100-0-0000-3700-470000-000 | | 6,183.01 |
| | | | | | **Warrant Total:** | **13,305.25** |
| | 512846674 | PO-261644 | NSLP, NSBP, ASSSP, SSO Food P | 1300-53100-0-0000-3700-430000-000 | | 295.43 |
| | | PO-261644 | NSLP, NSBP, ASSSP, SSO Food P | 1300-53100-0-0000-3700-470000-000 | | 8,713.08 |
| | | | | | **Warrant Total:** | **9,008.51** |
| | | | | | **Vendor Total:** | **38,875.92** |
| 2534-US Bank National Association | 512846680 | PO-261885 | Kingsburg Super Market | 1300-53100-0-0000-3700-470000-000 | | 23.70 |
| | | | | | **Warrant Total:** | **23.70** |
| | 512847950 | PO-262024 | Kingsburg Super Market | 1300-53100-0-0000-3700-470000-000 | | 22.76 |
| | | PO-262035 | Fidelity Safety & Training LLC- Fo | 1300-53100-0-0000-3700-580000-000 | | 676.00 |
| | | | | | **Warrant Total:** | **698.76** |
| | | | | | **Vendor Total:** | **722.46** |
| | | | | **Total # of Warrants:** **25** | **Fund Total:** | **78,060.80** |

Paid Date(s) From: 5/7/2026 To: 6/4/2026

RECAP BY FUND OF WARRANTS ISSUED

| | | | | |
|---|---|---|---|---|
| 0100-General Fund | | 123 | | 1,761,787.58 |
| 0800-Student Activity Special Revenue Fund | | 26 | | 52,377.88 |
| 1200-Child Development Fund | | 5 | | 6,871.63 |
| 1300-Cafeteria Fund | | 25 | | 78,060.80 |
| | **Total # of Warrants:** | **179** | **Grand Total:** | **1,899,097.89** |

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   School Plan for Student Achievement

2. **Agenda Item Category:**
   - ✔ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Matt Stovall

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan.

6. **Financial Impact:**
   The financial impact will be different for each school site.

7. **Funding Source:**
   Title I

8. **Impact on Students:**
   The School Plan for Student Achievement (SPSA) directly supports improved student outcomes by aligning instructional strategies and resources with identified student needs. The targeted use of categorical funds ensures that all students, especially those who are underserved, receive equitable access to high-quality instruction and interventions that promote academic success.

Submit Completed Request to Maxine Balling

School Year: **2025-26**

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Washington Elementary School | 10-62240-6006720 | October 28, 2025 | June 8, 2026 |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Washington Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Washington Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Our school effectively meets ESSA planning requirements through the School Plan for Student Achievement (SPSA), which is intentionally designed as a subordinate and supporting document to the district's Local Control and Accountability Plan (LCAP).

Alignment and Integration
The SPSA directly translates the LCAP's high-level goals and identified actions into specific, evidence-based strategies, services, and expenditures at the school site level. This creates a unified planning cycle:

LCAP as the Framework: The LCAP establishes the overarching goals, including those for federally required student groups, using the state priorities as a foundation.

SPSA as the Implementation Plan: The SPSA outlines how federal funds (e.g., Title I, II, IV) and state/local resources are strategically leveraged to achieve the LCAP's goals, particularly focusing on the needs identified in the ESSA comprehensive needs assessment.

Holistic Program Management: All federal, state, and local programs (including ESSA, Special Education, and state-funded initiatives) are integrated within the SPSA and LCAP framework. This prevents siloed programs by ensuring resources are focused on the same set of priority student needs identified through data analysis.

Planning and Monitoring Process
The planning process ensures compliance and effectiveness through a continuous improvement cycle:

Needs Assessment: An annual, comprehensive needs assessment (per ESSA requirements) analyzes verifiable state and local data to identify student group performance gaps.

Stakeholder Involvement: The School Site Council (SSC) and other stakeholders review this data to inform the development of the SPSA's evidence-based actions and goals.

Budget Alignment: The proposed SPSA expenditures are fully aligned with the LCAP's approved actions and budget, ensuring federal funds are spent purposefully to close achievement gaps and meet long-term state goals.

Evaluation: The SPSA includes a clear process for continuously monitoring and evaluating the implementation of actions and the progress toward accomplishing LCAP/ESSA-aligned goals, promoting data-driven adjustments throughout the year.

# Educational Partner Involvement

How, when, and with whom did Washington Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

**Involvement Process for the SPSA and Annual Review and Update**

The planning and annual review process for the School Plan for Student Achievement (SPSA) and its Annual Review and Update involves continuous, multi-level consultation with specific stakeholder groups to ensure compliance and comprehensive feedback.

How and With Whom We Consult
Our consultation process is driven by the legal requirements of ESSA and Local Control Funding Formula (LCFF), engaging the following key groups:

School Site Council (SSC): This is the primary mandated body responsible for reviewing, approving, and monitoring the SPSA. It is composed of elected parents, students (if applicable), community members, teachers, and school staff.

School Staff: All staff, including teachers, administrators, and support personnel, are consulted through dedicated staff meetings and annual surveys to gather feedback on program effectiveness, resource needs, and strategies.

Parents and Community Members: Consultation occurs through several formal and informal channels, including:

Annual Surveys: Washington parents are specifically asked to provide feedback on our performance and areas for improvement each spring.

LCAP Meetings: Stakeholders attend public meetings focused on LCAP improvement and changes, as the SPSA is aligned with the LCAP.

District Leadership: Input is sought from district administrators regarding alignment with the KECSD LCAP, budget allocations, and compliance with federal, state, and local requirements.

When Consultation Occurs
Consultation is an ongoing, cyclical process with two critical phases:

Annual Planning/Update Spring (March–May) Parent and staff surveys are conducted; LCAP/SPSA feedback meetings are held to gather data that informs the new plan and the subsequent year's Annual Review.
Review and Monitoring 4 Times Annually The School Site Council (SSC) meets regularly throughout the academic year to review SPSA expenditures, monitor the implementation of actions, and analyze student data to determine progress toward goals.
Final Approval Fall (Prior to Submission) The SSC formally reviews and approves the final SPSA document and the Annual Review and Update before submission to the governing board.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Washington Elementary did not have any indicators in the Red or Orange performance categories on the California School Dashboard, due to us being a TK and Kindergarten grade level. While our data reflects that no urgent interventions are required by state designation, our school continues to prioritize growth in English Language Arts (ELA) and Mathematics through intentional planning and monitoring.

Using the ELA and Math Driver Diagrams, we engage in structured cycles of inquiry to ensure continuous improvement:

ELA: Teachers analyze benchmark data by student and subgroup (including EL and SPED), identify frequently missed standards, and collaboratively determine next instructional steps. Instructional supports include reteaching, retesting, and targeted intervention sessions. Our goal is to strengthen foundational literacy skills and accelerate progress for students not yet meeting grade-level standards. Our goal for the 2025-2026 school year is to decrease the number of students who experienced zero DRA growth by 20%. Currently, we have 22% of our students with no growth between benchmark two and three, which we want to decrease to 15%.

Math: Benchmark assessments are reviewed in PLCs to pinpoint areas of need. Teams examine problem types most often missed, share effective strategies, and plan reteach opportunities. Instruction is focused on building number sense, conceptual understanding, and problem-solving skills. We observed that the percentage of our EL population of students scoring at or above the standards decreased by 11% this year. We created a goal to increase our EL students' scores by 7% where 95% of our students are meeting or exceeding the standards.

These strategies allow us to maintain positive performance levels on the Dashboard while continuing to address learning gaps, ensure growth for all subgroups, and provide proactive intervention so students remain on track for grade-level proficiency.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

On the California School Dashboard, one area schools are required to monitor is when any student group performs two or more performance levels below the "All Students" group. At Washington Elementary, while no overall state indicator was identified in the Red or Orange performance categories, we did see a decline in performance for our English Learner (EL) student group in Math. Specifically, the percentage of EL students meeting or exceeding benchmark standards dropped by 11% compared to the previous year.

To address this gap, we created a measurable goal to increase EL students' Math scores by 7%, with the target of having 95% of all students meet or exceed grade-level standards. Strategies to support this goal include:

Ongoing review of benchmark assessments in PLCs to identify skill gaps and frequently missed problem types.

Collaborative planning of reteach opportunities and sharing of effective instructional strategies.

Focused instruction in number sense, conceptual understanding, and problem-solving.

Targeted interventions for EL students, with progress monitored regularly.

Through this plan, we are proactively addressing subgroup performance and ensuring that all students, including our EL population, make gains toward grade-level proficiency.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Washington Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| American Indian | 0% | % | 0.35% | 0 | | 1 |
| African American | 0.35% | 0.71% | 0.70% | 1 | 2 | 2 |
| Asian | 4.91% | 3.53% | 3.16% | 14 | 10 | 9 |
| Filipino | 0% | % | % | 0 | | |
| Hispanic/Latino | 63.51% | 69.61% | 66.32% | 181 | 197 | 189 |
| Pacific Islander | 0% | % | % | 0 | | |
| White | 25.26% | 21.55% | 24.21% | 72 | 61 | 69 |
| Two or More Races | 3.86% | 3.18% | 4.21% | 11 | 9 | 12 |
| Not Reported | 2.11% | 1.41% | 1.05% | 6 | | 3 |
| | | | Total Enrollment | 285 | 283 | 285 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| Transitional Kindergarten | | | 81 |
| Kindergarten | 285 | 197 | 204 |
| Total Enrollment | 285 | 283 | 285 |

**Conclusions based on this data:**

1. Overall, enrollment has remained steady. As TK becomes universal, we hope to be receiving more students onto our campus.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| English Learners | 53 | 42 | 41 | 18.6% | 14.8% | 14.4% |
| Fluent English Proficient (FEP) | 7 | 2 | 1 | 2.5% | 0.7% | 0.4% |

**Conclusions based on this data:**

1. With TK no longer being identified as EL's our numbers have decreased slightly.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | N/A | N/A | N/A | | | | | | | | | | | | |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

**Conclusions based on this data:**

1. The CAASPP test does not start until third grade, so we have no data for this.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | N/A | N/A | N/A | | | | | | | | | | | | |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | | | | | | | | | |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

**Conclusions based on this data:**

1. The CAASPP test does not start until third grade, so we have no data for this.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

**ELPAC Summative Assessment Data**
**Number of Students and Mean Scale Scores for All Students**

| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 1454.9 | | 1452.9 | 1448.7 | | 1450.3 | 1469.5 | | 1458.5 | 53 | | 40 |
| All Grades | | | | | | | | | | 53 | | 40 |

**Overall Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 32.08 | | 27.50 | 39.62 | | 47.50 | 22.64 | | 22.50 | 5.66 | | 2.50 | 53 | | 40 |
| All Grades | 32.08 | | 27.50 | 39.62 | | 47.50 | 22.64 | | 22.50 | 5.66 | | 2.50 | 53 | | 40 |

**Oral Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 24.53 | | 25.00 | 47.17 | | 55.00 | 22.64 | | 15.00 | 5.66 | | 5.00 | 53 | | 40 |
| All Grades | 24.53 | | 25.00 | 47.17 | | 55.00 | 22.64 | | 15.00 | 5.66 | | 5.00 | 53 | | 40 |

**Written Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 22.22 | | 35.00 | 25.00 | | 37.50 | 44.44 | | 25.00 | 8.33 | | 2.50 | 36 | | 40 |
| All Grades | 24.53 | | 35.00 | 35.85 | | 37.50 | 28.30 | | 25.00 | 11.32 | | 2.50 | 53 | | 40 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 28.30 | | 32.50 | 64.15 | | 65.00 | 7.55 | | 2.50 | 53 | | 40 |
| All Grades | 28.30 | | 32.50 | 64.15 | | 65.00 | 7.55 | | 2.50 | 53 | | 40 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 18.87 | | 18.42 | 73.58 | | 78.95 | 7.55 | | 2.63 | 53 | | 38 |
| All Grades | 18.87 | | 18.42 | 73.58 | | 78.95 | 7.55 | | 2.63 | 53 | | 38 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 24.53 | | 27.50 | 67.92 | | 70.00 | 7.55 | | 2.50 | 53 | | 40 |
| All Grades | 24.53 | | 27.50 | 67.92 | | 70.00 | 7.55 | | 2.50 | 53 | | 40 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | 64.15 | | 66.67 | 20.75 | | 28.21 | 15.09 | | 5.13 | 53 | | 39 |
| All Grades | 64.15 | | 66.67 | 20.75 | | 28.21 | 15.09 | | 5.13 | 53 | | 39 |

**Conclusions based on this data:**

1. Speaking is our area of need that we are focusing on for this year with our SIOP game plan and during ELD time.
2. We are seeing students increasing their scores as the years progress.
3. For some domains you will notice a dip in the total number of students. This is due to students being on an IEP and being exempt from those domains.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2024-25 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **285** | **69.1%** | **14.4%** | **0.0%** |
| Total Number of Students enrolled in Washington Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 41 | 14.4% |
| **Foster Youth** | 0 | 0.0% |
| **Homeless** | 14 | 4.9% |
| **Socioeconomically Disadvantaged** | 197 | 69.1% |
| **Students with Disabilities** | 35 | 12.3% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 2 | 0.7% |
| **American Indian** | 1 | 0.4% |
| **Asian** | 9 | 3.2% |
| **Filipino** | 0 | 0.0% |
| **Hispanic** | 189 | 66.3% |
| **Two or More Races** | 12 | 4.2% |
| **Pacific Islander** | 0 | 0.0% |
| **White** | 69 | 24.2% |

**Conclusions based on this data:**

1. Socioeconomically disadvantaged students are one of our largest student sub group.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br><br>Green | **Chronic Absenteeism**<br><br>Blue | **Suspension Rate**<br><br>Blue |
| **Mathematics**<br><br>Green | | |
| **English Learner Progress**<br><br>No Performance Color | | |

**Conclusions based on this data:**

1. We did not have enough EL students to populate this graph.
2. Last year we suspended zero students, which has been the trend for the past two years.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
|  Green<br>31 points above standard<br>Increased 9.3 points<br>204 Students |  No Performance Color<br>0 Students | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |

**Conclusions based on this data:**

1. We are meeting the national average when it comes to academics.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Green<br>17.1 points above standard<br>Increased 11.3 points<br>204 Students |  No Performance Color<br>0 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |

**Conclusions based on this data:**

1. In math we are continuing to show progress which is due to working with FCOE.
2. We are in the process of adopting a new math curriculum to increase rigor.

# School and Student Performance Data

## Academic Performance
## Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Science Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2025 Fall Dashboard Science Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2025 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| **English Learner Progress** | **Long-Term English Learner Progress** |
| <br>No Performance Color<br>making progress.<br>Number Students: 0 Students | <br>No Performance Color<br>making progress.<br>Number Students: 0 Students |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2025 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| **Decreased One ELPI Level** | **Maintained ELPI Level 1, 2L, 2H, 3L, or 3H** | **Maintained ELPI Level 4** | **Progressed At Least One ELPI Level** |

**Conclusions based on this data:**

1. We did not have enough EL students to qualify for this category.

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. no data

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 5 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
|  Blue |  Blue | |
| 0% Chronically Absent | 0% Chronically Absent | |
| Maintained 0 | Maintained 0 | |
| 292 Students | 43 Students | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|  No Performance Color |  No Performance Color |  Blue |
| 0 Students | 0% Chronically Absent | 0% Chronically Absent |
| | Maintained 0 | Maintained 0 |
| | 14 Students | 207 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Blue |  No Performance Color |  No Performance Color |
| 0% Chronically Absent | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| Maintained 0 | 2 Students | 1 Student |
| 45 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | 0 Students | 0% Chronically Absent |
| 9 Students | | Maintained 0 |
| | | 195 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| 0% Chronically Absent | 0 Students | 0% Chronically Absent |
| Maintained 0 | | Maintained 0 |
| 15 Students | | 70 Students |

**Conclusions based on this data:**

1. All subgroups are considered very low for being absent. This is because we are able to complete contracts.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. no data

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 5 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
|  Blue |  Blue | |
| 0% suspended at least one day | 0% suspended at least one day | |
| Declined 0.3% | Maintained 0% | |
| 295 Students | 43 Students | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|  No Performance Color |  No Performance Color |  Blue |
| 0 Students | 0% suspended at least one day | 0% suspended at least one day |
| | Maintained 0% | Declined 0.4% |
| | 15 Students | 210 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Blue |  No Performance Color |  No Performance Color |
| 0% suspended at least one day | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| Maintained 0% | 2 Students | 1 Student |
| 45 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | 0 Students | 0% suspended at least one day |
| 10 Students | | Declined 0.5% |
| | | 197 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| 0% suspended at least one day | 0 Students | 0% suspended at least one day |
| Maintained 0% | | Maintained 0% |
| 15 Students | | 70 Students |

**Conclusions based on this data:**

1. Our suspension rate was consistent across student groups with no students suspended from Washington.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 1

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**English Language Development**
Over the course of one academic school year, all EL Kindergarten students will demonstrate growth and move toward reclassification as measured by the ELPAC, benchmark assessments, Intervention data, and teacher input. All EL Students will advance by at least one level on ELPAC. All EL students will increase their scores by one level on their final ELA benchmark.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our EL students were showing a gap in comparison to our EO students.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| ELPAC | Previous level on ELPAC | To increase one level per year on ELPAC |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 1.1 | Personnel -<br>Instructional aides, substitutes, and district support personnel will plan for and implement targeted instructional strategies for identified students, and provide the Press assessment, Pre-K assessment, and Intervention programs. Contracting with Teaching Fellows we are able to acquire extra paraprofessionals to help provide intervention in the classroom. | All Students | 64,831.30<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals that work with students in intervention and supporting students outside of the classroom.<br><br>23,959.62<br>Title I<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing classified employees such as |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | retirement, workers comp, unemployment. etc.<br><br>5,000.00<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>Teacher Subs for Planning Days<br><br>112,297.45<br>LCFF<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals that work with students in intervention and supporting students outside of the classroom.<br><br>42,104.60<br>LCFF<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing classified employees such as retirement, workers comp, unemployment, etc. |
| **1.2** | SIOP<br>Continue to use SIOP for teachers. For new teachers using professional development to teach the expectations. Focusing on the implementation of teaching strategies that are good for all students for example building background knowledge, assessment, and giving students opportunities to discuss the material with peers.<br>Professional development for all teachers through FCOE to develop ELD lesson plans to make sure that Designated and integrated services are being provided to our EL students. | All Students | See above expenditures for PD, salaries, etc. |
| **1.3** | ELPAC Data -<br><br>ELPAC data and performance of students are given to parents at parent/teacher conferences and throughout the year when updated.<br>Communication with parents in the home language<br>Translation help is available for parent-teacher conferences and other meetings. | EL Students | see above expenditures for salaries |
| **1.4** | Materials -<br>Intervention programs will be used to increase language skills<br>Web-based interventions<br>Technology items to enhance learning<br>Library Books and reference materials<br>Assessment Materials | | see expenditures in goals 2 and 3 |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities outlined in Goal 1 were fully implemented throughout the school year with a strong emphasis on providing targeted language development support to English Learner (EL) students. Instructional aides and Teaching Fellows provided consistent intervention services, both in and out of the classroom, which allowed for small-group instruction and individualized support. Teachers utilized SIOP strategies with increased consistency, helping all students—especially ELs—access content and build academic language. Professional development through FCOE reinforced best practices in designated and integrated ELD instruction. As a result, formative assessments and mid-year benchmarks indicated that a majority of EL students made progress toward advancing at least one level on the ELPAC. Teacher observations and student work samples also showed improvement in oral language use and comprehension. Overall, the implementation was effective in supporting EL student growth and narrowing the achievement gap.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures. All planned personnel, including instructional aides, substitutes, and Teaching Fellows, were hired and utilized effectively to support EL instruction and intervention. However, there were occasional challenges in substitute availability, which at times limited the ability of teachers to engage in planned collaboration or data analysis sessions. Overall, expenditures aligned closely with the budgeted amounts and supported the full implementation of the strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 2

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Mathematics**
85% of Kindergarten students will achieve the level of Proficient on the Washington School End of Year Mathematics Assessment.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our students traditionally score high in math but, we were implementing new systems and wanted to maintain the high performance rates.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Local Benchmark | New Benchmark Set Baseline | |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 2.1 | a) Materials, supplies, and technology for math intervention may be purchased as needed to connect to the California Common Core Standards.<br>Teacher math / STEM development.<br>Math manipulatives, colored counters, and supplies to enhance common core mathematics.<br>General classroom supplies, books, and supplemental programs, such as Splash Mat<br>Technology items, Chromebooks, doc cams, projection equipment/TVs, audiovisual equipment, tablets, slates, interactive technology, and tech device to enhance learning.<br>Pacing guides will focus on the common core standards for mathematics | All Students | Title I<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals that work with students in Intervention and supporting students.<br>**SEE GOAL 1 FOR TOTAL AMOUNT<br><br>Title I<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | personnel. **SEE GOAL 1 FOR TOTAL AMOUNT<br><br>Title I<br>4000-4999: Books And Supplies<br>Materials, technology (hardware and software), programs used during instruction above that which is typically purchased for all students. **SEE GOAL 1 FOR TOTAL AMOUNT<br><br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>Academic Coach, Substitutes **SEE GOAL 1 FOR TOTAL AMOUNT<br><br>LCFF<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals work with students in Intervention and supporting students. Student supervision. **SEE GOAL 1 FOR THE TOTAL AMOUNT<br><br>LCFF<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT<br><br>LCFF<br>4000-4999: Books And Supplies<br>Materials such as online programs, manipulatives, books, etc for students. **SEE GOAL 1 FOR TOTAL AMOUNT |
| **2.3** | Professional Development support with FCOE | | District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>Students will be given activities to practice math standards teacher will have |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | one day of professional development **SEE GOAL 1 FOR TOTAL AMOUNT |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities outlined for improving mathematics instruction were implemented consistently throughout the year. Teachers utilized updated pacing guides aligned to the California Common Core Standards and incorporated hands-on materials such as manipulatives and visual aids to support concept development. Supplemental programs were used and provided students with additional opportunities to practice targeted skills in an engaging format. Paraprofessionals provided intervention support, helping to differentiate instruction and reinforce math concepts in small group settings. Professional development through FCOE supported teachers with instructional planning and effective use of data. Overall, students demonstrated strong performance on local benchmark assessments, and the majority of Kindergarten students are on track to meet or exceed the end-of-year proficiency goal. The strategies were effective in maintaining high levels of achievement in early math skills.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and the budgeted expenditures for this goal. We did start piloting new curriculum this year, so teachers had to adjust planning. Teachers were required to teach one unit from I-Ready and Amplify to get a feel for the curriculum and to better choose which curriculum they would like to implement moving forward. All planned strategies were carried out, and expenditures were aligned with the outlined budget. Overall, the budget supported the core components of the goal effectively, with minimal adjustments needed during implementation

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 3

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**ELA**
85% of Kindergarten students shall be Core (grade level) on DRA (4) by the end of the year.
85% of Kindergarten students shall be at Mastery on ELA Reading and Writing End of Year Benchmark

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our students did not meet this goal the previous year so we needed to adjust and add it.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| DRA and benchmark assessments | | Increased Student Achievement PRESS and DRA to 85% |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 3.1 | a.) Leveled groups for supplemental instruction, utilizing differentiated instructional methods. Incorporating the Writing Units of Study to increase writing performance on the benchmark.<br>b) Substitutes for teachers to give the DRA and DIBELS assessments.<br>c)Materials and supplies, and technology<br>d)Technology and membership - Starfall.com, Heggerty for ELA standards practice.<br>e)Teaching Fellows will be hired to support in the classroom during station time. | All Students | Title I<br>2000-2999: Classified Personnel Salaries<br>Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT<br><br>Title I<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | 14,367.00<br>LCFF<br>4000-4999: Books And Supplies<br>Digital Subscriptions and materials (Heggerty, Heidi Songs, Scholastic Magazines, Seesaw, chromebooks, and headphones)<br><br>150.00<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>Stipend for Early literacy committee<br><br>LCFF<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision. **SEE GOAL 1 FOR TOTAL AMOUNT<br><br>LCFF<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing personnel. **SEE GOAL 1 FOR TOTAL AMOUNT<br><br>106,920.80<br>District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>Teaching Fellows<br><br>14,552.89<br>LCFF<br>4000-4999: Books And Supplies<br>Supplies for lesson plans |
| **3.2** | Promoting Reading in the Classroom<br>KROB - Kingsburg Reads One Book to promote the love of reading at home and in school<br>Improving the school and classroom libraries<br>Technology to review data and to house PD<br>Field trips to enhance the learning with hands-on learning. | All Students | LCFF<br>4000-4999: Books And Supplies<br>materials to promote the book<br><br>3300.00<br>LCFF<br>5000-5999: Services And Other Operating Expenditures |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | Field Trips to enhance learning in the classroom entrance fees (ImagineU and Reptile Ron)<br><br>LCFF<br>4000-4999: Books And Supplies<br>chromebooks for substitutes |
| 3.3 | Intervention<br>Provide intervention opportunities in reading, letter names and sounds, etc throughout the year to make sure all students leave on a DRA Level 4. | All Students | 4954.12<br>LCFF<br>4000-4999: Books And Supplies<br>Supplies for intervention classroom (sand trays, dot markers, dry erase boards, etc.) |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities outlined for ELA were effectively implemented across the school year. Leveled group instruction and use of the DRA provided teachers with meaningful data to target student needs. The implementation of Teaching Fellows in classrooms supported small-group instruction and allowed for increased individualized support. The use of technology tools like Starfall and Heggerty supplemented core instruction and engaged students in foundational reading skills. Efforts to promote a love of reading, such as the Kingsburg Reads One Book program and improvements to classroom libraries, contributed to a positive literacy culture on campus. Overall, the majority of students made strong gains in reading fluency and comprehension, and progress toward meeting the DRA Level 4 target was evident across grade-level assessments.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Overall, implementation was consistent with the plan; however, there were a few notable differences. Budgeted funds for field trips were added due to an excess in LCFF and we did not use any money that was allocated to us for Kingsburg Reads One Book. Despite these adjustments, the core elements of the goal remained intact, and support for literacy instruction continued throughout the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 4

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Parent involvement**
Increase community and parent involvement at our school site by creating more opportunities for parents to be on campus by holding SSC/ELAC meetings four times a year and creating an effective school to home communication system to promote the success of all students.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a positive, safe and welcoming school and district climate.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent involvement is key to a thriving campus.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Parent Surveys | | Increased Positive Results |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 4.1 | Communication -<br>Radios for every staff member to keep students safe<br>Monthly newsletters are sent home to keep families aware of what is happening on campus<br>Use of the parent square to inform parents of upcoming events<br>Use of technology for communication<br>Homework/communications folders to get important information home safety. | All Students | 946.76<br>LCFF<br>4000-4999: Books And Supplies<br>Communication folders |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies to increase parent and community involvement were implemented consistently throughout the year. Monthly newsletters and ParentSquare communications effectively kept families informed about school events and opportunities for engagement. The use of radios for staff improved on-campus communication and contributed to a safer environment, which was appreciated by both staff and parents. SSC and ELAC meetings were held as scheduled, providing meaningful opportunities for parent participation and input. Feedback from parent surveys indicated a positive response to these efforts, with many families reporting increased awareness and involvement in school activities. Overall, these strategies contributed to fostering a more connected and welcoming school community.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation and the actual execution of the strategies to increase parent involvement. All planned activities, including SSC/ELAC meetings, monthly newsletters, and ParentSquare communications, were carried out as budgeted. Expenditures on radios and communication technology were aligned with the proposed budget, and no major adjustments were necessary. Overall, the budget was sufficient to support the strategies and no unplanned expenses impacted the implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 5

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Positive School Culture**
Continue the use of PBIS for positive behavior results. All students will be educated in a learning environment that is safe, drug-free and conducive to learning. STAR (Stay Safe, Take Responsibility, Act Respectfully, Ready to Learn) will be the schoolwide PBIS motto for students and staff to adhere to.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a positive, safe and welcoming school and district climate.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The county has implemented PBIS and we have seen results and want to continue to improve.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| The number of discipline infractions will drop by 15%. | | Decreased suspensions |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 5.1 | Staff will implement PBIS and positive behavior support structures to model and teach good behavior. Include PD for teachers. | All students | 1371.53<br>Title IV Part A: Student Support and Academic Enrichment<br>4000-4999: Books And Supplies<br>Items for PBIS cart<br><br>247.26<br>LCFF<br>4000-4999: Books And Supplies<br>Supplies for counselor when working with small groups/incentives<br><br>2840.00<br>District Funded<br>4000-4999: Books And Supplies |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | Morris Brothers Assembly to teach expectations<br><br>3047.00<br>Title IV Part A: Student Support and Academic Enrichment<br>5000-5999: Services And Other Operating Expenditures<br>STAR shirts for all students<br><br>LCFF<br>4000-4999: Books And Supplies<br>Supplies for staff meeting<br><br>3690.08<br>LCFF<br>4000-4999: Books And Supplies<br>Items for PBIS cart |
| 5.2 | Implement the Positivity Project teaching the 24 character traits to students throughout the year. | All Students | 6760.49<br>LCFF<br>5800: Professional/Consulting Services And Operating Expenditures<br>T-shirts for positivity project for staff and students<br><br>1,495.00<br>District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>Positivity Project Membership |
| 5.3 | Conference Fees | All Students | 1520.50<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Conference Fees throughout the year |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities designed to promote a positive school culture through PBIS were implemented consistently throughout the year. Staff participated in professional development to effectively model and teach the STAR expectations, creating a more supportive and respectful environment. The Positivity Project was successfully integrated, fostering character development among students. Incentives such as STAR shirts and assemblies helped reinforce positive behavior schoolwide. The conferences that were attended provided quality information to the principal on the

new TK expectations. Overall, these efforts contributed to a measurable decrease in disciplinary infractions and suspensions, reflecting progress toward a safer and more positive school climate.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were minimal differences between the intended implementation and the actual expenditures for this goal. All planned activities, including PBIS materials, professional development, assemblies, and Positivity Project membership, were executed as budgeted. Some minor adjustments were made in purchasing quantities of supplies to better align with student needs, but these did not significantly impact the overall budget. No major changes in the scope or timeline of activities occurred.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $73,500.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $414,356.40 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

***Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.***

| Federal Programs | Allocation ($) |
|---|---|
| Title I | $88,790.92 |
| Title IV Part A: Student Support and Academic Enrichment | $4,418.53 |

Subtotal of additional federal funds included for this school: $93,209.45

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| District Funded | $111,255.80 |
| LCFF | $209,891.15 |

Subtotal of state or local funds included for this school: $321,146.95

Total of federal, state, and/or local funds for this school: $414,356.40

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| District Funded | 111,255.80 |
| LCFF | 209,891.15 |
| Title I | 88,790.92 |
| Title IV Part A: Student Support and Academic Enrichment | 4,418.53 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 5,150.00 |
| 2000-2999: Classified Personnel Salaries | 177,128.75 |
| 3000-3999: Employee Benefits | 66,064.22 |
| 4000-4999: Books And Supplies | 42,969.64 |
| 5000-5999: Services And Other Operating Expenditures | 7,867.50 |
| 5800: Professional/Consulting Services And Operating Expenditures | 115,176.29 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 4000-4999: Books And Supplies | District Funded | 2,840.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 108,415.80 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 5,150.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 112,297.45 |
| 3000-3999: Employee Benefits | LCFF | 42,104.60 |
| 4000-4999: Books And Supplies | LCFF | 38,758.11 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 4,820.50 |

| | | |
|---|---|---|
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 6,760.49 |
| 2000-2999: Classified Personnel Salaries | Title I | 64,831.30 |
| 3000-3999: Employee Benefits | Title I | 23,959.62 |
| 4000-4999: Books And Supplies | Title IV Part A: Student Support and Academic Enrichment | 1,371.53 |
| 5000-5999: Services And Other Operating Expenditures | Title IV Part A: Student Support and Academic Enrichment | 3,047.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 248,192.97 |
| Goal 3 | 144,244.81 |
| Goal 4 | 946.76 |
| Goal 5 | 20,971.86 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Jordan Munarolo | Classroom Teacher |
| Marni Goodbar | Classroom Teacher |
| Melissa Smith | Classroom Teacher |
| Kathy Pickrell | Parent or Community Member |
| Shawna Lancaster | Parent or Community Member |
| Valerie Scott | Parent or Community Member |
| Amy Winchell | Principal |
| Kristal Johnston | Other School Staff |
| Monica Gill | Parent or Community Member |
| Ryan Hyatt | Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|---|---|
| | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 3/10/2026.

Attested:




| |
|---|
| Principal, Mrs. Amy Winchell on 3/10/2026 |
| SSC Chairperson, Shawna Lancaster on 3/10/2026 |

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

**Additional CSI Planning Requirements:**
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

**Additional ATSI Planning Requirements:**
This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**
Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

***Note:*** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

**Additional CSI Planning Requirements:**

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

***Note:*** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

***Note:*** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

***Note:*** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## CSI Resources

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

# Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Roosevelt Elementary School | 10-62240-6006712 | April 24, 2025 | June 9th, 2025 |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Roosevelt Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Roosevelt Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

The School Plan for Student Achievement (SPSA) is aligned with the KECSD LCAP and was developed with input from the School Site Council, Roosevelt staff and members of the school community.
The SPSA was designed to meet the needs of the students and align with school programs and strategies to support students most at risk academically and social/emotional. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state (ELPAC) and local assessments.
The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment pursuant to Every Student Succeeds Act (ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed Expenditures

# Educational Partner Involvement

How, when, and with whom did Roosevelt Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

**Involvement Process for the SPSA and Annual Review and Update**

All parents and staff are welcome and encouraged to attend and offer input on our SPSA which outlines how we will use our categorical budgets. This takes place at our School Site Council/English Language Learner meetings. Parents and staff are notified and invited through Aeries Communications and can be on a personal basis after showing interest. Notice is also given in our monthly newsletters and posted in the front office. Parents and staff are encouraged to take part in our annual surveys that the District sends out. Input is an ongoing process. We receive input from parents at annual LCAP meetings at our school site meetings and our District considers these ideas. We are interested to hear what parents will have to say at our Community Schools meetings also.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

None identified and we will continue to be vigilant about the identification and correction. We have equal and adequate materials for all students. Our recent Williams walkthrough had no findings. This walkthrough occurs annually.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

We do not test on CAASPP. This starts in third grade

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Our Dashboard is connected to Lincoln. Our only Dashboard measure that registers is suspensions.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Those measures are monitored and may be added to at the school site.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Roosevelt Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **American Indian** | 0% | % | % | 0 | | |
| **African American** | 0.43% | 0.46% | % | 1 | 1 | |
| **Asian** | 2.16% | 5.94% | 3.23% | 5 | 13 | 6 |
| **Filipino** | 0% | % | % | 0 | | |
| **Hispanic/Latino** | 64.5% | 63.93% | 74.19% | 149 | 140 | 138 |
| **Pacific Islander** | 0% | % | % | 0 | | |
| **White** | 27.71% | 23.74% | 18.28% | 64 | 52 | 34 |
| **Two or More Races** | 3.9% | 3.20% | 3.23% | 9 | 7 | 6 |
| **Not Reported** | 1.3% | 2.74% | 1.08% | 3 | 6 | 2 |
| | | | **Total Enrollment** | 231 | 219 | 186 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| **Grade 1** | 231 | 219 | 186 |
| **Total Enrollment** | 231 | 219 | 186 |

**Conclusions based on this data:**

1. Total enrollment has declined the last three years.
2. Hispanic/Latino percentage of enrollment has increased by more slightly more than 10% since 2022-2023.
3. White enrollment as a percentage has declined over the past three years with two or races virtually remaining the same.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** |
| **English Learners** | 38 | 29 | 22 | 16.5% | 13.2% | 11.8% |
| **Fluent English Proficient (FEP)** | 6 | 25 | 9 | 2.6% | 11.4% | 4.8% |

**Conclusions based on this data:**

1. Our new EL Director is up to the minute on reclassification of EL students.
2. We have 28 EL students this year compared to 22 last year.
3. We had 2 students reclassified as Fluent English Proficient for the 24-25 school year.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | N/A | N/A | N/A | | | | | | | | | | | | |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

**Conclusions based on this data:**

1. CAASPP testing begins in third grade.  Roosevelt does not administer the CAASPP.
2. The CAASPP is a CA state assessment. We are working on matching the rigor of the CAASPP.
3. We work on foundational reading, math, and writing concepts and skills.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | N/A | N/A | N/A | | | | | | | | | | | | |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | | | | | | | | | |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |

**Conclusions based on this data:**

1. Roosevelt students do not take the CAASPP because third grade is the first grade level to be tested.

2. We have recently revised our math benchmark to resemble the CAASPP.
3. We have revised our math chapter tests to increase rigor for first grade state standards

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

**ELPAC Summative Assessment Data**
**Number of Students and Mean Scale Scores for All Students**

| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 1 | 1475.0 | 1458.4 | 1433.9 | 1467.5 | 1460.0 | 1412.6 | 1481.9 | 1456.3 | 1454.8 | 29 | 31 | 20 |
| All Grades | | | | | | | | | | 29 | 31 | 20 |

**Overall Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 1 | 13.79 | 12.90 | 10.00 | 62.07 | 51.61 | 50.00 | 24.14 | 25.81 | 15.00 | 0.00 | 9.68 | 25.00 | 29 | 31 | 20 |
| All Grades | 13.79 | 12.90 | 10.00 | 62.07 | 51.61 | 50.00 | 24.14 | 25.81 | 15.00 | 0.00 | 9.68 | 25.00 | 29 | 31 | 20 |

**Oral Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 1 | 17.24 | 22.58 | 20.00 | 55.17 | 51.61 | 45.00 | 27.59 | 19.35 | 10.00 | 0.00 | 6.45 | 25.00 | 29 | 31 | 20 |
| All Grades | 17.24 | 22.58 | 20.00 | 55.17 | 51.61 | 45.00 | 27.59 | 19.35 | 10.00 | 0.00 | 6.45 | 25.00 | 29 | 31 | 20 |

**Written Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 1 | 3.45 | 6.45 | 5.00 | 37.93 | 45.16 | 50.00 | 44.83 | 25.81 | 25.00 | 13.79 | 22.58 | 20.00 | 29 | 31 | 20 |
| All Grades | 10.34 | 6.45 | 5.00 | 58.62 | 45.16 | 50.00 | 27.59 | 25.81 | 25.00 | 3.45 | 22.58 | 20.00 | 29 | 31 | 20 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 1 | 37.93 | 41.94 | 55.00 | 62.07 | 51.61 | 20.00 | 0.00 | 6.45 | 25.00 | 29 | 31 | 20 |
| All Grades | 37.93 | 41.94 | 55.00 | 62.07 | 51.61 | 20.00 | 0.00 | 6.45 | 25.00 | 29 | 31 | 20 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 1 | 20.69 | 16.13 | 5.88 | 72.41 | 74.19 | 76.47 | 6.90 | 9.68 | 17.65 | 29 | 31 | 17 |
| All Grades | 20.69 | 16.13 | 5.88 | 72.41 | 74.19 | 76.47 | 6.90 | 9.68 | 17.65 | 29 | 31 | 17 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 1 | 24.14 | 32.26 | 15.00 | 65.52 | 35.48 | 55.00 | 10.34 | 32.26 | 30.00 | 29 | 31 | 20 |
| All Grades | 24.14 | 32.26 | 15.00 | 65.52 | 35.48 | 55.00 | 10.34 | 32.26 | 30.00 | 29 | 31 | 20 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 1 | 13.79 | 9.68 | 5.00 | 82.76 | 83.87 | 75.00 | 3.45 | 6.45 | 20.00 | 29 | 31 | 20 |
| All Grades | 13.79 | 9.68 | 5.00 | 82.76 | 83.87 | 75.00 | 3.45 | 6.45 | 20.00 | 29 | 31 | 20 |

**Conclusions based on this data:**

1. Four students grew one level on the ELPAC.
2. Eight students maintained their level, which means they did grow because the first grade Summative ELPAC is a more demanding than the kindergarten version.
3. Only two students scored at a level one. We work so that students grow at least one level per domain. Teachers know before school starts who their EL students are and what their levels are in each domain of the ELPAC.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2024-25 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **186** | **73.7%** | **11.8%** | **0.0%** |
| Total Number of Students enrolled in Roosevelt Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 22 | 11.8% |
| **Foster Youth** | 0 | 0.0% |
| **Homeless** | 12 | 6.5% |
| **Socioeconomically Disadvantaged** | 137 | 73.7% |
| **Students with Disabilities** | 25 | 13.4% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 0 | 0.0% |
| **American Indian** | 0 | 0.0% |
| **Asian** | 6 | 3.2% |
| **Filipino** | 0 | 0.0% |
| **Hispanic** | 138 | 74.2% |
| **Two or More Races** | 6 | 3.2% |
| **Pacific Islander** | 0 | 0.0% |
| **White** | 34 | 18.3% |

**Conclusions based on this data:**

1. Hispanic students are the largest student sub group of students.

2. Socioeconomically Disadvantaged students are the largest group of at risk students.

3. We have 28 EL students at this point in the school year.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Green | **Chronic Absenteeism**<br>Green | **Suspension Rate**<br>Yellow |
| **Mathematics**<br>Green | | |
| **English Learner Progress**<br>No Performance Color | | |

**Conclusions based on this data:**

1. There were 12 suspensions last year, 24-25.
2. Our EL students continue to make progress with 2 being reclassified last summer.
3. Chronic Absenteeism is not an issue. Tardies are on the rise so thankfully we now have a Community Liaison that makes contact with parents quickly, so I am anticipating that number to go down.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Green |  No Performance Color | |
| 31 points above standard | 0 Students | |
| Increased 9.3 points | | |
| 186 Students | | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 0 Students | 0 Students | 0 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |

**Conclusions based on this data:**

1. ELA performance is based on CAASPP performance and our students are in first grade and do not take the CAASPP.
2. We do administer benchmarks that are similar.
3. Our dashboard is linked to Lincoln and Lincoln continues to improve their scores.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Green |  No Performance Color | |
| 17.1 points above standard | 0 Students | |
| Increased 11.3 points | | |
| 186 Students | | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 0 Students | 0 Students | 0 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |

**Conclusions based on this data:**

1. Math performance is based on CAASPP performance and first grade does not take the CAASPP.
2. We do administer benchmarks throughout the year that we have developed with guidance from Fresno County math content specialist Shannon Crass.
3. We are linked to Lincoln.

# School and Student Performance Data

## Academic Performance
## Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Science Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2025 Fall Dashboard Science Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**2025 Fall Dashboard English Learner Progress Indicator**

| English Learner Progress | Long-Term English Learner Progress |
|---|---|
|  |  |
| No Performance Color | No Performance Color |
| 42.1 making progress. | making progress. |
| Number Students: 19 Students | Number Students: 0 Students |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

**2025 Fall Dashboard Student English Language Acquisition Results**

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|---|---|---|---|
| 21.1% | 36.8% | 0% | 42.1% |

**Conclusions based on this data:**

1. Keep in mind that the ELPAC test expectations rise at each grade level.
2. Our Designated ELD instruction is consistent and aligned with ELD standards.
3. Our EL Director, Laura North, worked with our Designated ELD teachers this summer to create ELD standard aligned lessons and pacing.

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. We are a first grade only school.
2. We continue to work so our students are successful in academics and in their social and emotional development.
3. We realize that we must work tirelessly so our students have a strong foundation to be successful in the upper grades and beyond. First grade is crucial.

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard Chronic Absenteeism Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 2 | 1 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Green |  No Performance Color | |
| 0.5% Chronically Absent | 4.3% Chronically Absent | |
| Increased 0.5 | Increased 4.3 | |
| 191 Students | 23 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Green |
| Fewer than 11 students - No Data for Privacy | 0% Chronically Absent | 0.7% Chronically Absent |
| 1 Student | 0 | Increased 0.7 |
| | 13 Students | 143 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 3.4% Chronically Absent | 0 Students | 0 Students |
| Increased 3.4 | | |
| 29 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Green |
| Fewer than 11 students - No Data for Privacy | 0 Students | 0.7% Chronically Absent |
| 6 Students | | Increased 0.7 |
| | | 143 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | 0 Students | 0% Chronically Absent |
| 8 Students | | Maintained 0 |
| | | 34 Students |

**Conclusions based on this data:**

1. We make continuous efforts to work with parents to have students at school as often and on time as possible.
2. The SARB process is monitored closely with our asst. secretary, community liaison, and district liaison.
3. We have been monitoring, contacting, and working with parents to be on time and in school to the greatest degree possible so they do not miss out on learning and doesn't disrupt the learning of other students when coming into class late.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. We are a first grade only school.
2. No data for our school to report in this category.
3. Graduation is the ultimate goal and whatever their dream is help them now to achieve that in the future.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 2 | 0 | 1 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2025 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Yellow |  No Performance Color | |
| 3.1% suspended at least one day | 8.7% suspended at least one day | |
| Declined 4.2% | Increased 3.1% | |
| 192 Students | 23 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Yellow |
| Fewer than 11 students - No Data for Privacy | 7.7% suspended at least one day | 3.5% suspended at least one day |
| 1 Student | 13 Students | Declined 3.5% |
| | | 144 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 6.9% suspended at least one day | 0 Students | 0 Students |
| Declined 11.3% | | |
| 29 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Yellow |
| Fewer than 11 students - No Data for Privacy | 0 Students | 4.2% suspended at least one day |
| 6 Students | | Declined 3.2% |
| | | 144 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | 0 Students | 0% suspended at least one day |
| 8 Students | | Declined 5.6% |
| | | 34 Students |

**Conclusions based on this data:**

1. We have Gold PBIS level certification from Fresno County and the Bonner Center Award for Exemplary Commitment to the Character and Civic Education of our Students.
2. We use a progression of steps in discipline beginning with alternative means of correction when possible and appropriate.
3. We teach students the behavior that we expect them to have and recognize them for meeting and exceeding expectations with rewards and recognitions.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 1

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**English Language Development**
50% of EL Students will earn a level 4 on the ELPAC to be considered for reclassification.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Provide basic services to schools and students including core instruction and instruction in the visual and performing arts. The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students must perform well in all four domains - listening, speaking, reading, and writing.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| ELPAC | 2 students were reclassified in 24-25 school year. | Half of all EL students score a 4 on the Summative. All students move up at least one level on the ELPAC |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **1.1** | EL Deployment, Designated ELD<br>Salaries and benefits of personnel. Leveled groups for supplemental instruction. Teachers, principal, instructional aides and district support personnel will all plan for and implement targeted instructional strategies for identified students.<br>All new teachers will continued to be trained in the SIOP instructional model.<br>Translation for Parent-Teacher conferences, SSC/ELAC, and any other events - assemblies such as but not limited to Rick Alonzo, Wayne Houchin<br>Planning and Preparing for Educational Needs in the Classroom<br>Professional Development<br>Interactive writing,EL component, and other intervention programs will be used to increase language skills. | EL Students | Title I<br>1000-1999: Certificated Personnel Salaries<br>Teachers, Academic Coach<br><br>53,432.65<br>Title I<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision. EL Paraprofessional<br><br>19,700.61 |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | The use of technology, leveled readers.<br>Utilizing differentiated instructional methods Manipulatives,Realia - Real Objects, Visual Supports - Board Maker<br>Illustrations, digital and print<br>Web Based Interventions such as Imagine Learning, ABC Ya, Reading A-Z, and Foundations A-Z, Splash Math and similar programs<br>Technology items to enhance learning - Large Screen TV to be used to project lessons by the teacher, projectors, Chromebooks, Chromecarts, Headphones, tablets such as iPads or Microsoft equivalents.<br>Library Books and reference materials. Dry erase whiteboards.<br>Kagan Structures Manual | | Title I<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing personnel.<br><br>0<br>Title I<br>4000-4999: Books And Supplies<br>Technology (hardware and software) Headsprout, Chromebooks, Large Screen TVs, and programs used during instruction that would be considered above that which is typically purchased for all students.<br><br>0<br>Title I<br>5000-5999: Services And Other Operating Expenditures<br>Professional /Consulting Services and Operating Expenses<br><br>6,680<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>Teachers, Academic Coach<br><br>109,966.75<br>LCFF<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision. EL Paraprofessional<br><br>42,089.86<br>LCFF<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing personnel.<br><br>11,905.60<br>LCFF<br>4000-4999: Books And Supplies<br>Technology (hardware and software) Headsprout, |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | Chromebooks, and programs used during instruction that would be considered above that which is typically purchased for all students. Books. Dry erase whiteboards. Library books, resource books. Supplemental teaching manuals and materials<br><br>11,475.33<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Subscriptions to programs like RAZ Kids, Headsprout, Imagine Learning, Foundations A-Z |
| **1.3** | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Full implementation of designated ELD for EL students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We had 2 of our students reclassified.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will use the ELPAC interims to practice for the official ELPAC.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 2

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Mathematics**
Students will achieve 85% or above on the Math Benchmark Assessment and formative assessments that are aligned with Math grade level common core standards by the end of the school year.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Provide basic services to schools and students including core instruction. The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students to understand math concepts, find the correct answer with that understanding and be able to do this in a paper pencil or digital format.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Common Formative Assessment, Benchmark | The final outcome is at the near the end of May. This will be a unique end of year assessment because of the math field test/pilot. | All students make progress towards grade level proficiency. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **2.1** | Math manipulatives, rekenreks, colored counters and supplies to enhance common core mathematics. Standards Plus Common Core intervention to be used with students in intervention.<br>General classroom supplies, storage containers, files, books, supplemental programs, such as Splash Math. Dry erase whiteboards.<br>General cleaning and maintenance supplies.<br>Bridges Math Intervention Program<br>Technology items, Chromebooks, doc cams, projection equipment/TVs, audio visual equipment, tablets, slates, interactive technology, Promethean type smart boards or any other tech device to enhance learning.<br>Planning and Preparing for Educational Needs in the Classroom | All Students | Title I<br>1000-1999: Certificated Personnel Salaries<br>Teachers, Academic Coach, Technology Coach<br><br>Title I<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision. Handle with Care Training. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
| --- | --- | --- | --- |
| | ***See Goal 1 for Proposed Expenditures*** | | Title I<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing personnel.<br><br>Title I<br>4000-4999: Books And Supplies<br>Materials, technology (hardware and software), and programs used during instruction that would be considered above that which is typically purchased for all students.<br><br>Title I<br>5000-5999: Services And Other Operating Expenditures<br>Professional Consulting Services and Operating Expenses<br><br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>Teachers, potential Academic Coach, Music Teacher, and other certificated staff<br><br>LCFF<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals that work with students in Reading intervention and supporting student, student supervision.<br><br>LCFF<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing personnel.<br><br>LCFF<br>4000-4999: Books And Supplies |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | Materials, technology items - hardware and software, programs used during instruction or to support instruction and independent practice which would be considered above that which is typically purchased for all students.<br><br>LCFF<br>5000-5999: Services And Other Operating Expenditures Professional Consulting Services and Operating Expenses |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

To use this metric we would need to change our pacing.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our summative metric will change to our internal benchmarks.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 3

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**English Language Arts**
85% of all students will meet ELA grade-level common core standards on the end of the year Benchmark testing, including DRA. Reading proficiency as measured by DRA is our predominant focus.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Provide basic services to schools and students including core instruction and instruction in the visual and performing arts. The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Reading Progress - Depending on the students need determined by reading assessments. One common area of improvement needed is comprehension/retell.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Benchmarks, DRA, mainly DRA. | Every student capable of language gained at least one level. We had over 40 students gain 7 levels on the DRA. | All students making progress and working towards everyone at least grade level in reading. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **3.1** | Leveled groups for supplemental instruction, intervention materials - pocket charts, magnetic letters, letter tiles. Teachers, principal, instructional aides and district support personnel will plan for and implement targeted instructional strategies for identified students.<br>Books, Leveled Readers, Decodeable Readers, Sets of Decodeable Readers from Penguin Random House, Guided Reading Books, DRA Kits, DRA replacement books, Library Books, Novel Effect - Read Aloud Subscription, Book Bags for the Library, Novel Effect Subscription, Scholastic News. Visual Supports - Board Maker. Substitutes for Professional development and assessing of students. Professional Development for Teachers, Paraprofessionals, and Administrators (CISC Leadership Symposium, | All Students | Title I<br>1000-1999: Certificated Personnel Salaries<br>Teachers, Academic Coach, Shared Music Teacher<br><br>Title I<br>2000-2999: Classified Personnel Salaries<br>Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
| --- | --- | --- | --- |
| | CASMEC/Music, and similar) Materials for Professional Development<br>Technology items, Microphones, Headsets, Speakers, Chromebooks, Doc Cams, Laptops, DVD Drives, Projectors, TVs, Snap Circuits, Coding Technology. Reading programs - RAZ (Reading AZ) Kids Plus with Headsprout, Seesaw, Book Creator, Heggerty phonics and phonemic awareness program. Heggerty Writing program. Planning and Preparing for Educational Needs in the Classroom, homework (Nicky) folders. Supplemental materials to support the core curriculum. Supplemental activities to support Journeys from Teachers pay Teachers Parts 1 and 2. Foundations A-Z<br>UFLI phonics teacher manuals<br>***See Goal 1 for Proposed Expenditures*** | | Title I<br>3000-3999: Employee Benefits<br>Payroll costs associated with hiring and employing personnel.<br><br>Title I<br>4000-4999: Books And Supplies<br>Books, Classroom Supplies, Materials, Technology Items - Speakers, Microphones, Q Balls, Chromebooks, Chromebook Cart, Scholastic News Magazine<br><br>Title I<br>5000-5999: Services And Other Operating Expenditures<br>Professional Consulting Services and Operating Expenses<br><br>LCFF<br>0001-0999: Unrestricted: Locally Defined<br>Teachers, potential Academic Coach, Music Teacher, and other certificated staff<br><br>LCFF<br>2000-2999: Classified Personnel Salaries<br>Payroll costs associated with hiring and employing personnel.<br><br>LCFF<br>3000-3999: Employee Benefits<br>Materials, technology (hardware and software), and programs used during instruction that would be considered above that which is typically purchased for all students.<br><br>LCFF |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | 4000-4999: Books And Supplies<br>Materials, technology items - hardware and software, programs used during instruction or to support instruction and independent practice which would be considered above that which is typically purchased for all students.<br><br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Professional Consulting Services and Operating Expenses |
| **3.2** | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All students made academic growth.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Not every student met the expected end of year DRA reading level, but all students made a certain amount of growth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our Academic Coach will meet with students to improve their reading. New teachers will work with Lisa Clark on continuing to hone their skills on teaching reading. These are provided for in our District's LCAP.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 4

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Behavior/PBIS/School Climate**
Roosevelt will maintain 5 or fewer suspensions.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Provide a positive, safe and welcoming school and district climate.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The need is to keep students from a behavior that would keep them out of school as a consequence and lose out on learning for a period of time.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Out of School Suspensions | 12 Suspension Days | Fewer than 12 Suspensions |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **4.1** | Behavior Academy, implement check in/check out, school wide behavior chats<br>Sensory Tools - seating, hand fidgets, chair modifiers, etc.<br>School wide rewards, incentives, recognitions, SOM lunches, pictures. Prizes for meeting goals.<br>Flat Screen TV to display SOM photos, announcements, student accomplishments.<br>Materials and supplies, technology equipment.<br>Assemblies, software, signs and banners.<br>Planning and Preparing for Educational Needs in the Classroom, substitutes for certificated and classified. EWAs for trainings, such as, but not limited to Handle with Care, food at the training.<br>Provide well maintained playground equipment so students are engaged in the activities offered them, such as basketball, soccer, football, baseball, kickball and the corresponding equipment - backboards with hoops, nets, poles, balls, soccer goals. Social and Emotional Lessons and associated material and supplies. Meet with Behavior Intervention Team. Promote and | Tiers 1, 2, and 3<br>Students - All Students | 5,075.00<br>Title IV Part A: Student Support and Academic Enrichment<br>4000-4999: Books And Supplies<br>Prizes for the STAR Store, Pizza and Ice Cream for SOM Lunches, Decorations for SOM Lunches, recognitions, and announcements for parents and the public.<br>Materials for SEL Lessons<br><br>Title IV Part A: Student Support and Academic Enrichment<br>4000-4999: Books And Supplies |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | implement the Positivity Project. Rick Alonzo assembly | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We saw improvement in student behavior as the year progressed from almost all students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal remains to decrease suspensions. We will reward students and recognize them for proper behavior. Administer consequences with and instructional component. Changes are found on this page.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 5

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Parent Involvement**
Increase Parent Involvement and Participation

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Provide a positive, safe and welcoming school and district climate.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Would like more parents to show up for SSC/ELAC, however, we always have enough to meet the state recommended composition.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Parent Survey Responses | 77% of parents took the last parent survey | 100% is always the goal. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **5.1** | Increased Communication with Parents and Participation in Events | All students | 0<br>None Specified |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Reminders through Aeries to complete the survey and one on one emails. It worked very well.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be having our Goodies with Guardians in partnership with Community Schools.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $61,090 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $260,325.80 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

***Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.***

| Federal Programs | Allocation ($) |
|---|---|
| Title I | $73,133.26 |
| Title IV Part A: Student Support and Academic Enrichment | $5,075.00 |

Subtotal of additional federal funds included for this school: $78,208.26

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| LCFF | $182,117.54 |
| None Specified | $0.00 |

Subtotal of state or local funds included for this school: $182,117.54

Total of federal, state, and/or local funds for this school: $260,325.80

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF | 182,117.54 |
| None Specified | 0.00 |
| Title I | 73,133.26 |
| Title IV Part A: Student Support and Academic Enrichment | 5,075.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 6,680.00 |
| 2000-2999: Classified Personnel Salaries | 163,399.40 |
| 3000-3999: Employee Benefits | 61,790.47 |
| 4000-4999: Books And Supplies | 16,980.60 |
| 5000-5999: Services And Other Operating Expenditures | 11,475.33 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF | 6,680.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 109,966.75 |
| 3000-3999: Employee Benefits | LCFF | 42,089.86 |
| 4000-4999: Books And Supplies | LCFF | 11,905.60 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 11,475.33 |
| | None Specified | 0.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 53,432.65 |
| 3000-3999: Employee Benefits | Title I | 19,700.61 |

| | | |
|---|---|---|
| 4000-4999: Books And Supplies | Title I | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 0.00 |
| 4000-4999: Books And Supplies | Title IV Part A: Student Support and Academic Enrichment | 5,075.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 255,250.80 |
| Goal 4 | 5,075.00 |
| Goal 5 | 0.00 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Alina Gonzalez | Parent or Community Member |
| Milia Mahfoud Staggs | Parent or Community Member |
| Kim Martinez | Classroom Teacher |
| Shawna Gutierrez | Other School Staff |
| Dulce Hernandez | Parent or Community Member |
| Shawn Marshall | Principal |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
| --- | --- |
|  | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10-22-25.

Attested:

| | |
| --- | --- |
|  | Principal, Shawn Marshall on 10-22-25 |
|  | SSC Chairperson, Alina Gonzalez on 10-22-25 |

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

**Additional CSI Planning Requirements:**
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

**Additional ATSI Planning Requirements:**
This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**
Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

***Note:*** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

**Additional CSI Planning Requirements:**

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

***Note:*** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

***Note:*** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**
***Note:*** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## CSI Resources

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

# Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Lincoln Elementary School | 10-62240-6006704 | September 9, 2025 | June 8, 2026 |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lincoln Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Lincoln Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.
The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.
The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

# Educational Partner Involvement

How, when, and with whom did Lincoln Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

**Involvement Process for the SPSA and Annual Review and Update**

We receive input for the SPSA from the following: Parent surveys, SSC/ELAC meetings, staff meetings, staff surveys, and parent conference meetings.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

No inequities have been identified at this time.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

By June of 2026 we will decrease the number of students scoring a 0 on CAASPP writing by 4% at Lincoln Elementary.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

3% of EL students will make a minimum of one ELPI level gain on the ELPAC assessment by Spring of 2026.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lincoln Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **American Indian** | 0% | 0.24% | % | 0 | 1 | |
| **African American** | 0.24% | 0.72% | 0.45% | 1 | 3 | 2 |
| **Asian** | 1.21% | 2.15% | 4.30% | 5 | 9 | 19 |
| **Filipino** | 0.24% | 0.24% | % | 1 | 1 | |
| **Hispanic/Latino** | 68.6% | 66.03% | 65.84% | 284 | 276 | 291 |
| **Pacific Islander** | 0% | % | % | 0 | | |
| **White** | 23.91% | 25.36% | 24.21% | 99 | 106 | 107 |
| **Two or More Races** | 4.35% | 3.83% | 3.62% | 18 | 16 | 16 |
| **Not Reported** | 1.45% | 1.44% | 1.58% | 6 | 6 | 7 |
| | | | **Total Enrollment** | 414 | 418 | 442 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| **Grade 2** | 200 | 229 | 213 |
| **Grade3** | 214 | 189 | 229 |
| **Total Enrollment** | 414 | 418 | 442 |

**Conclusions based on this data:**

1. Enrollment increased from 416 students in 2023–24 to 444 students in 2024–25.
2. Hispanic students remain the largest ethnic group, representing 65.8% of the student population.
3. The demographic composition of the school has remained relatively stable over the past three years.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **English Learners** | 44 | 45 | 50 | 10.6% | 10.8% | 11.3% |
| **Fluent English Proficient (FEP)** | 17 | 32 | 51 | 4.1% | 7.7% | 11.5% |

**Conclusions based on this data:**

1. The number and percentage of English Learners increased slightly in 2024–25, from 45 students (10.8%) to 50 students (11.3%), indicating a continued need for targeted English language development supports.
2. The number of Fluent English Proficient (FEP/RFEP) students increased substantially over the past three years, growing from 17 students (4.1%) in 2022–23 to 51 students (11.5%) in 2024–25, demonstrating progress in English language acquisition and reclassification efforts.
3. The growth in both the EL and FEP/RFEP populations highlights the importance of maintaining effective ELD instruction, progress monitoring, and reclassification practices to support students at all stages of language development.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 214 | 189 | 225 | 213 | 188 | 224 | 213 | 188 | 224 | 99.5 | 99.5 | 99.6 |
| All Grades | 214 | 189 | 225 | 213 | 188 | 224 | 213 | 188 | 224 | 99.5 | 99.5 | 99.6 |

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 2449. | 2457. | 2472. | 35.68 | 36.70 | 41.52 | 22.54 | 25.00 | 24.55 | 23.00 | 22.87 | 21.88 | 18.78 | 15.43 | 12.05 |
| All Grades | N/A | N/A | N/A | 35.68 | 36.70 | 41.52 | 22.54 | 25.00 | 24.55 | 23.00 | 22.87 | 21.88 | 18.78 | 15.43 | 12.05 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 21.60 | 25.53 | 28.13 | 65.73 | 62.23 | 62.95 | 12.68 | 12.23 | 8.93 |
| All Grades | 21.60 | 25.53 | 28.13 | 65.73 | 62.23 | 62.95 | 12.68 | 12.23 | 8.93 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 25.35 | 35.11 | 34.38 | 59.62 | 47.34 | 54.91 | 15.02 | 17.55 | 10.71 |
| All Grades | 25.35 | 35.11 | 34.38 | 59.62 | 47.34 | 54.91 | 15.02 | 17.55 | 10.71 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **Grade 3** | 15.02 | 15.43 | 15.63 | 71.36 | 76.06 | 77.68 | 13.62 | 8.51 | 6.70 |
| **All Grades** | 15.02 | 15.43 | 15.63 | 71.36 | 76.06 | 77.68 | 13.62 | 8.51 | 6.70 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **Grade 3** | 26.76 | 21.81 | 23.21 | 56.81 | 68.62 | 66.96 | 16.43 | 9.57 | 9.82 |
| **All Grades** | 26.76 | 21.81 | 23.21 | 56.81 | 68.62 | 66.96 | 16.43 | 9.57 | 9.82 |

**Conclusions based on this data:**

1. Lincoln Elementary achieved Blue status in ELA, with students performing 42.2 points above standard and increasing 15.1 points from the previous year.
2. Writing continues to be a domain area of focus with 10% of students in the below standard range.
3. Guided reading, DRA assessments, and increased writing instruction contributed to the upward trend in ELA scores across grade levels.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 215 | 189 | 225 | 214 | 188 | 224 | 214 | 188 | 224 | 99.5 | 99.5 | 99.6 |
| All Grades | 215 | 189 | 225 | 214 | 188 | 224 | 214 | 188 | 224 | 99.5 | 99.5 | 99.6 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 2448. | 2446. | 2462. | 26.64 | 21.81 | 31.25 | 31.78 | 38.30 | 31.70 | 22.90 | 20.21 | 19.64 | 18.69 | 19.68 | 17.41 |
| All Grades | N/A | N/A | N/A | 26.64 | 21.81 | 31.25 | 31.78 | 38.30 | 31.70 | 22.90 | 20.21 | 19.64 | 18.69 | 19.68 | 17.41 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 34.58 | 28.19 | 36.61 | 46.73 | 51.60 | 48.21 | 18.69 | 20.21 | 15.18 |
| All Grades | 34.58 | 28.19 | 36.61 | 46.73 | 51.60 | 48.21 | 18.69 | 20.21 | 15.18 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 25.70 | 26.60 | 28.57 | 53.27 | 52.13 | 58.04 | 21.03 | 21.28 | 13.39 |
| All Grades | 25.70 | 26.60 | 28.57 | 53.27 | 52.13 | 58.04 | 21.03 | 21.28 | 13.39 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **Grade 3** | 30.84 | 25.53 | 29.02 | 54.67 | 65.43 | 57.14 | 14.49 | 9.04 | 13.84 |
| **All Grades** | 30.84 | 25.53 | 29.02 | 54.67 | 65.43 | 57.14 | 14.49 | 9.04 | 13.84 |

**Conclusions based on this data:**

1. Lincoln Elementary achieved Green status in Mathematics, with students performing 26.8 points above standard and increasing 14.6 points from the previous year.
2. Concepts and procedures continues to be an area of focus with 15% of students in the below standards range.
3. The consistent improvement across problem solving and reasoning domains suggests that interventions like deployment time and small group instruction are effectively supporting students.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

**ELPAC Summative Assessment Data**
**Number of Students and Mean Scale Scores for All Students**

| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 2 | 1470.9 | 1490.9 | 1483.4 | 1472.7 | 1477.2 | 1475.6 | 1468.6 | 1504.2 | 1490.8 | 21 | 26 | 24 |
| 3 | 1509.6 | 1517.6 | 1501.7 | 1499.9 | 1519.2 | 1498.9 | 1518.6 | 1515.5 | 1504.0 | 18 | 18 | 21 |
| All Grades | | | | | | | | | | 39 | 44 | 45 |

**Overall Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 2 | 9.52 | 7.69 | 12.50 | 42.86 | 76.92 | 58.33 | 38.10 | 11.54 | 25.00 | 9.52 | 3.85 | 4.17 | 21 | 26 | 24 |
| 3 | 22.22 | 38.89 | 0.00 | 55.56 | 50.00 | 80.95 | 22.22 | 5.56 | 19.05 | 0.00 | 5.56 | 0.00 | 18 | 18 | 21 |
| All Grades | 15.38 | 20.45 | 6.67 | 48.72 | 65.91 | 68.89 | 30.77 | 9.09 | 22.22 | 5.13 | 4.55 | 2.22 | 39 | 44 | 45 |

**Oral Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 2 | 38.10 | 11.54 | 12.50 | 28.57 | 61.54 | 66.67 | 14.29 | 23.08 | 20.83 | 19.05 | 3.85 | 0.00 | 21 | 26 | 24 |
| 3 | 33.33 | 61.11 | 23.81 | 55.56 | 27.78 | 71.43 | 11.11 | 5.56 | 4.76 | 0.00 | 5.56 | 0.00 | 18 | 18 | 21 |
| All Grades | 35.90 | 31.82 | 17.78 | 41.03 | 47.73 | 68.89 | 12.82 | 15.91 | 13.33 | 10.26 | 4.55 | 0.00 | 39 | 44 | 45 |

**Written Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 2 | 17.02 | 7.69 | 8.33 | 42.55 | 69.23 | 58.33 | 36.17 | 19.23 | 25.00 | 4.26 | 3.85 | 8.33 | 47 | 26 | 24 |
| 3 | 3.70 | 11.11 | 0.00 | 18.52 | 44.44 | 42.86 | 51.85 | 38.89 | 52.38 | 25.93 | 5.56 | 4.76 | 27 | 18 | 21 |
| All Grades | 5.13 | 9.09 | 4.44 | 48.72 | 59.09 | 51.11 | 38.46 | 27.27 | 37.78 | 7.69 | 4.55 | 6.67 | 39 | 44 | 45 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 2 | 38.10 | 23.08 | 54.17 | 52.38 | 76.92 | 45.83 | 9.52 | 0.00 | 0.00 | 21 | 26 | 24 |
| 3 | 38.89 | 50.00 | 33.33 | 55.56 | 44.44 | 61.90 | 5.56 | 5.56 | 4.76 | 18 | 18 | 21 |
| All Grades | 38.46 | 34.09 | 44.44 | 53.85 | 63.64 | 53.33 | 7.69 | 2.27 | 2.22 | 39 | 44 | 45 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 2 | 38.10 | 11.54 | 0.00 | 42.86 | 84.62 | 91.67 | 19.05 | 3.85 | 8.33 | 21 | 26 | 24 |
| 3 | 50.00 | 61.11 | 50.00 | 38.89 | 33.33 | 45.00 | 11.11 | 5.56 | 5.00 | 18 | 18 | 20 |
| All Grades | 43.59 | 31.82 | 22.73 | 41.03 | 63.64 | 70.45 | 15.38 | 4.55 | 6.82 | 39 | 44 | 44 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 2 | 0.00 | 7.69 | 16.67 | 85.71 | 88.46 | 70.83 | 14.29 | 3.85 | 12.50 | 21 | 26 | 24 |
| 3 | 11.11 | 5.56 | 0.00 | 77.78 | 83.33 | 85.71 | 11.11 | 11.11 | 14.29 | 18 | 18 | 21 |
| All Grades | 5.13 | 6.82 | 8.89 | 82.05 | 86.36 | 77.78 | 12.82 | 6.82 | 13.33 | 39 | 44 | 45 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 2 | 4.76 | 26.92 | 25.00 | 85.71 | 69.23 | 66.67 | 9.52 | 3.85 | 8.33 | 21 | 26 | 24 |
| 3 | 38.89 | 22.22 | 9.52 | 61.11 | 77.78 | 85.71 | 0.00 | 0.00 | 4.76 | 18 | 18 | 21 |
| All Grades | 20.51 | 25.00 | 17.78 | 74.36 | 72.73 | 75.56 | 5.13 | 2.27 | 6.67 | 39 | 44 | 45 |

**Conclusions based on this data:**

1. Fifty percent of English Learners progressed at least one ELPI level, resulting in a Yellow performance level on the English Learner Progress Indicator.
2. Nearly half of English Learners either maintained a lower ELPI level (38.6%) or decreased a level (11.4%), indicating a need for continued targeted language development support.
3. Ongoing use of interim assessments and EL-specific pacing guides support instructional alignment.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2024-25 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **442** | **70.1%** | **11.3%** | **0.7%** |
| Total Number of Students enrolled in Lincoln Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 50 | 11.3% |
| **Foster Youth** | 3 | 0.7% |
| **Homeless** | 10 | 2.3% |
| **Socioeconomically Disadvantaged** | 310 | 70.1% |
| **Students with Disabilities** | 42 | 9.5% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 2 | 0.5% |
| **American Indian** | 0 | 0.0% |
| **Asian** | 19 | 4.3% |
| **Filipino** | 0 | 0.0% |
| **Hispanic** | 291 | 65.8% |
| **Two or More Races** | 16 | 3.6% |
| **Pacific Islander** | 0 | 0.0% |
| **White** | 107 | 24.2% |

**Conclusions based on this data:**

1. Lincoln Elementary continues to serve a high-needs student population, with 70.1% of students identified as socioeconomically disadvantaged and 11.3% identified as English Learners.

2. The school's student population remains predominantly Hispanic (65.8%), emphasizing the importance of culturally responsive practices and strong family engagement efforts.
3. Targeted strategies (e.g., SIOP, ELLevation) are aligned with these demographics.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br><br>Blue | **Chronic Absenteeism**<br><br>Blue | **Suspension Rate**<br><br>Yellow |
| **Mathematics**<br><br>Green | | |
| **English Learner Progress**<br><br>Yellow | | |

**Conclusions based on this data:**

1. Students are showing upward trends in both ELA and Math.
2. ELs and socioeconomically disadvantaged students are progressing, though gaps remain.
3. Intervention structures like RTI and iReady are helping move students toward proficiency.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 1 | 2 |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Blue |  No Performance Color | |
| 42.2 points above standard | 30.7 points above standard | |
| Increased 15.1 points | Increased 12.9 points | |
| 220 Students | 40 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| 0 Students | Fewer than 11 students - No Data for Privacy | 29.1 points above standard |
| | 4 Students | Increased 15.9 points |
| | | 150 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 5.8 points above standard | Fewer than 11 students - No Data for Privacy | 0 Students |
| Increased 81.8 points | 1 Student | |
| 16 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Green |
| Fewer than 11 students - No Data for Privacy | 0 Students | 22.8 points above standard |
| 6 Students | | Maintained 1.8 points |
| | | 143 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | 0 Students | 74.4 points above standard |
| 8 Students | | Increased 48.6 points |
| | | 59 Students |

**Conclusions based on this data:**

1. The school is 42.2 points above standard in ELA; gains seen across subgroups.
2. Hispanic students achieved Blue status; Socioeconomically Disadvantaged students improved.
3. Focused instruction in guided reading and writing through PLCs is showing results.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 1 | 2 |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Green |  No Performance Color | |
| 26.8 points above standard | 14.6 points above standard | |
| Increased 14.6 points | Increased 5.9 points | |
| 220 Students | 40 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| 0 Students | Fewer than 11 students - No Data for Privacy | 12.4 points above standard |
| | 4 Students | Increased 15.2 points |
| | | 150 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 21.3 points below standard | Fewer than 11 students - No Data for Privacy | 0 Students |
| Increased 53.8 points | 1 Student | |
| 16 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Green |
| Fewer than 11 students - No Data for Privacy | 0 Students | 8.8 points above standard |
| 6 Students | | Increased 5.7 points |
| | | 143 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | 0 Students | 59.9 points above standard |
| 8 Students | | Increased 42.1 points |
| | | 59 Students |

**Conclusions based on this data:**

1. Math performance is solid at Green, though some subgroups need additional focus (e.g., hispanic subgroup).
2. Increased teacher training and math deployment blocks are strengthening instruction.
3. Continued support through math fluency programs (e.g., iReady Math) and small group instruction is essential.

# School and Student Performance Data

## Academic Performance
## Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Science Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2025 Fall Dashboard Science Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2025 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| **English Learner Progress** | **Long-Term English Learner Progress** |
|  |  |
| Yellow | No Performance Color |
| 50 making progress. | making progress. |
| Number Students: 44 Students | Number Students: 0 Students |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2025 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| **Decreased One ELPI Level** | **Maintained ELPI Level 1, 2L, 2H, 3L, or 3H** | **Maintained ELPI Level 4** | **Progressed At Least One ELPI Level** |
| 11.4% | 38.6% | 0% | 50% |

**Conclusions based on this data:**

1. 50% of ELs made measurable progress on the ELPI scale.
2. EL students benefit from structured 150-minute ELD time weekly and use of ELPAC interims.
3. Additional professional development in ELD strategies has shown success.

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 5 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Blue |  Blue | |
| 0.2% Chronically Absent | 0% Chronically Absent | |
| Declined 0.5 | Maintained 0 | |
| 452 Students | 52 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | 0% Chronically Absent | 0.3% Chronically Absent |
| 3 Students | Maintained 0 | Declined 0.6 |
| | 12 Students | 325 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Blue |  No Performance Color |  No Performance Color |
| 0% Chronically Absent | Fewer than 11 students - No Data for Privacy | 0 Students |
| Declined 2.3 | 2 Students | |
| 48 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| 0% Chronically Absent | 0 Students | 0.3% Chronically Absent |
| 0 | | Maintained 0 |
| 19 Students | | 301 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| 0% Chronically Absent | 0 Students | 0% Chronically Absent |
| Maintained 0 | | Declined 0.9 |
| 23 Students | | 107 Students |

**Conclusions based on this data:**

1. Chronic absenteeism is low overall (0.2%) and improving or stable in all groups.
2. Effective site-based attendance initiatives and liaison outreach have had impact.
3. Continued emphasis on family engagement is key to maintaining low absenteeism.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 1 | 2 | 0 | 1 | 1 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2025 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Yellow |  Blue | |
| 1.3% suspended at least one day | 0% suspended at least one day | |
| Maintained 0% | Declined 1.8% | |
| 457 Students | 52 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| Fewer than 11 students - No Data for Privacy | 0% suspended at least one day | 1.8% suspended at least one day |
| 3 Students | Maintained 0% | Increased 0.3% |
| | 14 Students | 330 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Red |  No Performance Color |  No Performance Color |
| 8.3% suspended at least one day | Fewer than 11 students - No Data for Privacy | 0 Students |
| Increased 3.8% | 2 Students | |
| 48 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Green |
| 5% suspended at least one day | 0 Students | 0.7% suspended at least one day |
| 20 Students | | Declined 0.7% |
| | | 305 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Orange |
| 0% suspended at least one day | 0 Students | 2.8% suspended at least one day |
| Declined 4.5% | | Increased 1.9% |
| 23 Students | | 107 Students |

**Conclusions based on this data:**

1. The suspension rate is at 1.3%, showing decline and good overall discipline management.
2. PBIS strategies and behavior alternatives are contributing to the decrease.
3. Suspension rates for ELs increased slightly—targeted support may be needed.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 1

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**English Language Development**
3% of EL students will make a minimum of one ELPI level gain on the ELPAC assessment by Spring of 2026.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continued additional support for EL students. Reflect on the systems we have in place and support provided, including use of data to drive instruction.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| ELPAC | 2nd Grade: 18% (4 out of 22) scored Level 4 on ELPAC<br><br>3rd Grade: 78% (11 out of 14) scored Level 4 on ELPAC<br><br>Overall Progress (Dashboard): 51.2% of ELs made progress toward English proficiency | 2nd Grade: Increase to 25% or higher scoring Level 4<br><br>3rd Grade: Maintain or increase to 80% or higher scoring Level 4<br><br>Dashboard Goal: Raise EL progress to 55% or more students showing growth on ELPI |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **1.1** | Involvement of staff, parents, and community:<br>a. Annual parent/teacher conferences regarding ELPAC data and performance standards<br>b.Communication to parents in Spanish | EL Students | 0<br>None Specified<br>None Specified<br>Written goal of 100% attended parent conferences. Written copies of communication in Spanish on file and on website. Nickys home connect folders (English/Spanish). |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **1.2** | Improvement of instructional strategies and materials and communication with parents:<br>a. Additional reading materials, supplies, technology-printers and headphones, books, student news magazines Professional Development and SIOP materials<br>b. Revisit ELLevation as a resource to better support students and staff | EL Students | 4,390.85<br>Title I Parent Involvement<br>4000-4999: Books And Supplies<br>Additional reading materials, supplies (whiteboards) - Technology (headsets with microphone, tv monitor, printers, headphones, ELMO document cameras, etc.). iReady, IXL, Seesaw, Scholastic News Magazines, and Learning A-Z computer programs.<br><br>10,331.67<br>LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Additional reading materials (class book sets), scholastic news, supplies, and technology. ELA and Intervention Materials (UFLI and iReady Reading), Computer Programs = iReady, Book Creator, Pebble Go, Seesaw Learning, IXL, Scholastic News Magazines, and Library Books. |
| **1.3** | Extended learning time:<br>a) Within the instructional day - Supplemental Instructional Time (RTI - Guided Reading) - Interpreters | All students including EL students. | 76,611.11<br>Title I Parent Involvement<br>2000-2999: Classified Personnel Salaries<br>Additional help during RTI to decrease adult to child ratio.<br><br>32,727.68<br>Title I Parent Involvement<br>3000-3999: Employee Benefits<br>Additional help during RTI to decrease adult to child ratio.<br><br>140,055.25<br>LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>Additional help during RTI to decrease adult to child ratio, Spanish interpreters.<br><br>77,280.75<br>LCFF - Supplemental<br>3000-3999: Employee Benefits<br>Additional help during RTI to decrease adult to child ratio. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **1.4** | Staff development and professional collaboration:<br>a. Professional development with continued focus on math<br>b. Regularly scheduled collaboration of grade levels | All students | 12,657.50<br>Title I Parent Involvement<br>1000-1999: Certificated Personnel Salaries<br>Extra time to plan, assess the DRA, and learn new information. Academic Learning Director. Teacher planning days.<br><br>70,465.00<br>LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Extra time to plan, assess the DRA, and learn new information. Academic Learning Director. Teacher planning days and stipends. |
| **1.5** | After school tutoring for students | All students | 0<br>None Specified<br>None Specified |
| **1.6** | Monitoring program implementation and results<br>a. Use of multiple measures of standards-based assessment data to inform instructional practice<br>b. School Site Council monitoring of the School Plan for Student Achievement | All students | 0<br>None Specified<br>None Specified<br>Data analysis |
| **1.7** | Professional Development - Dues and Memberships - Consulting Services | All students | 1,220.52<br>Title I Part A: Allocation<br>5000-5999: Services And Other Operating Expenditures<br>Common Core, SIOP, technology, Admin. Conferences, Guided Reading training. Dues and Memberships - Consulting Services. iReady, IXL, Seesaw, and Learning A-Z Computer programs.<br><br>10,000<br>LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Dues and Memberships - Consulting Services, iReady, Music Play Online subscription & Professional Development, Supplemental Materials and Supplies for High Achieving Learners.<br><br>0 |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

ELPAC data shows growth in 3rd grade; PLCs, designated ELD minutes, and use of ELLevation are supporting progress. Professional learning in EL strategies is evident in reclassification growth.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While most planned strategies were implemented effectively, professional development for ELD was flexibly adapted to accommodate district-led training. This allowed staff to receive a broader range of support, though some site-specific PDs will be re-prioritized in the coming year to deepen practice with ELLevation and writing strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue use of ELPAC interims

More targeted PLC cycles focused on EL progress monitoring

Increase PD around writing for ELs (linked to ELPAC Writing Domain)

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 2

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Math**
Students below "Standards Met" will move a minimum of 1 proficiency level in mathematics on the end of the year on the state test in Mathematics and/or on Math district benchmark tests.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP | CAASPP Math: 58.42% met or exceeded standards<br><br>Math Dashboard: 12.2 points above standard (Green), but SED group declined -7.6 points | CAASPP Math: Increase to 60% or more students meeting/exceeding standards<br><br>SED Students: Improve performance to at least 3 points above standard<br><br>iReady: Decrease % of students scoring two or more grade levels below from 42% to 21% |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **2.1** | Intervention during the school day for students not to proficiency<br>See goal #1 for expenditures | All students | 0<br>Title I Parent Involvement<br>2000-2999: Classified Personnel Salaries<br>Teachers and paraprofessionals provide intervention when needed during the school day. See goal #1 for expenditures. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | 0<br>Title I Parent Involvement<br>1000-1999: Certificated Personnel Salaries<br><br>0<br>LCFF - Supplemental<br>3000-3999: Employee Benefits<br><br>0<br>Title I Parent Involvement<br>3000-3999: Employee Benefits<br><br>0<br>LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries |
| **2.2** | Improvement by sharing of instructional strategies and monitoring of progress through assessments | All students | 0<br>None Specified<br>None Specified<br>Teachers share data, lessons, and teaching strategies during PLCs and staff meetings. |
| **2.3** | After School Tutoring Program - See goal #1 for expenditures | All students | 0<br>District Funded<br>0000: Unrestricted<br>After school tutoring. See goal #1 for expenditures. |
| **2.4** | Materials and supplies See Goal # 1 for budget expenditures | All students | 0<br>Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies<br>Technology (headsets with microphone, printers, tv monitor, etc.) and supplies as needed throughout the year. See goal #1 for expenditures.<br><br>0<br>LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Supplies (math flash cards, etc.) as needed throughout the year. Whiteboards. Vertical surface whiteboards. See goal #1 for expenditures. |
| **2.5** | Staff development and professional collaboration during the duty day | All students | 0<br>Title I Parent Involvement |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | A) Professional Development<br><br>B) Regularly scheduled collaboration of grade levels<br>See /Goal # 1 for budget expenditures | | 1000-1999: Certificated Personnel Salaries<br>if additional PD warranted throughout the year. Extra time to plan, assess, and learn new information. Teacher planning days. See Goal # 1 for budget expenditures.<br><br>0<br>LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Extra time to plan, assess and learn new information. Teacher planning days. See Goal # 1 for budget expenditures. |
| **2.6** | Computer Programs | All students | 5000<br>District Funded<br>0000: Unrestricted<br>iReady Math and ELA |
| **2.7** | Professional Development - Dues and Memberships - Consulting Services-See Goal #1 for expenditures | All students | 0<br>Title I Parent Involvement<br>5000-5999: Services And Other Operating Expenditures<br>Common Core, SIOP, technology, Admin. Conferences & Guided Reading training. Dues and Memberships - Consulting Services. iReady and Seesaw programs. Supplemental iReady materials. See goal #1 for expenditures.<br><br>0<br>LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Dues and Memberships - Consulting Services, iReady supplemental materials. See goal #1 for expenditures. |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Deployment math, iReady, and small-group instruction boosted overall math scores. However, SED students showed a slight decline, requiring deeper scaffolding support.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The core components of the math goal were implemented with strong fidelity. Some rollout components, such as iReady Math access and differentiated scaffolding for socioeconomically disadvantaged students, were identified midyear as areas for deeper focus. These discoveries are now informing adjustments for even more targeted instruction next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Ensure early-year access to accessibility tools

Re-emphasize tier 1 small group instruction

Monitor SED subgroup performance monthly through iReady and CAASPP interims

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 3

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Reading/ELA**
Students below "Standards Met" will move a minimum of 1 proficiency level in ELA on the end of the year on the state test and/or on the District ELA benchmark.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continue extra support for EL.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP | CAASPP ELA: 59.17% met or exceeded standards<br><br>ELA Dashboard: 27.1 points above standard (Green); 17-point increase for Hispanic subgroup<br><br>Narrative Writing (Action Plan): Baseline – % of students scoring "0" on writing task | CAASPP ELA: Increase to 62% or more meeting/exceeding standards<br><br>Narrative Writing: Decrease "0" scores by 14%<br><br>Reading Growth: Decrease students 2+ grade levels below on iReady from 33% to 10% |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **3.1** | Alignment of instruction with content standards:<br>a) Coordination of content standards with classroom instruction<br>b) Data analysis<br>See Goal # 1 budget for this goal | All students | 0<br>None Specified<br>None Specified<br>Done during PD planning time and PLC's. See goal #1 for expenditures. |
| **3.2** | Additional reading materials, supplies, and technology. Improvement of instructional strategies and materials: | All students | 0<br>Title I Parent Involvement |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | a.) Additional reading materials and supplies and technology including books. Professional Development. Guided Reading Leveled Readers. See Goal #1 budget for this goal | | 4000-4999: Books And Supplies<br>Technology (Technology (headsets with microphone, printers, tv monitor, etc.), Scholastic guided reading leveled readers, Standards Plus ELA, Ready Reading, and intervention materials (six-minute solution, and other reading materials and supplies for school reopening. See goal #1 for expenditures.<br><br>0<br>LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Additional reading materials (class sets), supplies, and technology. UFLI Foundations and intervention materials, Words I Use 2nd Grade. Library books. See goal #1 for expenditures. |
| **3.3** | PLCs | All students | 0<br>None Specified<br>None Specified<br>Regularly scheduled teacher meetings. |
| **3.4** | RTI-paraprofessional and certificated staffing. See goal #1 budget for this goal. | All students | 0<br>Title I Parent Involvement<br>2000-2999: Classified Personnel Salaries<br>Teachers and paraprofessionals provide intervention when needed during the school day for RTI. See goal #1 for expenditures.<br><br>0<br>Title I Parent Involvement<br>3000-3999: Employee Benefits<br><br>0<br>LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br><br>0<br>LCFF - Supplemental<br>3000-3999: Employee Benefits |
| **3.5** | After School Tutoring Program | All students | 0 |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | District Funded<br>0000: Unrestricted<br>Math and ELA classes. See goal #1 for expenditures. |
| **3.6** | Professional development during duty day<br><br>A) Professional Development<br><br>B) Regularly scheduled collaboration of grade levels | All students | 0<br>Title I Parent Involvement<br>1000-1999: Certificated Personnel Salaries<br>Full staff meetings and FCOE math training. Extra time to plan, assess, and learn new information. Teacher planning days. See goal #1 for expenditures.<br><br>0<br>LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Extra time to plan, assess, and learn new information. Teacher planning days. See goal #1 for expenditures. |
| **3.7** | Professional Development - Dues and Memberships - Consulting Services-See Goal #1 for expenditures | All students | 0<br>Title I Parent Involvement<br>5000-5999: Services And Other Operating Expenditures<br>Common Core, SIOP, technology, Admin. Conferences & Guided Reading training. Dues and Memberships - Consulting Services. iReady and IXL Computer programs. See goal #1 for expenditures.<br><br>0<br>LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Dues and Memberships - Consulting Services, iReady, IXL, and SeeSaw computer programs. See goal #1 for expenditures. |
| **3.8** | | | 0 |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

CAASPP and Dashboard data confirm significant improvement in reading and writing. Guided reading, writing frequency, and writing prompt alignment were key contributors.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Instructional strategies like guided reading and writing practice were broadly implemented and yielded strong results. A key learning this year was the need for more structured calibration time in PLCs for narrative writing tasks. The groundwork laid this year has prepared the team to align more tightly in writing expectations next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Require 3x/week writing minimum

Calibrate scoring of writing prompts in PLCs

Target students scoring “0” with early interventions

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 4

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Parental Involvement**
Lincoln School will maintain or improve the current high level of parent satisfaction regarding student safety by ensuring that 98% or more of parents respond with "Above Average" or "Excellent" on the "My child feels safe at school" item of the annual parent survey administered in the Spring of the current school year.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a positive, safe and welcoming school and district climate.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent survey results will maintain a high level of safety for students on the annual parent survey. Our most recent parent survey showed that only 1.6% thought Lincoln School was below average or poor on the annual survey in this safety area on the annual parent survey.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Parent Surveys | The baseline actual outcome is 98.4% of parents reporting a high level of satisfaction with student safety. This | Lincoln School will maintain or improve the current high level of parent satisfaction regarding student safety by ensuring that 98% or more of parents respond with "Above Average" or "Excellent" on the "My child feels safe at school" item of the annual parent survey administered in the Spring of the current school year. |
| Chronic Absenteeism Dashboard Data | Overall: 0.7% chronically absent (Green)<br><br>ELs & Homeless: 0% chronically absent (Blue)<br><br>SWD: 2.3% (Green, but increased) | All Students: Maintain or decrease to 0.5% or lower<br><br>SWD: Reduce to 1.5% or lower<br><br>Maintain Blue for EL and Homeless students |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **4.1** | Parent communication: Homework communication, Back to School Night, parent club, classroom helpers, and Open House. | Parents of all students | 0<br>LCFF - Supplemental<br>4000-4999: Books And Supplies |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | Nicky Take Home Homework Communication Folders, Back to School Night materials, and Open House materials. See goal #1 for budget. Materials and Supplies (Safety items) for students returning to school. |
| **4.2** | Develop Individualized Behavior Plans: Work with the IEP team to develop BPs that address the specific behavioral challenges of each student. These plans should outline strategies for preventing and managing challenging behaviors in the classroom. | Students with disabilities | 0<br>LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>BCBA, counselor, BSA. |
| **4.3** | PBIS: Continue to implement and refine our school-wide PBIS program, focusing on promoting positive behaviors and creating a supportive learning environment for all students. This may involve teaching and reinforcing expected behaviors, providing incentives for positive behavior, and using proactive strategies to prevent problem behaviors. | Students with disabilities | 0<br>LCFF<br>4000-4999: Books And Supplies<br>PBIS materials and supplies for student store, intramural sports, and passport day. |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Site attendance initiatives, family engagement, and close monitoring of attendance data were effective in keeping chronic absenteeism among the lowest in the district. Weekly attendance team meetings and family liaison outreach contributed to this outcome.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The attendance intervention systems functioned well, and collaboration between the liaison, site team, and families was effective. One area for growth identified was ensuring that documentation of intervention tiers was consistent across grade levels—an improvement that will streamline supports even further next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Standardize documentation for intervention tiers

Increase targeted home visits for SWD and high-risk students

Expand recognition/incentives for students with improved attendance

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 5

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**School Climate**
Increase the percentage of students demonstrating appropriate social and emotional behaviors, as defined by the school's PBIS expectations, and decrease the rates of suspensions for students in grades 2 and 3. Increase percentage of students successfully exiting Tier 2/3 behavioral intervention plans (indicating interventions are working) as of Spring 2026.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5: Provide a positive, safe and welcoming school and district climate.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Implementation of Positivity Project at a school wide level.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Suspension Rate | All Students: 1.4% suspension rate (Green)<br><br>ELs: 1.8% (Orange, increased)<br><br>SWD: 4.5% (Yellow, declined)<br><br>Hispanic Students: 1.4% (Yellow, maintained) | All Students: = 1.0%<br><br>ELs: Improve from Orange to Yellow or Green<br><br>SWD: Decrease to = 3.5%<br><br>Hispanic subgroup: Maintain or improve to Green |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **5.1** | SOAR behavior expectations taught school wide | All students | 0<br>None Specified<br>None Specified<br>SOAR passport day materials. |
| **5.2** | Communicate a welcoming school climate | All students | 0<br>Title I<br>4000-4999: Books And Supplies<br>Front Office - See Goal #1 for expenditures. PBIS Materials. Student Store. Counselor and |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | BSA "Chill Zone" Social Emotional Learning Space. |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

PBIS systems, behavior intervention protocols, and use of positive reinforcement (e.g., Blue Slips) have helped reduce overall suspensions. Staff are utilizing restorative conversations and check-in/check-out systems with students at risk.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

PBIS and behavior supports were implemented with overall consistency, contributing to positive results. As we continue to build a strong campus culture, we identified a need for enhanced consistency in Tier 1 strategies across all classrooms. Staff responded positively to feedback and are poised for a strong start with refreshed PBIS training.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Retrain staff on PBIS expectations and consequences

Implement SEL supports specifically for EL and SWD populations

School counselor support for behavior intervention tracking and student wellness

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $128,740 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $440,740.33 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

***Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.***

| Federal Programs | Allocation ($) |
|---|---|
| Title I | $0.00 |
| Title I Parent Involvement | $126,387.14 |
| Title I Part A: Allocation | $1,220.52 |
| Title I Part A: Parent Involvement | $0.00 |

Subtotal of additional federal funds included for this school: $127,607.66

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| | $0.00 |
| District Funded | $5,000.00 |
| LCFF | $0.00 |
| LCFF - Supplemental | $308,132.67 |
| None Specified | $0.00 |

Subtotal of state or local funds included for this school: $313,132.67

Total of federal, state, and/or local funds for this school: $440,740.33

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| | 0.00 |
| District Funded | 5,000.00 |
| LCFF | 0.00 |
| LCFF - Supplemental | 308,132.67 |
| None Specified | 0.00 |
| Title I | 0.00 |
| Title I Parent Involvement | 126,387.14 |
| Title I Part A: Allocation | 1,220.52 |
| Title I Part A: Parent Involvement | 0.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| | 0.00 |
| 0000: Unrestricted | 5,000.00 |
| 1000-1999: Certificated Personnel Salaries | 83,122.50 |
| 2000-2999: Classified Personnel Salaries | 216,666.36 |
| 3000-3999: Employee Benefits | 110,008.43 |
| 4000-4999: Books And Supplies | 14,722.52 |
| 5000-5999: Services And Other Operating Expenditures | 11,220.52 |
| None Specified | 0.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| | | 0.00 |
| 0000: Unrestricted | District Funded | 5,000.00 |

| | | |
|---|---|---|
| 4000-4999: Books And Supplies | LCFF | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 70,465.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 140,055.25 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 77,280.75 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 10,331.67 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 10,000.00 |
| None Specified | None Specified | 0.00 |
| 4000-4999: Books And Supplies | Title I | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Parent Involvement | 12,657.50 |
| 2000-2999: Classified Personnel Salaries | Title I Parent Involvement | 76,611.11 |
| 3000-3999: Employee Benefits | Title I Parent Involvement | 32,727.68 |
| 4000-4999: Books And Supplies | Title I Parent Involvement | 4,390.85 |
| 5000-5999: Services And Other Operating Expenditures | Title I Parent Involvement | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 1,220.52 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 0.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 435,740.33 |
| Goal 2 | 5,000.00 |
| Goal 3 | 0.00 |
| Goal 4 | 0.00 |
| Goal 5 | 0.00 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Lauren Galli | Principal |
| Ashlie Johnson | Classroom Teacher |
| Gianna Stone | Classroom Teacher |
| Kelly Rosales | Classroom Teacher |
| Ashley Valdez | Parent or Community Member |
| Maria Daoud | Parent or Community Member |
| Valerie Scott | Parent or Community Member |
| Maria Viveros | Parent or Community Member |
| Dulce Hernandez | Parent or Community Member |
| Maxine Balling | Parent or Community Member |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
| --- | --- |
|  | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/4/25.

Attested:

| | |
| --- | --- |
|  | Principal, Lauren Galli on 9/4/25 |
|  | SSC Chairperson, Ashley Valdez on 9/4/25 |

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

**Additional CSI Planning Requirements:**
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

**Additional ATSI Planning Requirements:**
This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**
Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

***Note:*** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

**Additional CSI Planning Requirements:**

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

***Note:*** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

***Note:*** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**
***Note:*** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## CSI Resources

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

# Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Ronald W. Reagan Elementary School | 10-62240-0113142 | May 18, 2026 | June 8, 2026 |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Ronald W. Reagan Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Ronald W. Reagan Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff, and members of the school community.
The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.
The development of the SPSA starts with the implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliance with federal, local, and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long-term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress toward accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

# Educational Partner Involvement

How, when, and with whom did Ronald W. Reagan Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

**Involvement Process for the SPSA and Annual Review and Update**

Through the use of data from the annual parent survey, SSC meetings, parent teacher conferences, and staff surveys, input is gathered from all stakeholders. The information is gathered to provided us with a guide to develop and implement a student plan for our student achievement. This information will be provided to all stakeholders throughout the year to make sure that all student populations including subgroups are being met.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

No inequities have been identified at this time.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension Rate moved from Orange to Green. ELA moved from orange to green and math from orange to yellow. Significant growth of 10.7 points in ELA and 9.6 points in Math.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ronald W. Reagan Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| American Indian | 0% | 0.16% | % | 0 | 1 | |
| African American | 0.16% | 0.16% | 0.16% | 1 | 1 | 1 |
| Asian | 2.69% | 1.72% | 1.29% | 17 | 11 | 8 |
| Filipino | 0% | % | 0.16% | 0 | | 1 |
| Hispanic/Latino | 67.25% | 70.42% | 70.44% | 425 | 450 | 436 |
| Pacific Islander | 0% | % | % | 0 | | |
| White | 25.47% | 23.79% | 23.59% | 161 | 152 | 146 |
| Two or More Races | 3.96% | 2.97% | 3.72% | 25 | 19 | 23 |
| Not Reported | 0.47% | 0.78% | 0.65% | 3 | 5 | 4 |
| | | | Total Enrollment | 632 | 639 | 619 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| Grade 4 | 214 | 215 | 185 |
| Grade 5 | 195 | 217 | 209 |
| Grade 6 | 223 | 207 | 225 |
| Total Enrollment | 632 | 639 | 619 |

**Conclusions based on this data:**

1. Our enrollment has decreased because of the increased options available for hybrid and online learning programs.
2. Although we have lost some students to online school, they are beginning to return.
3. There is a low bubble of students currently in 5th grade but this has been the same with this cohort for every year of enrollment.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| English Learners | 83 | 68 | 54 | 13.1% | 10.6% | 8.7% |
| Fluent English Proficient (FEP) | 60 | 71 | 71 | 9.5% | 11.1% | 11.5% |

**Conclusions based on this data:**

1. At the end of the 24/25 school year, we were able to reclassify several EL students based on their improvements on the ELPAC
2. With additional training from FCOE, our ELD teachers have been able to focus their teaching to align with and prepare students for the ELPAC test.
3. Living in an agricultural region, there are always new EL students coming to us so we stay pretty consistent with our EL numbers.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 217 | 217 | 183 | 214 | 213 | 182 | 214 | 213 | 182 | 98.6 | 98.2 | 99.5 |
| Grade 5 | 201 | 225 | 202 | 197 | 220 | 201 | 197 | 220 | 201 | 98.0 | 97.8 | 99.5 |
| Grade 6 | 228 | 202 | 217 | 226 | 200 | 213 | 226 | 200 | 213 | 99.1 | 99 | 98.2 |
| All Grades | 646 | 644 | 602 | 637 | 633 | 596 | 637 | 633 | 596 | 98.6 | 98.3 | 99 |

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 2452. | 2475. | 2478. | 19.63 | 25.35 | 26.37 | 24.30 | 24.88 | 25.27 | 20.56 | 26.76 | 21.98 | 35.51 | 23.00 | 26.37 |
| Grade 5 | 2500. | 2469. | 2497. | 17.77 | 14.55 | 17.91 | 30.96 | 20.91 | 30.85 | 28.43 | 26.36 | 23.88 | 22.84 | 38.18 | 27.36 |
| Grade 6 | 2517. | 2518. | 2522. | 11.95 | 13.50 | 15.49 | 37.61 | 32.00 | 32.39 | 24.34 | 31.00 | 28.17 | 26.11 | 23.50 | 23.94 |
| All Grades | N/A | N/A | N/A | 16.33 | 17.85 | 19.63 | 31.08 | 25.75 | 29.70 | 24.33 | 27.96 | 24.83 | 28.26 | 28.44 | 25.84 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 14.95 | 23.94 | 23.63 | 64.95 | 62.91 | 60.44 | 20.09 | 13.15 | 15.93 |
| Grade 5 | 14.21 | 14.09 | 13.93 | 71.07 | 60.00 | 67.16 | 14.72 | 25.91 | 18.91 |
| Grade 6 | 14.16 | 18.00 | 14.55 | 56.64 | 51.50 | 56.81 | 29.20 | 30.50 | 28.64 |
| All Grades | 14.44 | 18.64 | 17.11 | 63.89 | 58.29 | 61.41 | 21.66 | 23.06 | 21.48 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 13.08 | 18.31 | 17.58 | 61.21 | 61.50 | 64.29 | 25.70 | 20.19 | 18.13 |
| Grade 5 | 18.27 | 10.45 | 14.93 | 60.41 | 49.09 | 62.19 | 21.32 | 40.45 | 22.89 |
| Grade 6 | 15.49 | 16.50 | 20.19 | 55.31 | 61.50 | 61.50 | 29.20 | 22.00 | 18.31 |
| All Grades | 15.54 | 15.01 | 17.62 | 58.87 | 57.19 | 62.58 | 25.59 | 27.80 | 19.80 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 11.21 | 14.08 | 13.19 | 71.50 | 74.18 | 70.33 | 17.29 | 11.74 | 16.48 |
| Grade 5 | 11.17 | 12.73 | 13.93 | 78.68 | 68.64 | 74.13 | 10.15 | 18.64 | 11.94 |
| Grade 6 | 15.04 | 12.50 | 9.39 | 73.45 | 70.00 | 77.46 | 11.50 | 17.50 | 13.15 |
| All Grades | 12.56 | 13.11 | 12.08 | 74.41 | 70.93 | 74.16 | 13.03 | 15.96 | 13.76 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 10.75 | 17.37 | 14.29 | 68.22 | 66.20 | 67.03 | 21.03 | 16.43 | 18.68 |
| Grade 5 | 17.26 | 11.36 | 15.42 | 65.48 | 66.36 | 65.17 | 17.26 | 22.27 | 19.40 |
| Grade 6 | 19.03 | 9.50 | 14.55 | 65.93 | 73.00 | 68.54 | 15.04 | 17.50 | 16.90 |
| All Grades | 15.70 | 12.80 | 14.77 | 66.56 | 68.40 | 66.95 | 17.74 | 18.80 | 18.29 |

**Conclusions based on this data:**

1. Students need to build their test taking stamina. Teachers are using CAASPP practice problems and interim assessments to expose students to testing rigor and build stamina.
2. The overall performance in ELA increased likely due to the reading intervention program that we implemented.
3. The percentage of students getting reading scores that are above standard has decreased over the last few years.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 217 | 216 | 183 | 215 | 214 | 182 | 215 | 213 | 182 | 99.1 | 99.1 | 99.5 |
| Grade 5 | 202 | 225 | 202 | 201 | 221 | 201 | 201 | 221 | 201 | 99.5 | 98.2 | 99.5 |
| Grade 6 | 228 | 202 | 217 | 225 | 201 | 213 | 225 | 201 | 213 | 98.7 | 99.5 | 98.2 |
| All Grades | 647 | 643 | 602 | 641 | 636 | 596 | 641 | 635 | 596 | 99.1 | 98.9 | 99 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 2458. | 2478. | 2476. | 11.16 | 20.66 | 19.23 | 26.51 | 28.17 | 24.18 | 36.28 | 30.52 | 38.46 | 26.05 | 20.66 | 18.13 |
| Grade 5 | 2471. | 2454. | 2482. | 10.45 | 6.79 | 14.93 | 15.92 | 12.67 | 13.93 | 32.84 | 27.60 | 32.84 | 40.80 | 52.94 | 38.31 |
| Grade 6 | 2504. | 2498. | 2507. | 13.78 | 13.43 | 15.02 | 22.22 | 16.42 | 16.90 | 28.89 | 33.33 | 35.21 | 35.11 | 36.82 | 32.86 |
| All Grades | N/A | N/A | N/A | 11.86 | 13.54 | 16.28 | 21.68 | 19.06 | 18.12 | 32.61 | 30.39 | 35.40 | 33.85 | 37.01 | 30.20 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 16.74 | 27.70 | 25.27 | 58.60 | 46.95 | 51.10 | 24.65 | 25.35 | 23.63 |
| Grade 5 | 10.45 | 5.88 | 14.93 | 46.77 | 42.53 | 49.25 | 42.79 | 51.58 | 35.82 |
| Grade 6 | 14.22 | 10.45 | 12.21 | 48.44 | 47.76 | 52.58 | 37.33 | 41.79 | 35.21 |
| All Grades | 13.88 | 14.65 | 17.11 | 51.33 | 45.67 | 51.01 | 34.79 | 39.69 | 31.88 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 11.16 | 18.78 | 18.13 | 56.74 | 56.34 | 56.04 | 32.09 | 24.88 | 25.82 |
| Grade 5 | 7.46 | 5.88 | 8.46 | 57.21 | 49.77 | 59.70 | 35.32 | 44.34 | 31.84 |
| Grade 6 | 11.11 | 9.95 | 9.86 | 57.33 | 55.22 | 59.62 | 31.56 | 34.83 | 30.52 |
| All Grades | 9.98 | 11.50 | 11.91 | 57.10 | 53.70 | 58.56 | 32.92 | 34.80 | 29.53 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | 11.16 | 19.72 | 17.58 | 59.53 | 63.38 | 62.09 | 29.30 | 16.90 | 20.33 |
| Grade 5 | 8.96 | 5.88 | 8.96 | 61.69 | 60.63 | 61.69 | 29.35 | 33.48 | 29.35 |
| Grade 6 | 12.44 | 11.44 | 12.68 | 65.33 | 61.69 | 62.44 | 22.22 | 26.87 | 24.88 |
| All Grades | 10.92 | 12.28 | 12.92 | 62.25 | 61.89 | 62.08 | 26.83 | 25.83 | 25.00 |

**Conclusions based on this data:**

1. We are working with FCOE to refine curriculum and find supplemental materials at the rigor needed to match how students are tested. We are focusing on breaking down the CAASPP test with a focus on reasoning and problem solving because that is 50% of the test.
2. Focus on performance tasks and being able to explain the why behind the answer. Through this we saw a significant increase in communicating reasoning which in the past had been an area of weakness.
3. 5th grade saw significant increases due to the use of interim assessments from the CAASPP system.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

**ELPAC Summative Assessment Data**
**Number of Students and Mean Scale Scores for All Students**

| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 1508.3 | 1527.2 | 1504.3 | 1505.1 | 1532.3 | 1495.8 | 1511.0 | 1521.6 | 1512.4 | 40 | 18 | 14 |
| 5 | 1525.2 | 1525.7 | 1525.1 | 1531.8 | 1524.6 | 1524.9 | 1518.1 | 1526.3 | 1524.7 | 26 | 35 | 13 |
| 6 | 1537.5 | 1547.7 | 1537.7 | 1543.4 | 1544.9 | 1544.2 | 1531.1 | 1550.1 | 1530.7 | 24 | 19 | 22 |
| All Grades | | | | | | | | | | 90 | 72 | 49 |

**Overall Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 27.50 | 27.78 | 14.29 | 35.00 | 55.56 | 50.00 | 27.50 | 5.56 | 21.43 | 10.00 | 11.11 | 14.29 | 40 | 18 | 14 |
| 5 | 19.23 | 31.43 | 23.08 | 50.00 | 28.57 | 38.46 | 15.38 | 22.86 | 30.77 | 15.38 | 17.14 | 7.69 | 26 | 35 | 13 |
| 6 | 25.00 | 42.11 | 31.82 | 41.67 | 36.84 | 36.36 | 25.00 | 15.79 | 27.27 | 8.33 | 5.26 | 4.55 | 24 | 19 | 22 |
| All Grades | 24.44 | 33.33 | 24.49 | 41.11 | 37.50 | 40.82 | 23.33 | 16.67 | 26.53 | 11.11 | 12.50 | 8.16 | 90 | 72 | 49 |

**Oral Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 40.00 | 55.56 | 28.57 | 40.00 | 33.33 | 42.86 | 12.50 | 5.56 | 14.29 | 7.50 | 5.56 | 14.29 | 40 | 18 | 14 |
| 5 | 42.31 | 51.43 | 46.15 | 42.31 | 25.71 | 46.15 | 3.85 | 11.43 | 0.00 | 11.54 | 11.43 | 7.69 | 26 | 35 | 13 |
| 6 | 37.50 | 57.89 | 40.91 | 50.00 | 31.58 | 45.45 | 8.33 | 5.26 | 9.09 | 4.17 | 5.26 | 4.55 | 24 | 19 | 22 |
| All Grades | 40.00 | 54.17 | 38.78 | 43.33 | 29.17 | 44.90 | 8.89 | 8.33 | 8.16 | 7.78 | 8.33 | 8.16 | 90 | 72 | 49 |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 0.00 | 0.00 | 0.00 | 8.00 | 50.00 | 42.86 | 52.00 | 38.89 | 35.71 | 40.00 | 11.11 | 21.43 | 25 | 18 | 14 |
| 5 | 5.56 | 5.71 | 0.00 | 11.11 | 34.29 | 23.08 | 33.33 | 37.14 | 69.23 | 50.00 | 22.86 | 7.69 | 18 | 35 | 13 |
| 6 | 8.33 | 15.79 | 4.55 | 25.00 | 42.11 | 36.36 | 41.67 | 36.84 | 36.36 | 25.00 | 5.26 | 22.73 | 24 | 19 | 22 |
| All Grades | 6.67 | 6.94 | 2.04 | 32.22 | 40.28 | 34.69 | 36.67 | 37.50 | 44.90 | 24.44 | 15.28 | 18.37 | 90 | 72 | 49 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 35.00 | 55.56 | 57.14 | 52.50 | 38.89 | 28.57 | 12.50 | 5.56 | 14.29 | 40 | 18 | 14 |
| 5 | 38.46 | 40.00 | 30.77 | 53.85 | 48.57 | 61.54 | 7.69 | 11.43 | 7.69 | 26 | 35 | 13 |
| 6 | 16.67 | 31.58 | 31.82 | 79.17 | 52.63 | 54.55 | 4.17 | 15.79 | 13.64 | 24 | 19 | 22 |
| All Grades | 31.11 | 41.67 | 38.78 | 60.00 | 47.22 | 48.98 | 8.89 | 11.11 | 12.24 | 90 | 72 | 49 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 55.00 | 72.22 | 14.29 | 37.50 | 16.67 | 64.29 | 7.50 | 11.11 | 21.43 | 40 | 18 | 14 |
| 5 | 53.85 | 62.86 | 61.54 | 34.62 | 20.00 | 30.77 | 11.54 | 17.14 | 7.69 | 26 | 35 | 13 |
| 6 | 66.67 | 73.68 | 68.18 | 29.17 | 21.05 | 27.27 | 4.17 | 5.26 | 4.55 | 24 | 19 | 22 |
| All Grades | 57.78 | 68.06 | 51.02 | 34.44 | 19.44 | 38.78 | 7.78 | 12.50 | 10.20 | 90 | 72 | 49 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 7.50 | 5.88 | 0.00 | 65.00 | 82.35 | 64.29 | 27.50 | 11.76 | 35.71 | 40 | 17 | 14 |
| 5 | 11.54 | 8.82 | 0.00 | 57.69 | 52.94 | 83.33 | 30.77 | 38.24 | 16.67 | 26 | 34 | 12 |
| 6 | 8.33 | 18.75 | 9.52 | 33.33 | 68.75 | 47.62 | 58.33 | 12.50 | 42.86 | 24 | 16 | 21 |
| All Grades | 8.89 | 10.45 | 4.26 | 54.44 | 64.18 | 61.70 | 36.67 | 25.37 | 34.04 | 90 | 67 | 47 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 4 | 32.50 | 33.33 | 0.00 | 55.00 | 61.11 | 85.71 | 12.50 | 5.56 | 14.29 | 40 | 18 | 14 |
| 5 | 30.77 | 25.71 | 0.00 | 50.00 | 57.14 | 92.31 | 19.23 | 17.14 | 7.69 | 26 | 35 | 13 |
| 6 | 29.17 | 52.63 | 22.73 | 66.67 | 42.11 | 68.18 | 4.17 | 5.26 | 9.09 | 24 | 19 | 22 |
| All Grades | 31.11 | 34.72 | 10.20 | 56.67 | 54.17 | 79.59 | 12.22 | 11.11 | 10.20 | 90 | 72 | 49 |

**Conclusions based on this data:**

1. We have less EL students then we have in the past. We have been able to reclassify several student.
2. We have focused our efforts on ELD lessons that match the rigor of the ELPAC test.
3. The changes to our curriculum is having a positive impact on the results seen on the ELPAC test.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2024-25 Student Population | | | |
|---|---|---|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 619 | 73.2% | 8.7% | 0.5% |
| Total Number of Students enrolled in Ronald W. Reagan Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| Student Group | Total | Percentage |
| English Learners | 54 | 8.7% |
| Foster Youth | 3 | 0.5% |
| Homeless | 9 | 1.5% |
| Socioeconomically Disadvantaged | 453 | 73.2% |
| Students with Disabilities | 78 | 12.6% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| Student Group | Total | Percentage |
| African American | 1 | 0.2% |
| American Indian | 0 | 0.0% |
| Asian | 8 | 1.3% |
| Filipino | 1 | 0.2% |
| Hispanic | 436 | 70.4% |
| Two or More Races | 23 | 3.7% |
| Pacific Islander | 0 | 0.0% |
| White | 146 | 23.6% |

**Conclusions based on this data:**

1. We teach using SIOP strategies to reach all learners.

2. We will consider the different cultures and how that may affect student learning.

3. We have a significant percentage listed as socioeconomically disadvantaged and use our liaison to help address their specific needs.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Green | **Chronic Absenteeism**<br>Blue | **Suspension Rate**<br>Green |
| **Mathematics**<br>Yellow | | |
| **English Learner Progress**<br>Orange | | |

**Conclusions based on this data:**

1. We used PBIS to reduce the amount of suspensions. We added student service support team members as well as All 4 Youth to help with behavior and academic problems. We also have a BSA and counselor to help with behavior support daily.
2. Teachers spent 150 minutes weekly working with our ELL students to help them become proficient in English in a designated ELD classroom.

3. We are continuing to analyze our math and ELA scores to find ways to continue to improve. All certificated staff received training on how to use state developed resources such as, Tools for Teachers, to support students with CAASPP testing.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | | Green | Blue |
|---|---|---|---|---|
| 0 | 1 | 3 | 0 | 1 |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Green<br>2.5 points below standard<br>Increased 10.7 points<br>584 Students |  Yellow<br>18.6 points below standard<br>Increased 23 points<br>109 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students |  Yellow<br>16.2 points below standard<br>Increased 8.1 points<br>429 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Orange<br>92 points below standard<br>Increased 10.6 points<br>79 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  Yellow<br>14.4 points below standard<br>Increased 8.6 points<br>415 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>80.6 points above standard<br>Increased 31 points<br>21 Students |  No Performance Color<br>0 Students |  Blue<br>17.5 points above standard<br>Increased 15.6 points<br>135 Students |

**Conclusions based on this data:**

1. Students needing extra support receive RTI support with small group instruction inside the classroom and pull out support.
2. RPS and Gen Ed staff are collaborating more to link IEP goals and general ed content.
3. Tier 2 supports now exist for Reading and Math.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard Mathematics Equity Report**

| Red | Orange | | Green | Blue |
|---|---|---|---|---|
| 1 | 0 | 3 | 1 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Yellow<br>33.5 points below standard<br>Increased 9.6 points<br>584 Students |  Yellow<br>56.9 points below standard<br>Increased 22.1 points<br>109 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students |  Yellow<br>49.2 points below standard<br>Increased 4.9 points<br>429 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Red<br>123.3 points below standard<br>Declined 4.6 points<br>79 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  Yellow<br>48.2 points below standard<br>Increased 8.5 points<br>415 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>36.7 points above standard<br>Increased 5 points<br>21 Students |  No Performance Color<br>0 Students |  Green<br>5.9 points below standard<br>Increased 11.5 points<br>135 Students |

**Conclusions based on this data:**

1. We are using FCSS to provide professional development to all teachers monthly on Wednesday flex days.
2. Using push-in supports into the classroom to support students with disabilities who need the extra help with their general education assignments/assessments.
3. We are using CAASPP interim assessments to help students with IEPs practice using their accommodations on the testing platform.

# School and Student Performance Data

## Academic Performance
## Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard Science Equity Report**

| Red | Orange | | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 2 | 1 |

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard Science Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Green<br>49.8 science points<br>Increased 4.5 points<br>197 Students |  No Performance Color<br>43.6 science points<br>Increased 4.6 points<br>26 Students |  No Performance Color<br>0 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |  Green<br>47.4 science points<br>Increased 6 points<br>151 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color<br>31.8 science points<br>Declined 4.5 points<br>25 Students |  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>0 Students |  Green<br>46.1 science points<br>Increased 4.4 points<br>144 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students |  No Performance Color<br>0 Students |  Blue<br>60.3 science points<br>Increased 7.3 points<br>43 Students |

**Conclusions based on this data:**

1. Significant growth is happening in the area of Science testing due to alignment.
2. All grades have aligned what is being taught in the area of science to help with an equitable curriculum.
3. CAST interim assessments are now being used in grades 3-6.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2025 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| **English Learner Progress** | **Long-Term English Learner Progress** |
| <br>Orange<br>48.9 making progress.<br>Number Students: 47 Students | <br>No Performance Color<br>making progress.<br>Number Students: 7 Students |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2025 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| **Decreased One ELPI Level** | **Maintained ELPI Level 1, 2L, 2H, 3L, or 3H** | **Maintained ELPI Level 4** | **Progressed At Least One ELPI Level** |
| 14.9% | 36.2% | 0% | 48.9% |

**Conclusions based on this data:**

1. The amount of students that were successful on the CASSPP and ELPAC will allow us to reclassify them.
2. Progress of EL students on the ELPAC test increased significantly due to consultation with coaching and planning time for designated ELD teachers.
3. ELD lessons were more accurately aligned to the ELPAC and EL standards this last year.

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | |
|---|---|---|---|
| Red | Orange | Green | Blue |

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard Chronic Absenteeism Equity Report**

| Red | Orange | | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 1 | 4 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Blue<br>0.6% Chronically Absent<br>Maintained -0.1<br>630 Students |  Blue<br>0% Chronically Absent<br>Declined 1.3<br>55 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |  No Performance Color<br>0% Chronically Absent<br>Maintained 0<br>12 Students |  Blue<br>0.9% Chronically Absent<br>Maintained 0<br>464 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Blue<br>0% Chronically Absent<br>Maintained 0<br>84 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  Blue<br>0.5% Chronically Absent<br>Declined 0.6<br>444 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>0% Chronically Absent<br>Maintained 0<br>27 Students |  No Performance Color<br>0 Students |  Green<br>1.4% Chronically Absent<br>Increased 1.4<br>148 Students |

**Conclusions based on this data:**

1. The contracts and SARB process are working to help students be at school.
2. Continue with site level parent meetings and SARB process but we have added more SST meetings for attendance needs.
3. When students are absent, our office staff and Liaison verify each absence.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | |
|---|---|---|---|
| Red | Orange | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | | Green | Blue |
| 0 | 0 | 0 | 4 | 1 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2025 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
|  Green |  Blue |  No Performance Color |
| 1.4% suspended at least one day | 0% suspended at least one day | Fewer than 11 students - No Data for Privacy |
| Declined 2.4% | Declined 6.5% | 7 Students |
| 632 Students | 55 Students | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|  No Performance Color |  No Performance Color |  Green |
| Fewer than 11 students - No Data for Privacy | 0% suspended at least one day | 1.9% suspended at least one day |
| 3 Students | Declined 3.3% | Declined 2.8% |
| | 12 Students | 466 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Green<br>1.2% suspended at least one day<br>Declined 0.9%<br>84 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  Green<br>1.3% suspended at least one day<br>Declined 3.1%<br>446 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>3.7% suspended at least one day<br>Increased 3.7%<br>27 Students |  No Performance Color<br>0 Students |  Green<br>1.4% suspended at least one day<br>Declined 1.7%<br>148 Students |

**Conclusions based on this data:**

1. We are implementing PBIS to find alternative ways to discipline students other than suspension.
2. We have a behavior support aide to implement behavior academies.
3. We have a school counselor on our site 5 days a week.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 1

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**English Language Development**
Over the course of one academic year, all EL students will demonstrate growth and move toward reclassification as measured by the ELPAC, benchmark assessments, reading level, and progress monitoring.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environment and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our EL students are still 56.9 points below standard on the dashboard for the Math CAASPP test, which is an increase of 22.1 points from the 23/24 school year. This is still 36 scale score points below the school average.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP | Our EL students are performing 36 scale score points lower than the school average | We will reduce the scale score difference on the math CAASPP test by 10 scale score points. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 1.1 | Continue to Inservice SIOP Components: Teachers will prepare lessons, build background, and provide comprehensible input to increase student achievement. Staff development for continuous improvement of practice. Teachers, principals, instructional aides, and district support personnel will all plan for and implement targeted instructional strategies for identified students. EL students will receive daily ELD instruction based on the ELD standards. Provide high quality curriculum and classroom supplies to provide access to a robust, well rounded education including STEAM.<br><br>Staff will participate in classroom observations/walk-throughs with a focus on the implementation of the SIOP as the model for instruction. | EL population | 24836.60<br>Title I<br>1000-1999: Certificated Personnel Salaries<br>Learning director<br><br>125970.45<br>Title I<br>2000-2999: Classified Personnel Salaries<br>paraprofessional salaries<br><br>54670.66<br>Title I<br>3000-3999: Employee Benefits |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | Designated ELD time:<br>Students will focus on language acquisition through the use of a curriculum formed by teachers and the ELD coach from FCSS Lisa Clark.<br>Learning Director acting as EL site coordinator for our EL population.<br><br>Clearly Identify RFEPs and long term ELs who have not reached proficiency on state tests and local assessments.<br>• Monitor RFEPs for 4 years<br>• Awareness of students and specific needs<br>• Targeted Instruction in ELD class and Deployment | | 4141.24<br>Title I<br>4000-4999: Books And Supplies<br>Student Agendas and homework folders<br><br>149010.05<br>LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>learning director and school counselor salaries<br><br>189631.84<br>LCFF - Supplemental<br>2000-2999: Classified Personnel Salaries<br>paraprofessional salaries<br><br>124507.67<br>LCFF - Supplemental<br>3000-3999: Employee Benefits<br><br>14256.58<br>LCFF - Supplemental<br>4000-4999: Books And Supplies<br><br>1579.59<br>LCFF - Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Curriculum Leadership Conference<br><br>10094.80<br>LCFF - Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>Computer programs for intervention, testing, and practice. (go guardian, edulastic, IXL, Seesawy) |
| 1.2 | Involvement of staff, parents, and community:<br>a. annual parent/teacher conferences regarding ELPAC data and performance of standards<br>b. Communication to parents in home language | EL Students | None Specified<br>None Specified<br>Written goal of 100% attended parent conferences.<br>Written copies of communication in Spanish and all phone communication home in home language. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 1.3 | Staff development and professional collaboration: Regularly scheduled collaboration of grade levels. Materials to implement effective teaching strategies and intervention programs. | All Students | None Specified<br>None Specified<br>Early release Wednesday to give teachers time to collaborate<br><br>Title I<br>1000-1999: Certificated Personnel Salaries<br>Extra time to plan, grade benchmarks, and learn new information. Teacher planning days. (see activity 1 for expenditure)<br><br>Title I<br>3000-3999: Employee Benefits<br>benefits for the subs for planning days (see activity 1 for expenditure)<br><br>Title I<br>4000-4999: Books And Supplies<br>Materials for Intervention / small group instruction (see activity 1 for expenditure)<br><br>LCFF - Supplemental<br>4000-4999: Books And Supplies<br>supplies to update educational technology (printers, toner, elmos) staff trainings, library books, sports equipment, STEAM, GATE etc... (see activity 1 for expenditure) |
| 1.4 | Monitoring program implementation and results:<br>a) use of multiple measures of standards-based assessment data to inform instructional practice<br>b) school site council monitoring of the School Plan for Student Achievement | All Students | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Reagan has developed a Theory of Improvement with the guidance of FCSS Leadership coaching to improve student data.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 2

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Mathematics**
Students below Exceeding Standard will move a minimum of 1 proficiency level in mathematics on the CAASPP.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1:Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increased efficiency and effectiveness in all areas of operation including the provision of high-quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our student population is 13.2 points below standard on the math CAASPP test.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP | Our students in 24/25 were 33.5 points below the standard which is 9.6 points higher than our 23/24 results | We will move up to 5 scale score points on the math CAASPP test in 2025-2026 |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 2.1 | • The pacing guide will focus on the common core standards for mathematics and the mathematical processes.<br>• Teacher staff development and planning to align curriculum with math standards.<br>• Staff will participate in walk-throughs/observations<br>Common Assessments:<br>• Equal access to the curriculum<br>• Stay on the pacing guide<br>• Data collection that is consistent<br>• Consistent comparison of data in PLCs<br>• Identify Student Needs | All students | 0<br>None Specified<br>None Specified |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | • Sharing data provides an opportunity for professional development<br>• Teachers reflect on shared data and identify best instructional practices<br>Front load students with academic vocabulary and pre-teaching strategies while adhering to SIOP<br>• Familiar with content<br>• Builds Confidence<br>• Increased Participation<br>Progress Monitoring for Students not at Meets Standard<br>• All students succeed in moving towards Meeting the Standard<br>• Benchmark testing and progress monitoring of individual students not yet proficient<br>Math Focus:<br>Additional enrichment classes including robotix<br>Our staff will be going through professional development courses working with FCOE to focus on:<br>• increasing the rigor or classwork and test to match the SBAC<br>• focusing on going deeper instead of wider.<br>• working on math talks<br>• teaching conceptually<br>• priority standards<br>-target claim data | | |
| **2.2** | Technology for instruction | All students | 0<br>LCFF<br>4000-4999: Books And Supplies<br>Classroom Technology (see goal 1 for expenditures)<br><br>0<br>LCFF<br>5800: Professional/Consulting Services And Operating Expenditures<br>IXL, Seesaw, Edulastic Subscriptions (see goal 1 for expenditures) |
| **2.4** | Differentiated Instruction:<br>• All students will succeed in moving toward meeting the standards | All Students | 0<br>LCFF<br>4000-4999: Books And Supplies<br>Intervention room supplies (see goal 1 for expenditures), intervention curriculum.<br><br>0<br><br>0 |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| 2.5 | | | 0 |
| 2.6 | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Working with Fresno County Superintendent of Schools executive leader coaching, A theory of improvement was created and implemented. Strategies were monitored throughout the year and implementation was found to be effective. Programs and people were used towards their intended target and as we are looking towards CAASPP results, we anticipate that scaled score points will rise.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No changes were made to meet the implemented strategies. Goals were able to be met with the expenditures planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 3

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**ELA**
Students will grow by an average of 3 scale score points in ELA on the end of the year CAASPP.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide Professional Development that supports quality pedagogy/instructional planning and effective utilization of data to prepare all
students for mastery of state standards - Area of Focus: English Language Arts/English Language Development Framework
Implementation
Provide professional development and additional support and services addressing the needs of the unduplicated student population.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There were 49% of the our student population that nearly met or did not meet the standard on the ELA CAASPP test.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP | Students were 2.5 points below standard on the ELA CAASPP in the 24/25 school year which is an increase of 10.7 points from the 23/24 school year. | Students will grow 3 scale score points for the 24/25 CAASPP score points. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 3.1 | • Small groups<br>• Ability to target specific students' needs<br>• Students engaged in learning<br>• Paraprofessionals used to help differentiate instruction<br>• walkthroughs, observations - focus on SIOP<br>Meaningful use of data<br>• IXL<br>• Updated library books.<br>• Small groups working on specific standards based on testing data results | All students | 0<br><br>0<br>LCFF<br>4000-4999: Books And Supplies<br>Technology for Intervention classroom. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | • Teacher training regarding data analysis from formative and summative assessments through Illuminate<br>• Specific standards retaught<br>• Relearning/reflecting on standards<br>Progress Monitoring for Students not at "Meeting Standard"<br>• All students succeed in moving towards Meeting the Standard<br>• Benchmark testing and progress monitoring of individual students not yet proficient<br>• Teacher Training<br>• PD where they are planning/refining units and sharing best practices with the small group instruction.<br>Intervention with para through PRESS for those students in fourth grade who are 2 or more grade levels below in reading. | | |
| 3.2 | Integrate ELA throughout the curriculum / ELA in content areas<br>• Small groups working on specific standards based on interim assessments and Common Formative Assessments<br>• Authentic assessment<br>• Checking for understanding<br>• Increased reading skills<br>• Increased comprehension across the curriculum<br>Library selections to support ELA content<br>Parent Involvement - Books given to families for family reading through Kingsburg Reads One Book Program | All students | 0<br>LCFF<br>5800: Professional/Consulting Services And Operating Expenditures<br>Kingsburg Reads One Book kickoff assembly and student supplies (See expenditure in Goal 1) |
| 3.3 | IXL<br>• administration observation in the classroom and teachers using IXL effectively.<br>• Celebrate student achievement in class to keep motivation for students.<br>• Teachers monitor students progress in real time.<br>• Teachers assign targeted sub-skill practice | all students | 0 |
| 3.4 | | | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 3.5 | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Strategies were implemented and students CAASPP scores are likely going to increase. Teachers saw student progress while using IABs and FIABs so the results are likely to be similar on the summative CAASPP.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

NA

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 4

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Parent and Community Involvement and Safe School Climate**
Goal 4: Parent and Community Involvement and Safe School Climate: Increase community and parent involvement at our school site by creating more opportunities for parents to be on campus, holding our SSC/ELAC meetings four times a year, and creating an effective school-to-home communication system to promote the success of all students. Continue the use of PBIS for positive behavior results. Liaison and school counselor will welcome families to participate in a don't fall into bullying event as well as a back to school scavenger. We also have a safety day to increase interaction with community agencies and public service organizations.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a positive, safe and welcoming school and district climate.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on local indicators, we have a significant amount of students with social emotional needs. Several of them have expressed intentions of self harm. We have trained our staff on trauma informed practices to help identify student needs and root causes to meet the needs of this subgroup.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Parent Surveys, SSC agenda and minutes | SSC expressed concerns about student social emotional concerns and student safety. | Students with SEL needs will be identified by teachers to refer to our school counselor |
| Discipline records in Aeires. | In the 2024-25 school year we had 12 suspensions and 3 expulsion | In the 2025-2026 school year we will lower our expulsions by 2 students. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 4.1 | A) Continuation of PBIS<br>B) Bully Prevention Program - Stop, Walk, Talk<br>C) Location of hot spots as reported by incidents recorded in Aeries.net<br>D) Staff meetings held monthly to inform staff of incidents on campus via Aeries.net<br>E) HONOR Academies with Ripple Effects<br>F) Watch DOGS Program<br>G) Student culture, spirit, incentives | All students | 0<br>LCFF - Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>Student Spirit Shirts, field trip and community outreach events ice chests (See goal 1 for expenditures) |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 4.2 | Purchasing or rewards/snack bar items and spirit wear masks for students who are earning HONOR slips for showing HONOR.<br>Membership The Positivity Project - Promote Positive School Climate and Building Relationships<br>Signage for our campus to promote behavior expectations<br>Radios for all paras to keep communication open and students safe | All students | 0<br>District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>The Positivity Project - Differentiated Project-based learning (PBL) Resources (See goal 1 for expenditures)<br><br>0<br>District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>Ripple Effects - behavior academies and social/emotional health (See goal 1 for expenditures) |
| 4.3 | Parent communication: Back to School Night, parent club, school/home communication, classroom volunteers, Open House, and all activities in the community | Parents of all students | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Discipline has improved based on a multi tiered approach to addressing high priority conflicts. Parents and community were highly involved in noticing needs and communicating with school administration

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

NA

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 5

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**GATE and extra curricular activities**
To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet the student's particular abilities and talents. Provide other opportunities for students to be successful through sports, clubs, field trips and extracurricular activities.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide Professional Development that supports quality pedagogy/instructional planning and effective utilization of data to prepare all
students for mastery of state standards - Area of Focus: English Language Arts/English Language Development Framework
Implementation. Provide professional development and additional supports and services addressing the needs of the unduplicated student population.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Less than 50% of students are involved in activities that our extra curricular or outside of our normal school day.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Create well rounded and balanced students to be a vital part of the Kingsburg Community - We want to provide opportunities for our students to be involved in extracurricular or GATE programs. | We offer 8 different extracurricular activities and 3 of those are specific for GATE students | We would like to continue to offer extracurricular activities moving forward. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 5.1 | A) Identification of GATE Students based GATE test, CAASPP scores, reading level, and teacher recommendation.<br>A) Provide high-quality materials for GATE students:<br>Stipend for teachers - GATE | GATE Students | Other<br>4000-4999: Books And Supplies<br>materials for GATE (See goal 1 for expenditures) |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | District Funded<br>1000-1999: Certificated Personnel Salaries<br>stipend for GATE teachers (See goal 1 for expenditures) |
| 5.2 | Provide materials and supplies and repairs in areas of Music, High Achievers<br><br>Unit planning materials<br><br>Field trip with Gold Gulch - 4th grade<br><br>3rd music class for students who are anxious about performing<br><br>After school classes<br><br>Enrichment for students to apply what they are learning in the classroom in a hands on way. | All Students | Title I<br>5800: Professional/Consulting Services And Operating Expenditures<br><br>Other<br>4000-4999: Books And Supplies<br>Band Instruments, cleaning, and supplies (See goal 1 for expenditures)<br><br>Other<br>4000-4999: Books And Supplies<br>Equipment for after school classes and PE (See goal 1 for expenditures) |
| 5.4 | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Reagan Elementary provided a variety of extra curricular classes and GATE opportunities.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

NA

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $200,900 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $698,699.48 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

***Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.***

| Federal Programs | Allocation ($) |
|---|---|
| Title I | $209,618.95 |

Subtotal of additional federal funds included for this school: $209,618.95

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| | $0.00 |
| District Funded | $0.00 |
| LCFF | $0.00 |
| LCFF - Supplemental | $489,080.53 |
| None Specified | $0.00 |

Subtotal of state or local funds included for this school: $489,080.53

Total of federal, state, and/or local funds for this school: $698,699.48

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| | 0.00 |
| District Funded | 0.00 |
| LCFF | 0.00 |
| LCFF - Supplemental | 489,080.53 |
| None Specified | 0.00 |
| Title I | 209,618.95 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 173,846.65 |
| 2000-2999: Classified Personnel Salaries | 315,602.29 |
| 3000-3999: Employee Benefits | 179,178.33 |
| 4000-4999: Books And Supplies | 18,397.82 |
| 5000-5999: Services And Other Operating Expenditures | 1,579.59 |
| 5800: Professional/Consulting Services And Operating Expenditures | 10,094.80 |
| None Specified | 0.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| | | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 0.00 |
| 4000-4999: Books And Supplies | LCFF | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 0.00 |

| | | |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 149,010.05 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 189,631.84 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 124,507.67 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 14,256.58 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 1,579.59 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 10,094.80 |
| None Specified | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 24,836.60 |
| 2000-2999: Classified Personnel Salaries | Title I | 125,970.45 |
| 3000-3999: Employee Benefits | Title I | 54,670.66 |
| 4000-4999: Books And Supplies | Title I | 4,141.24 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 698,699.48 |
| Goal 2 | 0.00 |
| Goal 3 | 0.00 |
| Goal 4 | 0.00 |

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
| --- | --- |
| Maricl Perez | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 18, 2026.

Attested:

Principal, Kerry Pickrell on 05/18/2026

SSC Chairperson, Daisy Lopez on 05/18/2026

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Daisy Lopez | Parent or Community Member |
| Maria Puga | Parent or Community Member |
| Sonia Gonzalez | Parent or Community Member |
| Amanda Carrasco | Parent or Community Member |
| Vincent Latham | Parent or Community Member |
| Jodi Dias | Classroom Teacher |
| Sarah All | Classroom Teacher |
| Tyler Williams | Classroom Teacher |
| Amie Rogers | Other School Staff |
| Kerry Pickrell | Principal |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

**Additional CSI Planning Requirements:**
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

**Additional ATSI Planning Requirements:**
This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**
Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

***Note:*** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

**Additional CSI Planning Requirements:**

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

***Note:*** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

***Note:*** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

***Note:*** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## CSI Resources

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

# Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**



# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Rafer Johnson Junior High | 10-62240-6108328 | May 21, 2026 | June 8, 2026 |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Rafer Johnson Junior High for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Rafer Johnson Junior High for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.

The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.

The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

# Educational Partner Involvement

How, when, and with whom did Rafer Johnson Junior High consult as part of the planning process for this SPSA/Annual Review and Update?

**Involvement Process for the SPSA and Annual Review and Update**

Through the use of the Annual Parent Survey, Student Survey, and Staff Surveys, information is gathered to provide us with the guide to develop and implement the School Plan for Student Achievement. Many opportunities are provided to our stakeholders throughout the school year to provide valuable input needed for completion and revision of our plans.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

No inequities have been identified at this time.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Overall suspension rate for "all students" was in the "Orange" performance category. Hispanic student group suspension rate increased 2.5/% and was in the "Orange" performance category. Socioeconomically Disadvantaged student sroup suspension rate increased 2.9% and was in the "Orange" performance category. Students with Disabilities were also in the "Orange" performance category although suspension rates declined 5.8%.

Math overall performance was in the "Orange" performance category with a decline of 10 points for the "all students" category. English Learners student group was in the "Red" performance category and declined 21.4 points. Students with Disabilities are in the "Orange" performance category although this student group increased 22.3 points in Math.

In ELA, Students with Disabilities were in the "Red" performance category and declined 7.3 points. English Learners declined 11.8 points with performance in the "Orange" category. Hispanic student group maintained 2.5 points and are in the "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on the California School Dashboard, ELA was the only state indicator for which performance for any subgroup was two or more performance levels below the "all student" performance. In ELA, the "all students" group overall performance was in the "Yellow" performance category. Students with Disabilities group was two performance levels below the "all student" performance and was in the "Red" performance category with a decline of 7.3 points.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rafer Johnson Junior High. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| American Indian | 0.23% | % | % | 1 | | |
| African American | 0% | 0.87% | 0.67% | 0 | 4 | 3 |
| Asian | 3.39% | 2.82% | 2.91% | 15 | 13 | 13 |
| Filipino | 0.23% | 0.22% | % | 1 | 1 | |
| Hispanic/Latino | 69.23% | 64.64% | 68.01% | 306 | 298 | 304 |
| Pacific Islander | 0% | 0.22% | % | 0 | 1 | |
| White | 23.98% | 27.98% | 24.83% | 106 | 129 | 111 |
| Two or More Races | 2.71% | 3.25% | 3.36% | 12 | 15 | 15 |
| Not Reported | 0.23% | % | 0.22% | 1 | | 1 |
| | | | Total Enrollment | 442 | 461 | 447 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| Grade 7 | 216 | 239 | 211 |
| Grade 8 | 226 | 222 | 236 |
| Total Enrollment | 442 | 461 | 447 |

**Conclusions based on this data:**

1. Total enrollment at Rafer Johnson Junior High School has decreased.
2. Our Hispanic/Latino subgroup has the highest percent of enrollment.
3. Our Hispanic/Latino subgroup has increased.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| English Learners | 39 | 30 | 27 | 8.8% | 6.5% | 6.0% |
| Fluent English Proficient (FEP) | 68 | 65 | 72 | 15.4% | 14.1% | 16.1% |

**Conclusions based on this data:**

1. The number of English Learners at RJJH has decreased.
2. The percentage of students in the Fluent English Proficient (FEP) student group has increased.
3. There is no data reported for Reclassified Fluent English Proficient (RFEP).

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 7 | 214 | 236 | 205 | 212 | 234 | 202 | 212 | 234 | 202 | 99.1 | 99.2 | 98.5 |
| Grade 8 | 226 | 213 | 233 | 226 | 211 | 231 | 226 | 211 | 231 | 100.0 | 99.1 | 99.1 |
| All Grades | 440 | 449 | 438 | 438 | 445 | 433 | 438 | 445 | 433 | 99.5 | 99.1 | 98.9 |

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 7 | 2561. | 2547. | 2555. | 19.34 | 15.81 | 16.83 | 37.26 | 33.76 | 39.60 | 23.58 | 24.79 | 22.77 | 19.81 | 25.64 | 20.79 |
| Grade 8 | 2558. | 2571. | 2558. | 12.39 | 18.01 | 13.85 | 36.73 | 36.02 | 35.93 | 28.32 | 26.54 | 27.71 | 22.57 | 19.43 | 22.51 |
| All Grades | N/A | N/A | N/A | 15.75 | 16.85 | 15.24 | 36.99 | 34.83 | 37.64 | 26.03 | 25.62 | 25.40 | 21.23 | 22.70 | 21.71 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 7 | 16.04 | 20.09 | 11.88 | 67.92 | 61.11 | 67.82 | 16.04 | 18.80 | 20.30 |
| Grade 8 | 15.49 | 18.96 | 16.02 | 62.39 | 57.35 | 59.31 | 22.12 | 23.70 | 24.68 |
| All Grades | 15.75 | 19.55 | 14.09 | 65.07 | 59.33 | 63.28 | 19.18 | 21.12 | 22.63 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 7 | 30.19 | 20.09 | 26.73 | 53.30 | 55.98 | 52.48 | 16.51 | 23.93 | 20.79 |
| Grade 8 | 20.80 | 20.85 | 17.75 | 56.19 | 60.66 | 57.14 | 23.01 | 18.48 | 25.11 |
| All Grades | 25.34 | 20.45 | 21.94 | 54.79 | 58.20 | 54.97 | 19.86 | 21.35 | 23.09 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 7 | 16.51 | 11.11 | 16.83 | 71.23 | 78.63 | 71.29 | 12.26 | 10.26 | 11.88 |
| Grade 8 | 12.83 | 16.11 | 14.29 | 77.88 | 74.41 | 70.56 | 9.29 | 9.48 | 15.15 |
| All Grades | 14.61 | 13.48 | 15.47 | 74.66 | 76.63 | 70.90 | 10.73 | 9.89 | 13.63 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 7 | 22.17 | 18.38 | 21.29 | 62.74 | 65.38 | 61.39 | 15.09 | 16.24 | 17.33 |
| Grade 8 | 17.70 | 22.27 | 18.18 | 67.26 | 65.88 | 68.83 | 15.04 | 11.85 | 12.99 |
| All Grades | 19.86 | 20.22 | 19.63 | 65.07 | 65.62 | 65.36 | 15.07 | 14.16 | 15.01 |

**Conclusions based on this data:**

1. Literacy Development Focus is critical to improving students scoring below standard.
2. In Reading the percentage of students performing above standard decreased.
3. The percentage of students above standard in writing and in their ability to demonstrate effective listening skills increased.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 7 | 214 | 236 | 203 | 212 | 234 | 200 | 212 | 234 | 200 | 99.1 | 99.2 | 98.5 |
| Grade 8 | 226 | 213 | 233 | 226 | 211 | 231 | 226 | 211 | 231 | 100.0 | 99.1 | 99.1 |
| All Grades | 440 | 449 | 436 | 438 | 445 | 431 | 438 | 445 | 431 | 99.5 | 99.1 | 98.9 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 7 | 2548. | 2517. | 2520. | 19.34 | 12.82 | 14.00 | 30.19 | 21.37 | 20.00 | 24.53 | 28.63 | 32.00 | 25.94 | 37.18 | 34.00 |
| Grade 8 | 2523. | 2556. | 2534. | 17.26 | 21.33 | 16.02 | 13.27 | 21.80 | 17.75 | 23.45 | 23.22 | 22.94 | 46.02 | 33.65 | 43.29 |
| All Grades | N/A | N/A | N/A | 18.26 | 16.85 | 15.08 | 21.46 | 21.57 | 18.79 | 23.97 | 26.07 | 27.15 | 36.30 | 35.51 | 38.98 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 7 | 23.58 | 14.10 | 12.00 | 48.58 | 49.15 | 52.50 | 27.83 | 36.75 | 35.50 |
| Grade 8 | 16.81 | 18.48 | 13.85 | 43.36 | 53.08 | 50.22 | 39.82 | 28.44 | 35.93 |
| All Grades | 20.09 | 16.18 | 12.99 | 45.89 | 51.01 | 51.28 | 34.02 | 32.81 | 35.73 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 7 | 22.64 | 10.68 | 17.00 | 57.55 | 56.41 | 53.50 | 19.81 | 32.91 | 29.50 |
| Grade 8 | 15.93 | 18.48 | 13.42 | 47.35 | 54.98 | 58.44 | 36.73 | 26.54 | 28.14 |
| All Grades | 19.18 | 14.38 | 15.08 | 52.28 | 55.73 | 56.15 | 28.54 | 29.89 | 28.77 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 7 | 13.21 | 10.26 | 13.50 | 67.45 | 67.95 | 58.50 | 19.34 | 21.79 | 28.00 |
| Grade 8 | 15.04 | 15.17 | 12.99 | 55.75 | 65.40 | 61.90 | 29.20 | 19.43 | 25.11 |
| All Grades | 14.16 | 12.58 | 13.23 | 61.42 | 66.74 | 60.32 | 24.43 | 20.67 | 26.45 |

**Conclusions based on this data:**

1. Percentage of students performing above standard in their ability to apply concepts and procedures has decreased.
2. Percentage of students performing above standard in their ability to use appropriate tools and strategies to solve real world and mathematical problems (Problem Solving & Modeling/Data Analysis) has increased.
3. Percentage of students performing above standard in their ability to support mathematical conclusions (Communicating Reasoning) has increased.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

**ELPAC Summative Assessment Data**
**Number of Students and Mean Scale Scores for All Students**

| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 7 | 1553.6 | 1542.1 | * | 1544.3 | 1531.5 | * | 1562.6 | 1552.2 | * | 16 | 17 | 10 |
| 8 | 1587.5 | 1547.8 | 1553.9 | 1603.7 | 1533.1 | 1543.0 | 1570.8 | 1562.4 | 1564.5 | 21 | 11 | 15 |
| All Grades | | | | | | | | | | 37 | 28 | 25 |

**Overall Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 7 | 31.25 | 11.76 | * | 25.00 | 58.82 | * | 31.25 | 23.53 | * | 12.50 | 5.88 | * | 16 | 17 | * |
| 8 | 42.86 | 9.09 | 20.00 | 33.33 | 63.64 | 60.00 | 19.05 | 18.18 | 13.33 | 4.76 | 9.09 | 6.67 | 21 | 11 | 15 |
| All Grades | 37.84 | 10.71 | 28.00 | 29.73 | 60.71 | 48.00 | 24.32 | 21.43 | 12.00 | 8.11 | 7.14 | 12.00 | 37 | 28 | 25 |

**Oral Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 7 | 31.25 | 29.41 | * | 50.00 | 47.06 | * | 6.25 | 23.53 | * | 12.50 | 0.00 | * | 16 | 17 | * |
| 8 | 57.14 | 18.18 | 26.67 | 28.57 | 54.55 | 66.67 | 14.29 | 18.18 | 0.00 | 0.00 | 9.09 | 6.67 | 21 | 11 | 15 |
| All Grades | 45.95 | 25.00 | 36.00 | 37.84 | 50.00 | 48.00 | 10.81 | 21.43 | 4.00 | 5.41 | 3.57 | 12.00 | 37 | 28 | 25 |

**Written Language**
**Percentage of Students at Each Performance Level for All Students**

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 7 | 31.25 | 5.88 | * | 12.50 | 47.06 | * | 31.25 | 41.18 | * | 25.00 | 5.88 | * | 16 | 17 | * |
| 8 | 23.81 | 9.09 | 13.33 | 38.10 | 54.55 | 26.67 | 23.81 | 18.18 | 53.33 | 14.29 | 18.18 | 6.67 | 21 | 11 | 15 |
| All Grades | 27.03 | 7.14 | 16.00 | 27.03 | 50.00 | 32.00 | 27.03 | 32.14 | 40.00 | 18.92 | 10.71 | 12.00 | 37 | 28 | 25 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 7 | 12.50 | 18.75 | * | 62.50 | 75.00 | * | 25.00 | 6.25 | * | 16 | 16 | * |
| 8 | 28.57 | 9.09 | 28.57 | 61.90 | 72.73 | 57.14 | 9.52 | 18.18 | 14.29 | 21 | 11 | 14 |
| All Grades | 21.62 | 14.81 | 29.17 | 62.16 | 74.07 | 58.33 | 16.22 | 11.11 | 12.50 | 37 | 27 | 24 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 7 | 75.00 | 68.75 | * | 25.00 | 25.00 | * | 0.00 | 6.25 | * | 16 | 16 | * |
| 8 | 76.19 | 63.64 | 66.67 | 23.81 | 27.27 | 26.67 | 0.00 | 9.09 | 6.67 | 21 | 11 | 15 |
| All Grades | 75.68 | 66.67 | 62.50 | 24.32 | 25.93 | 25.00 | 0.00 | 7.41 | 12.50 | 37 | 27 | 24 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 7 | 31.25 | 6.67 | * | 25.00 | 66.67 | * | 43.75 | 26.67 | * | 16 | 15 | * |
| 8 | 28.57 | 18.18 | 21.43 | 38.10 | 54.55 | 57.14 | 33.33 | 27.27 | 21.43 | 21 | 11 | 14 |
| All Grades | 29.73 | 11.54 | 23.81 | 32.43 | 61.54 | 52.38 | 37.84 | 26.92 | 23.81 | 37 | 26 | 21 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| 7 | 37.50 | 29.41 | * | 50.00 | 70.59 | * | 12.50 | 0.00 | * | 16 | 17 | * |
| 8 | 23.81 | 9.09 | 6.67 | 76.19 | 81.82 | 86.67 | 0.00 | 9.09 | 6.67 | 21 | 11 | 15 |
| All Grades | 29.73 | 21.43 | 16.00 | 64.86 | 75.00 | 76.00 | 5.41 | 3.57 | 8.00 | 37 | 28 | 25 |

**Conclusions based on this data:**

1. The highest percentage of students scored Somewhat/Moderately in the Writing and Reading Domains.
2. Written Language has the highest percentage of students scoring at Level 2.
3. Oral Language has the highest percentage of students scoring at Level 3.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2024-25 Student Population | | | |
|---|---|---|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 447 | 69.4% | 6% | 0.0% |
| Total Number of Students enrolled in Rafer Johnson Junior High. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| Student Group | Total | Percentage |
| English Learners | 27 | 6% |
| Foster Youth | 0 | 0.0% |
| Homeless | 7 | 1.6% |
| Socioeconomically Disadvantaged | 310 | 69.4% |
| Students with Disabilities | 38 | 8.5% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| Student Group | Total | Percentage |
| African American | 3 | 0.7% |
| American Indian | 0 | 0.0% |
| Asian | 13 | 2.9% |
| Filipino | 0 | 0.0% |
| Hispanic | 304 | 68% |
| Two or More Races | 15 | 3.4% |
| Pacific Islander | 0 | 0.0% |
| White | 111 | 24.8% |

**Conclusions based on this data:**

1. More than half of our student population is socioeconomically disadvantaged at 69.4%.

2. 6% of our students are English Learners (EL).
3. 9% of our students are Students With Disabilities.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Yellow | **Chronic Absenteeism**<br>Green | **Suspension Rate**<br>Orange |
| **Mathematics**<br>Orange | | |
| **English Learner Progress**<br>No Performance Color | | |

**Conclusions based on this data:**

1. Chronic absenteeism performance has improved.
2. Suspension Rate performance is in the "Orange" performance category, meaning continued focus on improvement of conditions and climate is necessary.
3. Mathematics remains a focus as the performance category is "Orange."

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 1 | 2 | 2 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2025 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
|  Yellow<br>0.3 points below standard<br>Declined 3.5 points<br>420 Students |  Orange<br>66.7 points below standard<br>Declined 11.8 points<br>50 Students |  No Performance Color<br>104.5 points below standard<br>Declined 20.3 points<br>22 Students |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students |  Yellow<br>9.1 points below standard<br>Increased 6.9 points<br>292 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Red<br>132.3 points below standard<br>Declined 7.3 points<br>35 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>72.9 points above standard<br>Maintained -2 points<br>12 Students |  No Performance Color<br>0 Students |  Orange<br>10.5 points below standard<br>Maintained 2.5 points<br>285 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>76.7 points above standard<br>Increased 15.7 points<br>15 Students |  No Performance Color<br>0 Students |  Yellow<br>8.5 points above standard<br>Declined 13.9 points<br>105 Students |

**Conclusions based on this data:**

1. In ELA, "all students" group declined.
2. English Learners group declined and performance is in the "Orange" category.
3. Students with Disabilities group declined and performance is in the "Red" category, reflecting performance two levels below the "all students" group which was in the "Yellow" performance category.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 1 | 3 | 1 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2025 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
|  Orange<br>47.6 points below standard<br>Declined 10 points<br>419 Students |  Red<br>126.2 points below standard<br>Declined 21.4 points<br>51 Students |  No Performance Color<br>180.2 points below standard<br>Declined 43.7 points<br>22 Students |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students |  Yellow<br>56.4 points below standard<br>Increased 3 points<br>292 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Orange<br>160.7 points below standard<br>Increased 22.3 points<br>35 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>1.2 points below standard<br>Maintained -0.4 points<br>13 Students |  No Performance Color<br>0 Students |  Orange<br>60.9 points below standard<br>Declined 4.3 points<br>284 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>52.8 points above standard<br>Increased 31.9 points<br>15 Students |  No Performance Color<br>0 Students |  Orange<br>30.9 points below standard<br>Declined 23.4 points<br>104 Students |

**Conclusions based on this data:**

1. All students performed in the "Orange" category in Mathematics.
2. English Learners group declined and performance is in the "Red" category.
3. Although Students with Disabilities group increased 22.3 points, performance is still in the "Orange" category.

# School and Student Performance Data

## Academic Performance
## Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Science Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 2 | 1 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2025 Fall Dashboard Science Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
| Yellow | No Performance Color | No Performance Color |
| 45.7 science points | 34.4 science points | 28.5 science points |
| Declined 2.6 points | Declined 3.6 points | Maintained 1.5 points |
| 222 Students | 26 Students | 15 Students |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
| No Performance Color | No Performance Color | Orange |
| 0 Students | Fewer than 11 students - No Data for Privacy | 43.2 science points |
| | 6 Students | Maintained -1.7 points |
| | | 149 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color<br>39.2 science points<br>Increased 15.6 points<br>17 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |  No Performance Color<br>0 Students |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students |  No Performance Color<br>0 Students |  Orange<br>43.6 science points<br>Maintained -0.2 points<br>144 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students |  No Performance Color<br>0 Students |  Yellow<br>48 science points<br>Declined 8.2 points<br>59 Students |

**Conclusions based on this data:**

1. The "all students" group performance was in the "Yellow" category.
2. Students with Disabilities group increased 15.6 points.
3. Socioeconomically Disadvantaged and Hispanic groups maintained in the "Orange" category.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**2025 Fall Dashboard English Learner Progress Indicator**

| English Learner Progress | Long-Term English Learner Progress |
|---|---|
|  |  |
| No Performance Color | No Performance Color |
| 52.2 making progress. | 52.4 making progress. |
| Number Students: 23 Students | Number Students: 21 Students |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

**2025 Fall Dashboard Student English Language Acquisition Results**

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|---|---|---|---|
| 8.7% | 39.1% | 0% | 52.2% |

**Conclusions based on this data:**

1. No performance color for English Learner Progress or Long-Term English Learner Progress due to fewer than 30 students in the group.
2. 8.7% of students decreased one level.
3. 52.2% progressed at least one level.

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 2 | 2 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
|  Green |  No Performance Color |  No Performance Color |
| 3% Chronically Absent | 7.4% Chronically Absent | 8.7% Chronically Absent |
| Declined 2.2 | Increased 4.9 | Increased 5.9 |
| 460 Students | 27 Students | 23 Students |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
|  No Performance Color |  No Performance Color |  Blue |
| 0 Students | Fewer than 11 students - No Data for Privacy | 3.4% Chronically Absent |
| | 10 Students | Declined 3.3 |
| | | 325 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Green<br>9.8% Chronically Absent<br>Declined 6.9<br>41 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>0% Chronically Absent<br>Declined 7.1<br>13 Students |  No Performance Color<br>0 Students |  Green<br>4.2% Chronically Absent<br>Declined 2.9<br>313 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>0% Chronically Absent<br>Maintained 0<br>16 Students |  No Performance Color<br>0 Students |  Blue<br>0.9% Chronically Absent<br>Maintained 0.1<br>114 Students |

**Conclusions based on this data:**

1. Chronic absenteeism for all students is in the "Green" performance category.
2. Chronic absenteeism rate declined for Socioeconomically Disadvantaged group and is in the "Blue" performance category.
3. Chronic absenteeism rate declined for Students with Disabilities group and is in the "Green" performance category.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard Suspension Rate Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 4 | 0 | 0 | 0 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2025 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Orange<br>9.6% suspended at least one day<br>Increased 2.6%<br>469 Students |  No Performance Color<br>11.1% suspended at least one day<br>Declined 5.6%<br>27 Students |  No Performance Color<br>13% suspended at least one day<br>Declined 2.7%<br>23 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students |  Orange<br>11.8% suspended at least one day<br>Increased 2.9%<br>330 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  Orange<br>14.6% suspended at least one day<br>Declined 5.8%<br>41 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>0% suspended at least one day<br>Declined 7.1%<br>13 Students |  No Performance Color<br>0 Students |  Orange<br>11% suspended at least one day<br>Increased 2.5%<br>319 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>16 Students |  No Performance Color<br>0 Students |  Orange<br>6% suspended at least one day<br>Increased 3%<br>116 Students |

**Conclusions based on this data:**

1. Suspension rates for "all students" group increased and is in the "Orange" performance category.
2. Although suspension rates for Students with Disabilities declined 5.8%, the group is performing in the "Orange" performance category.
3. Hispanic and Socioeconomically Disadvantaged student groups have increased suspension rates and are both in the "Orange" performance category.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 1

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Basic Services**
All students will have access to a broad and challenging curriculum within a conducive environment for learning, such as one with comfortable classroom set-ups, well-maintained facilities, relevant teaching materials, and interesting classroom activities that promote motivation and engagement.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The quality of education does not only depend on high-quality teachers as reflected in the performance of their duties, but also the effective coordination of the school environment. A school's physical characteristics have a variety of effects on teachers, students, and the learning process. Poor factors can adversely affect student behavior and lead to high levels of frustration among teachers and poor learning attitudes among students. A conducive environment for learning, such as one with comfortable classroom set-ups, well-maintained facilities, relevant use of teaching materials, and interesting classroom activities will further motivate students to learn.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Master schedule offering broad course of study to all students. | 100% broad course of study was provided to all students. | Maintain 100% access to a broad course of study to all students. |
| Properly credentialed teachers with no misassignments or vacancies. | No misassignments or vacancies. | Maintain no misassignments or vacancies. |
| Sufficient standards-aligned instructional materials. | 100% of students with access to their own copies of standards-aligned instructional materials for use at home and at school. | Maintain 100% of students with access to their own copies of standards-aligned instructional materials for use at home and at school. |
| Facilities "Maintained" as measured by the SARC's FIT Report. | 100% facilities in good repair as measured by the FIT. | Maintain 100% facilities in good repair as measured by the FIT. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 1.1 | To close the achievement gap, supplemental resources will be provided that support scaffolded instruction through MTSS and RTI models benefiting all students. A broad course of study will | All Students | 25,754.82<br>LCFF<br>4000-4999: Books And Supplies |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | be offered to all students. The master schedule reflects a wide range of course offerings, included but not limited to AVID, MESA, Band/Choir, Leadership, Computers, Finance, Woodshop, 3D Design, Broadcasting and Art.<br><br>Advancement of Individualized Determination or AVID has a very specific design element where students reflect and question while mastering content. AVID students work together to problem-solve and to change the level of discourse in the classroom. Students are taught to articulate what they understand and learn how to seek out the resources they need to be successful.<br><br>Concentration funds allow for RJJH to have a CTE Woodshop Instructor who provided direct services to students. This provides more students with opportunities to work in this career pathway that leads into Kingsburg High School.<br><br>Enrichment and after-school opportunities support academic performance and foster a greater connection to the school through the building of relationships, experiencing success and accomplishments, and notable improvements in work habits and behavior, all contributing to increased student achievement and increased self-esteem. Enrichment opportunities benefit all students. | | Books/reference material for classroom libraries; Materials and Supplies: additional reading materials and supplies, technology (earbuds, etc.), supplies and materials for classroom lessons; Non-capitalized equipment: chromebox, printers.<br><br>33,835.62<br>LCFF<br>5800: Professional/Consulting Services And Operating Expenditures<br>Travel and conferences, dues and memberships, professional/consulting services and operating expenses.<br><br>34,043.20<br>General Fund<br>1000-1999: Certificated Personnel Salaries<br>CTE Woodshop Certificated Teacher Salary<br><br>14,116.32<br>General Fund<br>3000-3999: Employee Benefits<br>Certificated Employee Benefits for CTE Woodshop Teacher |
| **1.2** | Implement standards based instruction using state adopted textbooks and supplemental resources in all classrooms. Teachers will follow a curricular pacing calendar based on California Common Core State Standards (CCSS) created by department teams. Teachers will use the state adopted mathematics program along with supplemental materials to ensure standards aligned mathematics instruction is in place in all math classrooms. Site Leadership will monitor and observe classrooms using the SIOP Observation Tool. Professional Learning Communities (PLCs) will meet regularly and share best practices as documented through agendas, notes, and analysis of assessment data. | All Students | 0<br>LCFF<br>4000-4999: Books And Supplies<br>Books/reference material for classroom libraries; Materials and Supplies: additional reading materials and supplies, technology (earbuds, etc.), supplies and materials for classroom lessons. Laser Printers, Chromebox, CPM Algebra Tiles, supplies and materials needed for classroom lessons. See Goal #1 for expenditures.<br><br>0<br>LCFF<br>5000-5999: Services And Other Operating Expenditures |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | Professional Development to support ongoing practices in PLC meetings and to identify best practices - CPM Training, Literacy Conference, CADA Conference, Cognitive Coaching, The Art of Coaching. See Goal #1 outlined above for expenditures. |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the outlined strategies were comprehensive and aligned with the articulated goal of improving academic outcomes and closing the achievement gaps.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major discrepancies between the intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional targeted interventions will be added during the school day and after school to support students academically.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Professional Development and Focused Interventions**
All students will make progress toward proficiency on the state adopted standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. In addition, strengthen integrated student supports through inclusive practices and tiered interventions.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP scores from the 2024-2025 school year in ELA reflect a decline of performance for the "students with disabilities" group. Mathematics CAASPP scores indicate that the "English Learners" group decreased. There is a need to provide these students with a strong core educational program along with significant supplemental intervention and instruction.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 2025 California Assessment of Student Performance and Progress Results: ELA (Students with Disabilities) | Declined 7.3 points | Increase by +3 points |
| 2025 California Assessment of Student Performance and Progress Results: Math (English Learners) | Declined 21.4 points | Increase by +3 points |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **2.1** | Provide differentiated instruction and support to students who are identified as needing additional academic support through district and school-site formative and summative assessments along with teacher recommendations. After-hours support, intervention, and/or tutoring will be provided by classroom teachers and tutors to students who are identified as needing additional academic support. This support may be provided before school, durling the lunch period, and/or after school. These interventions will provide targeted instruction based on students' individual needs identified by the | Students with Disabilities | 0<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>Teacher Extra Help: After school homework help/tutoring and Saturday School. See Goal #1 for expenditures. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | district and school site assessments and information provided by the students' teachers. | | |
| 2.2 | Supplement the school's board approved instructional materials in ELA, math, science, and history/social science with a suite of digital/online tools and subscriptions that are aligned with the California Common Core State Standards (CCSS), are accessible at school and at home, are adaptive (able to remediate and/or accelerate learning), can identify and target missing skills or gaps in skills/knowledge/understanding, and that provide data on students' progress.<br><br>Supplemental digital content:<br>IXL<br>Newsela<br>Edpuzzle<br>GoGuardian<br>WeVideo<br><br>Students participate in a variety of enrichment activities that are designed to increase engagement in learning, improve background knowledge, support vocabulary development by integrating core instruction with hands-on activities. Activities may include clubs, assemblies, guest speakers, study trips, video conferences, and virtual study trips that align to grade level content and themes. | All Students, English Learners | 0<br>LCFF<br>5800: Professional/Consulting Services And Operating Expenditures<br>Technology Programs/Supplemental Digital Content: Ramsey Solutions, Newsela, Inc., Edpuzzle, GoGuardian, IXL Learning, Inc., WeVideo. See Goal #1 for expenditures. |
| 2.3 | Integrated ELD<br>(Core Program ELD/EL Support)<br>The foundation of the district's support for English Learners are its integrated and designated English Language Development instructional programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials. ensuring that English Learners are receiving language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science. EL Students are supported across the school day in all content areas.<br><br>Integrated ELD includes intentional supports and scaffolds that happen by design, is planned in advance as part of the lesson to eliminate barriers to learning, often includes a preview and pre-teach to build background knowledge for the topic, may include small group, provides connections to what students already know, often includes hands on activities and discussions with language supports as needed, and may include the use of charts and graphic organizers.<br><br>Learning Directors, funded with LCFF, provide leadership and monitoring of ELD instruction at the school site level. Learning Directors ensure that | English Learners | 0<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>Learning Director Salaries. See Goal #1 for expenditures.<br><br>0<br>LCFF<br>3000-3999: Employee Benefits<br>Employee Benefits for Learning Directors. See Goal #1 for expenditures. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | both integrated and designated ELD are in place and are effective. Learning Directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning Directors monitor the implementation of interventions at their sites. Learning Directors working with the Assistant Superintendent of Curriculum and Instruction and the District EL Coordinator, assess the ELD professional development needs of the school site, and working together, implement professional development that is targeted to the school site's needs.<br><br>100% of teachers are implementing the SIOP district adopted model of instruction with students. Site leadership teams conduct regular walk-through observations in classrooms to collect data which serves as the basis for ensuring the SIOP district adopted model of instruction is being implemented. | | |
| **2.4** | Designated ELD<br>(Core Program)<br><br>EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Students EL proficiency level will be appropriately and promptly identified. Students will receive ELD instruction at their English language development level during the ELD instructional block. This is the district's core designated ELD program.<br><br>Dedicated ELD Time Period:<br>EL students have a class period of designated ELD. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at the school site. The school site leadership team will use the results of assessments including local scoring of the ELPAC and district benchmark assessments to ensure ELs are receiving instruction at their ELD level. | English Learners | |
| **2.5** | Monitoring of English Learners<br>Once each semester, teachers will document the progress of each of their EL students. This will be documented through ELLevation and will capture ELPAC scores, results of district benchmarks and formative assessment data, student writing samples, and teacher observations. Writing samples will be filed in each EL students' progress monitoring folder. School site leadership will monitor the progress of EL students using a | English Learners | 0<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>EL Site Coordinator/Learning Director Salary. See Goal #1 for expenditures.<br><br>0<br>LCFF |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | Monthly EL Checklist which is submitted to the district office. Data, including ELPAC scores, the ELLevation database, district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL. Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs. The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and district level. | | 3000-3999: Employee Benefits<br>Employee Benefits for EL Site Coordinator/Learning Director. See Goal #1 for expenditures. |
| **2.6** | Professional Development<br>Students have experienced significant learning loss due to missed school. Students are also experiencing increased social emotional needs due to the effects of the pandemic. There is a need to provide teachers will support, including professional development, in mitigating learning loss and supporting students' increased social emotional needs. The district will support certificated and classified with district-wide professional development and training from our local county offices of education in the area of SEL - Social Emotional Learning, SIOP Sheltered Instruction Observation Protocol, implementation of California Common Core State Standards (CCSS), and Integrated and Designated ELD. The district-wide approach provides cohesiveness and an overall plan for the whole district. This allows the district to roll out a consistent method that allows for a systematic approach, effectiveness, and support across the district. By learning and working together, teachers will be able to clarify understanding, examine student work, calibrate levels of proficiency, share strategies on how to differentiate instruction for all subgroups and plan for student success. This action includes time for teacher collaboration and planning.<br><br>Teachers are provided with time on early release days to meet within their professional learning community which follows a protocol used to understand and effectively analyze student achievement data from district and site based assessments. Teachers will use this information to plan instruction and intervention, to identify students for intervention, and to group students for instruction and intervention. Data is disaggregated to show overall performance as well as performance of significant subgroups (including ELs). Results may include grouping, planning, observing a colleague, and/or academic coaching support based on identified needs.<br><br>Data from the walk-through observations will help provide a focus for academic coaching support. Academic coaches will work under the guidance of the district's leadership team and county office of | All Students | 0<br>LCFF<br>2000-2999: Classified Personnel Salaries<br>Substitutes. See Goal #1 for expenditures. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | education content specialists. This strategy is designed to meet the needs most associated with meeting the needs of our subgroups. | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The goal has been updated to include a focus on strengthening integrated student supports through inclusive practices and tiered interventions.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major discrepancies between intended implementation and the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year's plan will increase emphasis on Tier 1 supports during the school day, enhance data collection for progress monitoring, and expand coaching cycles to improve instructional consistency.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 3

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Access to a Broad and Challenging Curriculum focused on 21st Century Learning**
Students will have access to a constantly evolving array of technological tools and activities that demand critical thinking, collaboration, creativity, and communication which are at the heart of 21st Century Learning and preparing students for college and a future career while deepening collaborative leadership and student voice structures.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students will be successful in mastering the California Common Core State Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Technology is changing the world at a rapid pace. A broad and challenging curriculum provides students with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals who will be able to work and compete for jobs with students around the world, as well as live happy and successful lives. This will deepen collaborative leadership and student voice structures.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 3.1 | Utilize digital technologies to support teaching and learning.<br>For students performance to approximate student potential, students need access to a constantly and evolving array of technological tools and activities that demand problem-solving, decision-making, teamwork, and innovation. Given that the state indicators for our subgroup populations fell below that of "all students' in both ELA and math and given that these groups of students may have difficulties accessing technology and internet outside the classrooms maintenance, replacement of outdated hardware/software, and technology instruction is necessary. The district will provide/maintain 1:1 chromebooks for all students. Teachers will use technology to enhance learning, increase students' understanding by providing them with innovative tools and access to resources such | All Students | 0<br>LCFF<br>5800: Professional/Consulting Services And Operating Expenditures<br>Edpuzzle, WeVideo, etc. See Goal #1 for expenditures. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | as the internet which connects students to a wealth of information and access to our digital platforms and programs.<br><br>Access to these technological resources will also promote and inspire 21st Century Skills including creativity, critical thinking, communication, and collaboration. We expect all students will benefit from this strategy becoming empowered and engaged with the result of increased academic performance on assessments, opening the door to more opportunities in their future. | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The school successfully maintained 1:1 Chromebook access and used digital tools to support instruction and enhance student engagement in 21st century skills.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences occurred.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will expand digital literacy instruction and monitor student engagement with online platforms more closely to ensure equitable technology use across all subgroups to deepen collaborative leadership and student voice structures.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 4

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Positive, Safe, and Welcoming School Climate**
To provide a safe and secure campus that promotes positive student attitudes and behavioral choices, stakeholders understand the value of education and the importance of creating an inclusive environment where everyone demonstrates our school's core values and strive to be the best they can be.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a positive, safe, and welcoming school and district climate.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Being part of a warm and welcoming school community is critical to student success. Students must feel safe, valued, and have a sense of belonging. Supportive, responsive environments have tremendous benefits, including strengthening student engagement, increasing daily attendance, and building positive relationships. We believe that education should take place in an inclusive environment where all stakeholders are challenged, yet supported to be "the best they can be" academically and socially by acquiring, articulating, and demonstrating our core values of patience, integrity, justice, humanity, courage, and wisdom.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| 2024-2025 Suspension Rate for "Socioeconomically Disadvantaged" student group. | Increased 2.5% | Declined 3% |
| 2024-2025 Suspension Rate for "Students with Disabilities" student group. | Declined 5.8% | Declined 3% |
| Percentage of parents who Agree/Strongly Agree with the statement: The school feels welcoming and safe. | 2024-2025 KECSD Parent Survey: 68.4% of parents gave an Above Average/Excellent rating when asked if the school feels welcoming and safe. | 2025-2026 KECSD Parent Survey: 70% of parents are expected to give an Above Average/Excellent rating when asked if the school feels welcoming and safe. |
| Percentage of parents who Agree/Strongly Agree with this statement: Grade the overall character building program at your child's school. | 2024-2025 KECSD Parent Survey: 60.5% of parents gave an Above Average/Excellent rating when asked to provide feedback on the overall character building program at their child's school. | 2025-2026 KECSD Parent Survey: 70% of parents are expected to give an Above Average/Excellent rating when asked to provide feedback on the overall character building program at their child's school. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| 4.1 | Collectively teach, demonstrate, acknowledge, and provide opportunities for our core values to be displayed on campus and in the community by all stakeholders to create exceptional students who are curious, eager learners, and responsible citizens.<br><br>PBIS<br>Positive Behavioral Interventions and Supports (PBIS) is a framework under the Multi-Tiered System of Support (MTSS) umbrella. It is an evidence-based three-tiered system that integrates school data to improve student outcomes and create a positive school climate and culture. PBIS is a proactive, team-based framework for creating and sustaining safe and effective schools. The team may include the site leadership team, school counselor, school psychologist intern, behavior support assistant, teachers, students, parents, and outside agencies. Emphasis is placed on the prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions. Tier 1 includes: established school expectations-wide, regular teaching/reteaching of expectations, whole-school social-emotional development, school-wide recognition system, a consequence system, evidence-based practices, and strong classroom management. Tier 2 includes: increased parent involvement, evidence-based intervention strategies (ex. check-in/check-out), small groups for social-emotional learning, and data-based decision making. Tier 3 includes: individual counseling (all4youth), parent collaboration, and wrap-around services with community agencies.<br><br>ELA Embedment of Core Values Through The Positivity Project:<br>ELA teachers will embed our core values of patience, integrity, justice, humanity, and courage utilizing The Positivity Project curriculum purchased by the district, in coursework assigned to students throughout the school year to develop a deeper student connection to the values. At the beginning of the year, students will be asked to choose one of the core rings from our symbol which is the one they hold closest to their heart. They will also be asked to select one that they are working on. Each week students will be asked to make two pages. One page will be a page for the Positivity Project word; this is the 'word for us.' The other page is a word of virtue they choose; this is the 'word for you.' Over the course of the week, students will | All Students | 0<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br>Teacher Extra Help for Olympian Training Day. See Goal #1 for expenditures.<br><br>0<br>LCFF<br>4000-4999: Books And Supplies<br>Materials and supplies for classrooms lessons incorporating the Positivity Project. See Goal #1 for expenditures. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | engage with lessons based on the content from the Positivity Project. Each time they do, they add to their pages. Students will also be encouraged to add to their pages based on what their other teachers have said or shown about the Positivity Project word of the week. At the end of each week, pages will be shared with classes and students will choose which of the pages, the page 'for us' and/or the page 'for them' gets put on the wall of what matters to us. During intermission weeks, students will also be asked to review the two rings, the one closest to them and the one they are working on. They will make decisions about whether to switch out those rings or not. | | |
| 4.2 | Acknowledgment System:<br>Silicone bracelets represent Olympic rings and are embossed with the following core value matching the color band which will be used to trade in for incentives: patience (blue), integrity (yellow), justice (black), humanity (green), courage (red).<br>7 REASONS TO GIVE OLYMPIC RINGS<br>The student exhibits the quality: Staff member witnessed an act that embodies one of the core values.<br>The student identifies the quality in another student. A student correctly identifies an act that embodies one of the core values.<br>The student identifies the quality within teachers' content. In the process of teaching, a student identifies the importance of one of the core values in the content being taught or discussed.<br>The student identifies the quality in a staff member. A student identifies a staff member exhibiting the quality of one of the core values.<br>The student tells a (legitimate) anecdotal story involving the quality. A student tells a believable story about something that happened in their life in which acting with the spirit of one of the core values is evident.<br>The student is witnessed projecting the quality to others. "Hey just be patient, you'll get your turn." "Hey share your idea, I think they will like it!"<br>The student upholds the core value on behalf of others. The student reports something that involves a core value or lack thereof on behalf of someone else because that someone else either didn't want to be noticed or wasn't.<br><br>Student of the Month<br>1) Selection Criteria for Nominating a Student<br>The Student of the Month program is meant to promote success in and out of the classroom. It is designed to celebrate student effort as well as accomplishment. Not all students have the same support or ability, so it is important to recognize when students are living up to their full potential or demonstrating significant effort to improve their behavior, grades, and/or attendance. We can do | All Students | 0<br>LCFF<br>5000-5999: Services And Other Operating Expenditures<br>Professional/Consulting Fees - Silicone Wristbands. See Goal #1 for expenditures. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | this by acknowledging students who have met the conditions in all three of the categories below:<br>• Marked improvement in grades (raised their grade significantly (ex. F to C. - must not have any other Ds or Fs in other classes) OR have outstanding grades (90%+)<br>• Marked improvement in a student's demonstration, or exceptional demonstration of core value(s) patience, integrity, justice, humanity, or courage. (Must not have had an office referral for over 4 consecutive weeks of school.) Example of courage: a student demonstrates courage by overcoming their anxiety of giving a presentation and then delivering a presentation that is superior. Example of integrity: a student who used to cause distractions in class but has changed their behavior and is now regularly on task and turning in quality work. Example of justice: a student reports bullying, fighting, or vandalism, regardless of peer pressure or temptation to ignore the situation. Example of humanity: a student displays genuine respect for all students and makes a noticeable effort to be inclusive. Example of patience: a student delays something they want because it is the right thing to do such as consistently following the school-wide expectations.<br>• Marked improvement or good attendance (ex. The student was late to class regularly but has been on time to ALL classes for over 4 consecutive weeks of school.)<br>2) The Nomination Process<br>Teachers will be asked monthly to nominate a student whom they feel meets the criteria. Student(s) will be selected after their grades, attendance, and referral records have been reviewed.<br>3) The Reward<br>The student will receive recognition and lunch with the site leadership team. | | |
| **4.3** | The school will feel welcoming and safe.<br>In order for parents/guardians to feel like the school is welcoming and safe, they need to know that administration, teachers, and staff care for their child.<br><br>The KECSD Parent Survey indicates that a majority of parents agree or strongly agree with the statements:<br>"The principal and office staff are available and willing to discuss concerns or questions that I have." | All Students | 0<br>None Specified |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | "There are opportunities for me to participate in the decision making at the school (Parent Organization "Olympian Parent Club", School Site Council, Parenting Classes, etc.)<br>"There are opportunities at school for me as a parent to provide input regarding my students' needs."<br><br>There is a need to continue planning ways to welcome parents on campus and create a strong partnership to ensure their child feels safe and develops a strong sense of belonging. Parents have a right to be involved in the decision-making process at the school and district levels. There is a continuing need to involve parents in the decision-making process through school site council, district English learner advisory committee, and parent advisory committee. | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

PBIS and Positivity Project strategies were implemented schoolwide to reinforce core values, promote positive behavior, and support social-emotional development.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major discrepancies between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year, the school will ensure consistent implementation of Positivity Project lessons to increase student access through streamlined processes and broader staff participation.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $107,749.96 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

***Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.***

| Federal Programs | Allocation ($) |
|---|---|

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| General Fund | $48,159.52 |
| LCFF | $59,590.44 |
| None Specified | $0.00 |

Subtotal of state or local funds included for this school: $107,749.96

Total of federal, state, and/or local funds for this school: $107,749.96

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| General Fund | 48,159.52 |
| LCFF | 59,590.44 |
| None Specified | 0.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 34,043.20 |
| 2000-2999: Classified Personnel Salaries | 0.00 |
| 3000-3999: Employee Benefits | 14,116.32 |
| 4000-4999: Books And Supplies | 25,754.82 |
| 5000-5999: Services And Other Operating Expenditures | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 33,835.62 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | General Fund | 34,043.20 |
| 3000-3999: Employee Benefits | General Fund | 14,116.32 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 0.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 0.00 |
| 3000-3999: Employee Benefits | LCFF | 0.00 |
| 4000-4999: Books And Supplies | LCFF | 25,754.82 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 0.00 |

| | | |
|---|---|---|
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 33,835.62 |
| | None Specified | 0.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 107,749.96 |
| Goal 2 | 0.00 |
| Goal 3 | 0.00 |
| Goal 4 | 0.00 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

| Name of Members | Role |
|---|---|
| Melody Lee | Principal |
| Ivette Clifton | Other School Staff |
| Emily Rossiter | Classroom Teacher |
| Amanda Montemayor | Classroom Teacher |
| Shawna Johnson | Classroom Teacher |
| Francisca Paola Reyes Gudino | Parent or Community Member |
| Shannon Parkinson | Parent or Community Member |
| Serina Colegio | Parent or Community Member |
| Owen Anderson | Secondary Student |
| Heily Hernandez-Frausto | |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
| --- | --- |
| Mercedes Orellana | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 21, 2026.

Attested:

Principal, Melody Lee on 5/21/26

SSC Chairperson, Serina Colegio on 5/21/26

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

**Additional CSI Planning Requirements:**
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

**Additional ATSI Planning Requirements:**
This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**
Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

***Note:*** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

**Additional CSI Planning Requirements:**

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

***Note:*** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

***Note:*** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

***Note:*** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## CSI Resources

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

# Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Central Valley Home School | 10-62240-6114805 | September 24th, 2025 | June 8th, 2026 |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Central Valley Home School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Central Valley Home School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Targeted Support and Improvement

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.
The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.
The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder Involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

# Educational Partner Involvement

How, when, and with whom did Central Valley Home School consult as part of the planning process for this SPSA/Annual Review and Update?

**Involvement Process for the SPSA and Annual Review and Update**

Through the use of the annual parent and staff surveys, information is gathered to provide us with a guide to develop and implement the school plan for student achievement (SPSA). Additional opportunities are provided to stakeholders throughout the school year such as parent/teacher conferences, the parent advisory group for the LCAP, and SSC, and Community Schools meetings. In addition, the principal has an open-door policy and is always willing to discuss the school planning process with parents, community and staff members.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

No resource inequities were noted.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Per 2025 CAASPP assessment data, math increased by 4% overall. Ela declined 1%.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Central Valley Home School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **American Indian** | 0.8% | % | % | 1 | | |
| **African American** | 0.8% | % | % | 1 | | |
| **Asian** | 0.8% | 0.78% | 1.68% | 1 | 1 | 2 |
| **Filipino** | 0% | % | % | 0 | | |
| **Hispanic/Latino** | 68.8% | 72.66% | 80.67% | 86 | 93 | 96 |
| **Pacific Islander** | 0% | % | % | 0 | | |
| **White** | 20.8% | 19.53% | 13.45% | 26 | 25 | 16 |
| **Two or More Races** | 5.6% | 5.47% | 2.52% | 7 | 7 | 3 |
| **Not Reported** | 2.4% | 1.56% | 1.68% | 3 | 2 | 2 |
| | | | **Total Enrollment** | 125 | 128 | 119 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| **Kindergarten** | 12 | 12 | 9 |
| **Grade 1** | 16 | 12 | 13 |
| **Grade 2** | 18 | 24 | 10 |
| **Grade3** | 14 | 14 | 18 |
| **Grade 4** | 18 | 16 | 14 |
| **Grade 5** | 11 | 14 | 11 |
| **Grade 6** | 7 | 12 | 13 |
| **Grade 7** | 15 | 6 | 20 |
| **Grade 8** | 14 | 18 | 11 |
| **Total Enrollment** | 125 | 128 | 119 |

**Conclusions based on this data:**

1. The largest student group was Hispanic/Latino.

2. There is a decrease in Kindergarteners.

3. Grades 3 and 7 are the highest levels in enrollment

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **22-23** | **23-24** | **24-25** | **22-23** | **23-24** | **24-25** |
| **English Learners** | 7 | 8 | 8 | 5.6% | 6.3% | 6.7% |
| **Fluent English Proficient (FEP)** | 4 | 6 | 4 | 3.2% | 4.7% | 3.4% |

**Conclusions based on this data:**

1. The percentage of English Learners increased .4%
2. We are unable to pull data on this subgroup as our numbers are not enough to provide student anonymity.
3. We have had an decrease in Fluent English Proficiency (FEP).

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 15 | 14 | 22 | 15 | 14 | 21 | 15 | 14 | 21 | 100.0 | 100 | 95.5 |
| Grade 4 | 20 | 12 | 13 | 19 | 12 | 13 | 19 | 12 | 13 | 95.0 | 100 | 100 |
| Grade 5 | 14 | 17 | 12 | 14 | 15 | 12 | 14 | 15 | 12 | 100.0 | 88.2 | 100 |
| Grade 6 | 8 | 22 | 14 | 8 | 22 | 13 | 8 | 22 | 13 | 100.0 | 100 | 92.9 |
| Grade 7 | 25 | 14 | 26 | 24 | 14 | 26 | 24 | 14 | 26 | 96.0 | 100 | 100 |
| Grade 8 | 20 | 22 | 19 | 20 | 22 | 19 | 20 | 22 | 19 | 100.0 | 100 | 100 |
| All Grades | 102 | 101 | 106 | 100 | 99 | 104 | 100 | 99 | 104 | 98.0 | 98 | 98.1 |

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 2333. | 2380. | 2325. | 0.00 | 7.14 | 9.52 | 20.00 | 7.14 | 0.00 | 13.33 | 42.86 | 23.81 | 66.67 | 42.86 | 66.67 |
| Grade 4 | 2409. | 2387. | 2404. | 10.53 | 0.00 | 0.00 | 21.05 | 8.33 | 15.38 | 21.05 | 25.00 | 30.77 | 47.37 | 66.67 | 53.85 |
| Grade 5 | 2429. | 2446. | 2434. | 7.14 | 13.33 | 0.00 | 0.00 | 33.33 | 16.67 | 28.57 | 13.33 | 33.33 | 64.29 | 40.00 | 50.00 |
| Grade 6 | * | 2460. | 2480. | * | 4.55 | 15.38 | * | 13.64 | 7.69 | * | 45.45 | 38.46 | * | 36.36 | 38.46 |
| Grade 7 | 2517. | 2478. | 2479. | 8.33 | 7.14 | 7.69 | 20.83 | 14.29 | 19.23 | 29.17 | 21.43 | 26.92 | 41.67 | 57.14 | 46.15 |
| Grade 8 | 2516. | 2507. | 2502. | 5.00 | 9.09 | 10.53 | 10.00 | 9.09 | 26.32 | 55.00 | 54.55 | 21.05 | 30.00 | 27.27 | 42.11 |
| All Grades | N/A | N/A | N/A | 6.00 | 7.07 | 7.69 | 17.00 | 14.14 | 14.42 | 29.00 | 36.36 | 27.88 | 48.00 | 42.42 | 50.00 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | * | * | * | * | * | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | 7.00 | 8.08 | 9.62 | 62.00 | 57.58 | 51.92 | 31.00 | 34.34 | 38.46 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | * | * | * | * | * | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | 9.00 | 5.05 | 4.81 | 42.00 | 44.44 | 33.65 | 49.00 | 50.51 | 61.54 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | * | * | * | * | * | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | 10.00 | 5.05 | 7.69 | 64.00 | 69.70 | 71.15 | 26.00 | 25.25 | 21.15 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | * | * | * | * | * | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | 8.00 | 5.05 | 8.65 | 65.00 | 62.63 | 53.85 | 27.00 | 32.32 | 37.50 |

**Conclusions based on this data:**

1. Overall we met our 95% participation rate
2. Overall, grade 6 was the strongest performing grade level with over 10% growth from the prior year.
3. Overall, students showed overall growth of over .6% compared to the previous years.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 15 | 14 | 22 | 15 | 14 | 21 | 15 | 14 | 21 | 100.0 | 100 | 95.5 |
| Grade 4 | 20 | 12 | 13 | 20 | 12 | 13 | 20 | 12 | 13 | 100.0 | 100 | 100 |
| Grade 5 | 14 | 17 | 12 | 14 | 15 | 12 | 14 | 15 | 12 | 100.0 | 88.2 | 100 |
| Grade 6 | 8 | 22 | 14 | 8 | 22 | 13 | 8 | 22 | 13 | 100.0 | 100 | 92.9 |
| Grade 7 | 26 | 14 | 27 | 25 | 14 | 27 | 25 | 14 | 27 | 96.2 | 100 | 100 |
| Grade 8 | 20 | 22 | 19 | 20 | 22 | 19 | 20 | 22 | 19 | 100.0 | 100 | 100 |
| All Grades | 103 | 101 | 107 | 102 | 99 | 105 | 102 | 99 | 105 | 99.0 | 98 | 98.1 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | 2320. | 2340. | 2335. | 0.00 | 0.00 | 0.00 | 6.67 | 14.29 | 14.29 | 20.00 | 7.14 | 19.05 | 73.33 | 78.57 | 66.67 |
| Grade 4 | 2440. | 2341. | 2385. | 10.00 | 0.00 | 0.00 | 10.00 | 0.00 | 0.00 | 40.00 | 25.00 | 38.46 | 40.00 | 75.00 | 61.54 |
| Grade 5 | 2410. | 2443. | 2364. | 7.14 | 6.67 | 0.00 | 0.00 | 20.00 | 0.00 | 14.29 | 6.67 | 25.00 | 78.57 | 66.67 | 75.00 |
| Grade 6 | * | 2422. | 2451. | * | 4.55 | 15.38 | * | 0.00 | 7.69 | * | 22.73 | 15.38 | * | 72.73 | 61.54 |
| Grade 7 | 2472. | 2430. | 2443. | 12.00 | 0.00 | 3.70 | 8.00 | 14.29 | 14.81 | 20.00 | 14.29 | 18.52 | 60.00 | 71.43 | 62.96 |
| Grade 8 | 2451. | 2456. | 2456. | 0.00 | 4.55 | 5.26 | 10.00 | 4.55 | 21.05 | 25.00 | 9.09 | 0.00 | 65.00 | 81.82 | 73.68 |
| All Grades | N/A | N/A | N/A | 6.86 | 3.03 | 3.81 | 8.82 | 8.08 | 11.43 | 22.55 | 14.14 | 18.10 | 61.76 | 74.75 | 66.67 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | * | * | * | * | * | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | 6.86 | 4.04 | 2.86 | 30.39 | 28.28 | 29.52 | 62.75 | 67.68 | 67.62 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | * | * | * | * | * | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | 6.86 | 4.04 | 5.71 | 40.20 | 33.33 | 38.10 | 52.94 | 62.63 | 56.19 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 3 | * | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | * | * | * | * | * | * | * |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | 5.88 | 3.03 | 9.52 | 48.04 | 48.48 | 36.19 | 46.08 | 48.48 | 54.29 |

**Conclusions based on this data:**

1. Overall, we showed an increase in Standards Met in all nearly all grade levels by over .8%
2. Grades 6-8 showed significant growth from the prior year.
3. Grade 6 showed the most growth by over 10% from the prior year.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | 4 |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | * | * | * | * | * | * | * | * | * | 4 |
| All Grades | | | | | | | | | | 11 | 14 | 10 |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 9.09 | 7.14 | * | 45.45 | 71.43 | * | 18.18 | 14.29 | * | 27.27 | 7.14 | * | 11 | 14 | * |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 27.27 | 35.71 | * | 36.36 | 42.86 | * | 9.09 | 7.14 | * | 27.27 | 14.29 | * | 11 | 14 | * |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * | | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 9.09 | 0.00 | * | 9.09 | 28.57 | * | 54.55 | 57.14 | * | 27.27 | 14.29 | * | 11 | 14 | * |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 27.27 | 35.71 | * | 63.64 | 57.14 | * | 9.09 | 7.14 | * | 11 | 14 | * |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 36.36 | 35.71 | * | 36.36 | 50.00 | * | 27.27 | 14.29 | * | 11 | 14 | * |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 9.09 | 7.14 | * | 54.55 | 71.43 | * | 36.36 | 21.43 | * | 11 | 14 | * |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | | * | * | | * | * | | * | * | | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 9.09 | 7.14 | * | 63.64 | 85.71 | * | 27.27 | 7.14 | * | 11 | 14 | * |

**Conclusions based on this data:**

1. This subgroup is too small to obtain data.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2024-25 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **119** | **87.4%** | **6.7%** | **0.0%** |
| Total Number of Students enrolled in Central Valley Home School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 8 | 6.7% |
| **Foster Youth** | 0 | 0.0% |
| **Homeless** | 3 | 2.5% |
| **Socioeconomically Disadvantaged** | 104 | 87.4% |
| **Students with Disabilities** | 11 | 9.2% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 0 | 0.0% |
| **American Indian** | 0 | 0.0% |
| **Asian** | 2 | 1.7% |
| **Filipino** | 0 | 0.0% |
| **Hispanic** | 96 | 80.7% |
| **Two or More Races** | 3 | 2.5% |
| **Pacific Islander** | 0 | 0.0% |
| **White** | 16 | 13.4% |

**Conclusions based on this data:**

1. Students with disabilities subgroup has decreased over the year.

2. Hispanic subgroup has increased and is reflected in our student population from 68.8% to 80.7%

3. Hispanic is the highest ethnicity reflected in our student population at 80.7%

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Red | **Chronic Absenteeism**<br>Blue | **Suspension Rate**<br>Blue |
| **Mathematics**<br>Red | | |
| **English Learner Progress**<br>No Performance Color | | |

**Conclusions based on this data:**

1. CVHS is in the blue range for suspension and absenteeism rate.
2. ELA is an area of need
3. Math is an area of need

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 2 | 0 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Red |  No Performance Color |  No Performance Color |
| 70.5 points below standard | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| Declined 19.8 points | 8 Students | 2 Students |
| 73 Students | | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Red |
| 0 Students | Fewer than 11 students - No Data for Privacy | 78.7 points below standard |
| | 3 Students | Declined 20.1 points |
| | | 63 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students |  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>0 Students |  Red<br>78.1 points below standard<br>Declined 23.3 points<br>57 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |  No Performance Color<br>0 Students |  No Performance Color<br>64.2 points below standard<br>Declined 18.4 points<br>12 Students |

**Conclusions based on this data:**

1.

2. The Hispanic subgroup is 78.1 points below the standard

3. The socio-economically disadvantaged subgroup is 78.7 points below the standard.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 2 | 0 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Red |  No Performance Color |  No Performance Color |
| 115.2 points below standard | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| Declined 18 points | 8 Students | 2 Students |
| 73 Students | | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Red |
| 0 Students | Fewer than 11 students - No Data for Privacy | 130.5 points below standard |
| | 3 Students | Declined 18.6 points |
| | | 63 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students |  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>0 Students |  Red<br>112.1 points below standard<br>Declined 19.1 points<br>57 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |  No Performance Color<br>0 Students |  No Performance Color<br>122.4 points below standard<br>Declined 32.8 points<br>12 Students |

**Conclusions based on this data:**

1.

2. The white subgroup is 122.4 points below standard in, while the hispanic subgroup is 112.1 points below standard

3. SWD had a subgroup of 10. This group was too small to show overall data.

# School and Student Performance Data

## Academic Performance
## Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Science Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard Science Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 37.5 science points | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| Declined 8.5 points | 2 Students | 2 Students |
| 19 Students | | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 36.9 science points |
| | | Declined 6.6 points |
| | | 17 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| <br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
| <br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>36.9 science points<br>Declined 10 points<br>14 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| <br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |

**Conclusions based on this data:**

1. Hispanic subgroup declined by 10 points.
2. All students declined by 8.5 points
3. Socioeconomically disadvantages students declined by 6.6 points.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2025 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| **English Learner Progress** | **Long-Term English Learner Progress** |
|  |  |
| No Performance Color | No Performance Color |
| making progress. | making progress. |
| Number Students: 9 Students | Number Students: 3 Students |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2025 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| **Decreased One ELPI Level** | **Maintained ELPI Level 1, 2L, 2H, 3L, or 3H** | **Maintained ELPI Level 4** | **Progressed At Least One ELPI Level** |

**Conclusions based on this data:**

1. We have a small amount of ELLs, therefore we can not capture data and keep student anonymity in place.
2. Four EL learners were re-classified in 2025

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. Not applicable.

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard Chronic Absenteeism Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 2 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Blue |  No Performance Color |  No Performance Color |
| 1.9% Chronically Absent | 9.1% Chronically Absent | Fewer than 11 students - No Data for Privacy |
| Maintained -0.3 | Increased 9.1 | 4 Students |
| 156 Students | 11 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 2.2% Chronically Absent |
| 1 Student | 4 Students | Maintained -0.3 |
| | | 135 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 5.3% Chronically Absent | 0 Students | 0 Students |
| Increased 5.3 | | |
| 19 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | 0 Students | 2.4% Chronically Absent |
| 2 Students | | Maintained 0.1 |
| | | 124 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| Fewer than 11 students - No Data for Privacy | 0 Students | 0% Chronically Absent |
| 7 Students | | Declined 2.9 |
| | | 23 Students |

**Conclusions based on this data:**

1. Student chronic absentee rate for the white subgroup declined by 2.9 points
2. Hispanic students maintained at 2.4% being chronically absent
3. Overall, 1.9 % in 2025 were chronically absent, from 2.2% of students in 2024

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. This is a K-8 school, graduation rate is not applicable.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard Suspension Rate Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 3 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2025 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  Blue |  No Performance Color |  No Performance Color |
| 0% suspended at least one day | 0% suspended at least one day | Fewer than 11 students - No Data for Privacy |
| Maintained 0% | Maintained 0% | 4 Students |
| 191 Students | 12 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 0% suspended at least one day |
| 1 Student | 7 Students | Maintained 0% |
| | | 165 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 0% suspended at least one day | 0 Students | 0 Students |
| Maintained 0% | | |
| 20 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | 0 Students | 0% suspended at least one day |
| 2 Students | | Maintained 0% |
| | | 148 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color |  No Performance Color |  Blue |
| Fewer than 11 students - No Data for Privacy | 0 Students | 0% suspended at least one day |
| 10 Students | | Maintained 0% |
| | | 31 Students |

**Conclusions based on this data:**

1. Suspension rate is not an area of concern at this time
2. 0% suspended out of 216 students enrolled at CVHS for the academic year

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 1

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**English Language Development - ELD**
EL students will achieve growth of one level as measured by the ELPAC (1 - Minimally Developed, 2 - Somewhat Developed, 3- Moderately Developed, 4 - Well Developed)

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Provide basic services to all schools and students, including core instruction and instruction in visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and provide transportation as needed.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard can not provide us w/ data as we have too small of a subgroup of English Learners. In looking at the individual students data it is clear that our EL subgroup is performing below the level of our general education students, we need to close the achievement gap and reclassify students before they become LTELs.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| ELPAC | previous EL level | Increase one level, with a goal of reclassification |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **1.1** | Materials, supplies and technology for ELD intervention | ALL EL Students | 5697.43<br>LCFF<br>4000-4999: Books And Supplies<br><br>None Specified<br>None Specified<br><br>None Specified<br>None Specified |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | 3498.62<br>Title I Part A: Targeted Assistance Program<br>4000-4999: Books And Supplies<br>Instructional Materials and supplies (technology), Heggarty, Read Naturally, Support Reading Materials, IReady |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

EL students increased by 45.5% in levels according to the ELPAC

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 2

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Mathematics**
Students will achieve 85% or better on concepts and procedures that align with grade level CCSS in Mathematics

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2: Mastery of State Standards LCAP Goal 1 Basic Services

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Central Valley Home School dashboards results for 2024 show a decrease of 4.4 points in mathematics performance overall and 97.1 points below standard. The white subgroup is 89.7 points below standard in, while the hispanic subgroup is 93 points below standard and maintained 2,3 points

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Performance Indicator - Ca. Dashboard | 2024-2025 CVHS dashboards results for 2024 show a decrease of 4.4 points in mathematics performance overall and 97.1 points below standard. | 2025-2026 CVHS will show an increase of 3 points, with 95 points below the standard. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **2.1** | Materials, supplies, and technology to support reaching grade-level mathematics standards.<br>Staff Professional Development to support students reaching grade-level standards.<br>MTSS for Math developed and implemented - the plan includes detailed supportive pacing guides with built-in resources, on-site foundational basics in support of grade-level learning, as well as math enrichment and intervention plans.<br>Additional math support and tutoring 2-3 days a week, provided for all students by two teachers. | All | 5697.43<br>LCFF<br>4000-4999: Books And Supplies<br><br>3498.62<br>Title I Part A: Targeted Assistance Program<br>4000-4999: Books And Supplies<br>Enrichment Classes<br><br>11,569.14<br>LCFF<br>5000-5999: Services And Other Operating Expenditures |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | 10,594.06<br>LCFF<br>3000-3999: Employee Benefits<br><br>25332.79<br>LCFF<br>2000-2999: Classified Personnel Salaries<br><br>6050<br>LCFF<br>0001-0999: Unrestricted: Locally Defined<br><br>11,000<br>Title I<br>1000-1999: Certificated Personnel Salaries<br><br>6500<br>Title I<br>2000-2999: Classified Personnel Salaries<br><br>4856.90<br>Title I<br>3000-3999: Employee Benefits<br><br>5660<br>Title I<br>5000-5999: Services And Other Operating Expenditures |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Proficiency Gap: There is a wide margin to reach the LCAP goal of 85% proficiency. The 2024 California Dashboard data shows the school is currently tracking at 97.1 points below standard overall.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Low Performance Across Subgroups: Performance data is uniform across demographic groups. The White subgroup is 89.7 points below and the Hispanic subgroup is 93 points below standard.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

MTSS Interventions: To address this gap and hit the incremental target of reaching 95 points below standard, the school is allocating LCFF and Title I funds toward a Multi-Tiered System of Supports (MTSS). This includes pacing guides, enrichment classes, and hiring two teachers to provide math tutoring 2–3 days a week.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 3

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**English Language Arts**
Students will achieve 85% or better on benchmark and/or formative assessments that align with grade level common core standards in english language arts.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2: Mastery of State Standards LCAP Goal 1 LCAP Goal 4

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Socioeconomically Disadvantaged students, represented by 56 students, were 58.6 points below standard, but showed an increase of 10.1 points, The white subgroup showed a decline of 26 points.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Performance Indicator - California Dashboard | Students were 77 points below standard | 2025-2026 Students will be 50 points below the standard on CAASPP |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **3.1** | Materials, supplies and technology for reaching proficiency in the English language arts standards. | ALL students | 5697.43<br>LCFF<br>4000-4999: Books And Supplies<br>materials, supplies and technology<br><br>None Specified<br>None Specified<br><br>None Specified<br>None Specified<br><br>3498.62<br>Title I Part A: Targeted Assistance Program |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | 4000-4999: Books And Supplies<br>Books, technology, and materials to support students qualifying for Targeted Assistance to close the academic gap in English Language Arts<br><br>None Specified<br>None Specified |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Implementation was completed as planned, allocating $5,697.43 in LCFF funds for school-wide ELA materials and technology, and $3,498.62 in Title I funds for targeted resources. Strategies showed mixed effectiveness: they successfully supported socioeconomically disadvantaged students (who increased by 10.1 points), but did not prevent a 26-point decline in the White subgroup.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures for the reviewed cycle. All allocated LCFF and Title I funding was spent as planned on the specified books, technology licenses, and instructional supplies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the overall dashboard status (77 points below standard), the 2025–2026 target is adjusted to 50 points below standard. To address early literacy needs moving into the 2026–2027 academic year, a specific Kindergarten and 1st-grade day will be planned for the start of the year. The Site Council has approved the use of funding to support the materials and supplies required for this event. These updates are reflected in the Expected Outcomes and Strategy sections.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 4

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**School Climate**
CVHS will provide a positive, safe and welcoming school climate conducive to student learning and positive at-home connections to CVHS

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

4: Provide a positive, safe and welcoming school and district climate.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We strive to maintain the school climate and culture that we have on campus, as well as connecting to at-home. This includes a safe site, welcoming staff, and structures put into place to allow students to feel secure and valued.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| California Dashboard - Suspension Rate | 0 suspensions for the 2024-2025school year | 0 Suspensions for 2025-2026 school year |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **4.1** | Facilities will be well maintained, clean, and safe. Staff will provide professional, kind, and welcoming guidance and instruction to all students. | All | None Specified<br>None Specified<br><br>None Specified<br>None Specified<br><br>5697.43<br>LCFF<br>4000-4999: Books And Supplies<br><br>3498.62<br>Title I Part A: Targeted Assistance Program |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | 4000-4999: Books And Supplies<br>Additional materials and supplies to enhance learning for Title 1 students close the academic gap onsite, Spirit wear, incentives, assemblies, playground equipment contributing to social emotional development and PBIS character development.<br><br>None Specified<br>None Specified<br><br>None Specified<br>None Specified |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Implementation was completed as planned, spending $5,697.43 in LCFF funds for school safety and site environment, and $3,498.62 in Title I funds for targeted student resources. The strategies successfully maintained 0 suspensions for the 2024-2025 school year. Playground equipment and character development incentives actively fostered a positive school culture, highlighted by community-building activities like the Math Club movie awards, benchmark completion i-Ready bowling awards, and vintage kitchen cake decorating events.Staff will provide professional, kind, and welcoming guidance and instruction to all students, a well defined tiered system for intervention is available for both academic and all behavior expectations.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and budgeted expenditures. All allocated LCFF and Title I funding was used exactly as intended to purchase the books, supplies, student incentives, and event materials that supported campus culture and PBIS development.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The metric remains on track with a target of 0 suspensions for the 2025–2026 school year. Moving into the 2026–2027 academic year, a specific Kindergarten and 1st-grade day will be planned for the start of the year to support early socialization. The Site Council has approved funding for the materials and supplies needed for this event. These changes are reflected in the Expected Outcomes and Strategy sections.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 5

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Parental and Student Engagement**
CVHS will maintain its high level of parental involvement as evidenced by attendance at Period Report Meetings every 20 days and family academic events.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Stakeholder Involvement

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our site is an independent study home school. Parents are crucial to their students success, it is our responsibility to engage, motivate, encourage, and maintain our level of parent involvement.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Learning Period Meeting compliance - a minimum of every 20 days | In 2023-2024 100% of CVHS parents met each learning period with CVHS staff. | 2024-2025 - 100% of CVHS parents will meet each learning period with CVHS Staff. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **5.1** | Period Report Meeting - a minimum of every 20 school days, parents, teacher, and student meets to discuss academics, verify work samples, discuss next steps. | ALL | None Specified<br>None Specified<br><br>5697.43<br>LCFF<br>4000-4999: Books And Supplies<br>Teacher manuals and curriculum for parents to utilize in working with students. Literature for students. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | Title I<br>None Specified<br><br>3498.62<br>Title I Part A: Targeted Assistance Program<br>4000-4999: Books And Supplies<br>STEAM and core support class supplies unique to Title 1 student needs, which can enhance learning and go above and beyond the core curriculum. Support materials for parents to work with their Title 1 student(s); Handwriting Without Tears Kits and SEL support kits, in addition to other supplemental programs.<br><br>None Specified<br>None Specified<br><br>3250<br>Title IV Part A: Student Support and Academic Enrichment<br>4000-4999: Books And Supplies<br>Enrichment specialists and materials for enrichment classes. Materials and supplies for monthly STEAM Bin activities.<br><br>6654.99<br>LCFF<br>3000-3999: Employee Benefits<br>Retirement System Benefits |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Implementation was completed as planned, utilizing LCFF ($5,697.43), Title I ($3,498.62), and Title IV ($3,250.00) funding to provide parent curriculum, literature, Handwriting Without Tears kits, and monthly STEAM bin materials. The strategies were highly effective, successfully maintaining a 100% attendance rate for the Learning Period Meetings

during the 2024-2025 school year and strengthening independent study home-school engagement. CVHS Period Meeting attendance was at 100% for the academic year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and the budgeted expenditures. All allocated funds were spent exactly as planned to secure the teacher manuals, core class supplies, retirement benefits, and enrichment specialist resources needed to support family academic participation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The primary metric remains on track with a target of 100% learning period compliance for the 2025–2026 school year. Moving into the 2026–2027 academic year, a specific Kindergarten and 1st-grade day will be added to the strategies to build early parent-school partnerships. The Site Council has approved the use of funding for the event's materials and supplies, which will be updated in the upcoming Strategy and Proposed Expenditures sections.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $45,510 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $137,448.13 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

***Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.***

| Federal Programs | Allocation ($) |
|---|---|
| Title I | $28,016.90 |
| Title I Part A: Targeted Assistance Program | $17,493.10 |
| Title IV Part A: Student Support and Academic Enrichment | $3,250.00 |

Subtotal of additional federal funds included for this school: $48,760.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| LCFF | $88,688.13 |

Subtotal of state or local funds included for this school: $88,688.13

Total of federal, state, and/or local funds for this school: $137,448.13

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF | 88,688.13 |
| Title I | 28,016.90 |
| Title I Part A: Targeted Assistance Program | 17,493.10 |
| Title IV Part A: Student Support and Academic Enrichment | 3,250.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 0001-0999: Unrestricted: Locally Defined | 6,050.00 |
| 1000-1999: Certificated Personnel Salaries | 11,000.00 |
| 2000-2999: Classified Personnel Salaries | 31,832.79 |
| 3000-3999: Employee Benefits | 22,105.95 |
| 4000-4999: Books And Supplies | 49,230.25 |
| 5000-5999: Services And Other Operating Expenditures | 17,229.14 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 0001-0999: Unrestricted: Locally Defined | LCFF | 6,050.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 25,332.79 |
| 3000-3999: Employee Benefits | LCFF | 17,249.05 |
| 4000-4999: Books And Supplies | LCFF | 28,487.15 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 11,569.14 |
| 1000-1999: Certificated Personnel Salaries | Title I | 11,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 6,500.00 |

| | | |
|---|---|---|
| 3000-3999: Employee Benefits | Title I | 4,856.90 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 5,660.00 |
| 4000-4999: Books And Supplies | Title I Part A: Targeted Assistance Program | 17,493.10 |
| 4000-4999: Books And Supplies | Title IV Part A: Student Support and Academic Enrichment | 3,250.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 9,196.05 |
| Goal 2 | 90,758.94 |
| Goal 3 | 9,196.05 |
| Goal 4 | 9,196.05 |
| Goal 5 | 19,101.04 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

| Name of Members | Role |
|---|---|
| Lisa Regier | Principal |
| Emily Miguel | Classroom Teacher |
| Charlienne Emmersen | Classroom Teacher |
| Beatriz Aguilar | Other School Staff |
| Francie Ramirez | Parent or Community Member |
| Linda Simmons | Other School Staff |
| Darlene Valenzuela | Parent or Community Member |
| Daisy Vega | Parent or Community Member |
| Myra Garcia | Other School Staff |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|---|---|

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 09/24/25.

Attested:



Principal, Lisa Regier on 09/24/25



SSC Chairperson, Franci Ramirez on 09/24/25

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

**Additional CSI Planning Requirements:**
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

**Additional ATSI Planning Requirements:**
This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**
Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

***Note:*** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

**Additional CSI Planning Requirements:**

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

***Note:*** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

***Note:*** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**
***Note:*** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## CSI Resources

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

# Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year: **2025-26**

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Island Community Day School | 10-62240-0114587 | September 24th, 2025 | June 8th, 2026 |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Island Community Day School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Island Community Day School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Targeted Support and Improvement

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.
The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.
The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

# Educational Partner Involvement

How, when, and with whom did Island Community Day School consult as part of the planning process for this SPSA/Annual Review and Update?

**Involvement Process for the SPSA and Annual Review and Update**

Staff of ICDS consulted on the SPSA.  No parents were available to participate.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Not enough subgroup data to decipher

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Not enough subgroup data to decipher

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

i-ready and FIAB data are used to determine goals for students

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Island Community Day School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **American Indian** | 0% | % | % | 0 | | |
| **African American** | 0% | % | % | 0 | | |
| **Asian** | 0% | % | % | 0 | | |
| **Filipino** | 0% | % | % | 0 | | |
| **Hispanic/Latino** | 83.33% | 100.00% | 100.00% | 5 | 3 | 2 |
| **Pacific Islander** | 0% | % | % | 0 | | |
| **White** | 16.67% | % | % | 1 | | |
| **Two or More Races** | 0% | % | % | 0 | | |
| **Not Reported** | 0% | % | % | 0 | | |
| | | | **Total Enrollment** | 6 | 3 | 2 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| **Grade 5** | 1 | | |
| **Grade 6** | 1 | | |
| **Grade 7** | 2 | 2 | |
| **Grade 8** | 2 | 1 | 2 |
| **Total Enrollment** | 6 | 3 | 2 |

**Conclusions based on this data:**

1. For the past two years, hispanic has been our primary sub group.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| **English Learners** | | 0 | | 0.0% | 0.0% | 0 |
| **Fluent English Proficient (FEP)** | 0 | 0 | 0 | 0.0% | 0.0% | 0 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | | | * | | | * | | | * | | | |
| Grade 5 | * | | | * | | | * | | | | | |
| Grade 6 | * | * | * | * | * | * | * | * | * | | | |
| Grade 7 | * | * | * | * | * | * | * | * | * | | | |
| Grade 8 | * | * | 4 | * | * | 4 | * | * | 4 | | | 100 |
| All Grades | 9 | 7 | 8 | 9 | 7 | 8 | 9 | 7 | 8 | 100.0 | 100 | 100 |

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | | | * | | | * | | | * | | | * | | | * |
| Grade 5 | * | | | * | | | * | | | * | | | * | | |
| Grade 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | N/A | N/A | N/A | * | * | * | * | * | * | * | * | * | * | * | * |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | | | * | | | * | | | * |
| Grade 5 | * | | | * | | | * | | |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | | | * | | | * | | | * |
| Grade 5 | * | | | * | | | * | | |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | | | * | | | * | | | * |
| Grade 5 | * | | | * | | | * | | |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | | | * | | | * | | | * |
| Grade 5 | * | | | * | | | * | | |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

**Conclusions based on this data:**

1. ICDS met the testing participation rate at 100%.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | | | * | | | * | | | * | | | |
| Grade 5 | * | | | * | | | * | | | | | |
| Grade 6 | * | * | * | * | * | * | * | * | * | | | |
| Grade 7 | * | * | * | * | * | * | * | * | * | | | |
| Grade 8 | * | * | 4 | * | * | 4 | * | * | 4 | | | 100 |
| All Grades | 9 | 7 | 8 | 9 | 7 | 8 | 9 | 7 | 8 | 100.0 | 100 | 100 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | | | * | | | * | | | * | | | * | | | * |
| Grade 5 | * | | | * | | | * | | | * | | | * | | |
| Grade 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | N/A | N/A | N/A | * | * | * | * | * | * | * | * | * | * | * | * |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | | | * | | | * | | | * |
| Grade 5 | * | | | * | | | * | | |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | | | * | | | * | | | * |
| Grade 5 | * | | | * | | | * | | |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| Grade 4 | | | * | | | * | | | * |
| Grade 5 | * | | | * | | | * | | |
| Grade 6 | * | * | * | * | * | * | * | * | * |
| Grade 7 | * | * | * | * | * | * | * | * | * |
| Grade 8 | * | * | * | * | * | * | * | * | * |
| All Grades | * | * | * | * | * | * | * | * | * |

**Conclusions based on this data:**

1. Due to small population size, data can not be collected and analysed as it would jeopardize student privacy.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | | | | | | | | | | | * | * |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | | * | * | | * | * | | * | * | | * | * | | * | * |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | | * | * | | * | * | | * | * | | * | * | | * | * |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | | * | * | | * | * | | * | * | | * | * | | * | * |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | | * | * | | * | * | | * | * | | * | * |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | | * | * | | * | * | | * | * | | * | * |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | | * | * | | * | * | | * | * | | * | * |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| All Grades | | * | * | | * | * | | * | * | | * | * |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2024-25 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **2** | **100%** | **0.0%** | **0.0%** |
| Total Number of Students enrolled in Island Community Day School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 0 | 0.0% |
| **Foster Youth** | 0 | 0.0% |
| **Homeless** | 0 | 0.0% |
| **Socioeconomically Disadvantaged** | 2 | 100% |
| **Students with Disabilities** | 0 | 0.0% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 0 | 0.0% |
| **American Indian** | 0 | 0.0% |
| **Asian** | 0 | 0.0% |
| **Filipino** | 0 | 0.0% |
| **Hispanic** | 2 | 100% |
| **Two or More Races** | 0 | 0.0% |
| **Pacific Islander** | 0 | 0.0% |
| **White** | 0 | 0.0% |

**Conclusions based on this data:**

1. Hispanic was the largest ethnic subgroup at ICDS.

2. Our population was 100% socioeconomically disadvantaged and homeless.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

**2025 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br><br>No Performance Color | **Chronic Absenteeism**<br><br>No Performance Color | **Suspension Rate**<br><br>No Performance Color |
| **Mathematics**<br><br>No Performance Color | | |
| **English Learner Progress**<br><br>No Performance Color | | |

**Conclusions based on this data:**

1. Due to small population size, data can not be collected, as it would jeopardize student privacy.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| 0 Students | 0 Students | 0 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | Fewer than 11 students - No Data for Privacy |
| | | 0 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students |

**Conclusions based on this data:**

1. Due to small population size, data can not be collected, as it would jeopardize student privacy.

# School and Student Performance Data

## Academic Performance
## Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| 0 Students | 0 Students | 0 Students |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | Fewer than 11 students - No Data for Privacy |
| | | 0 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students |

**Conclusions based on this data:**

1. Due to small population size, data can not be collected, as it would jeopardize student privacy.

# School and Student Performance Data

## Academic Performance
## Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Science Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2025 Fall Dashboard Science Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy | 0 Students |
| 0 Students | 0 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  |  |  |
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | Fewer than 11 students - No Data for Privacy |
| | | 0 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>0 Students |

**Conclusions based on this data:**

1. Due to small population size, data can not be collected, as it would jeopardize student privacy.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2025 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| **English Learner Progress** | **Long-Term English Learner Progress** |
|  |  |
| No Performance Color | No Performance Color |
| making progress. | making progress. |
| Number Students: 1 Student | Number Students: 1 Student |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2025 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| **Decreased One ELPI Level** | **Maintained ELPI Level 1, 2L, 2H, 3L, or 3H** | **Maintained ELPI Level 4** | **Progressed At Least One ELPI Level** |

**Conclusions based on this data:**

1. Due to small population size, data can not be collected, as it would jeopardize student privacy.

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2025 Fall Dashboard College/Career Performance for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. n/a

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

**2025 Fall Dashboard Chronic Absenteeism Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |
| **Asian** | **Filipino** | **Hispanic** |
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students |

**Conclusions based on this data:**

1. Due to small population size, data can not be collected, as it would jeopardize student privacy.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2025 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2025 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Long-Term English Learners |
| Foster Youth | Homeless | Socioeconomically Disadvantaged |
| Students with Disabilities | African American | American Indian |
| Asian | Filipino | Hispanic |
| Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. n/a

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2025 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 0 | 0 | 0 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

**2025 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| 50% suspended at least one day | Fewer than 11 students - No Data for Privacy | Fewer than 11 students - No Data for Privacy |
| Increased 16.7% | 1 Student | 1 Student |
| 12 Students | | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
|  No Performance Color |  No Performance Color |  No Performance Color |
| Fewer than 11 students - No Data for Privacy | 0 Students | 50% suspended at least one day |
| 1 Student | | 12 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
|  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students |  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
|  No Performance Color<br>0 Students |  No Performance Color<br>0 Students |  No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students |

**Conclusions based on this data:**

1. Due to small population size, data can not be collected as it would jeopardize student privacy.
2. Based on a population of 12 students, 50% were suspended at least one day
3. The suspension rate increased 16.7%

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 1

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**ELD**
Over the course of one year 85% of ICDS students will achieve growth of one level on ELPAC.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

English Language Development: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continue additional support needed for students, reflect on the systems we have in place and support provided and reflect on programs in place.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| ELPAC | In 24-25 1 student scored a 4 on the ELPAC and was reclassified | Increase: 25% of kids to increase in each grade level |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **1.1** | Materials and supplies for supplemental resources. EL students will involve parents and the community, provided support through annual parent conferences, communication to parents in Spanish. | EL | 202.80<br>Title I<br>4000-4999: Books And Supplies<br>Written goal of 90% attendance at parent conferences |
| **1.2** | Improvement of instructional strategies and materials in communication with parents; a. Additional reading materials, technology, and books. | EL Students | 563.02<br>LCFF<br>4000-4999: Books And Supplies<br>Additional Reading Materials, Supplies<br><br>350.90<br>LCFF<br>5000-5999: Services And Other Operating Expenditures |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | 350<br>LCFF<br>1000-1999: Certificated Personnel Salaries<br><br>80.86<br>LCFF<br>3000-3999: Employee Benefits |
| **1.3** | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Students are tracked on a "focus" list to ensure all supports and opportunities are provided for growth. Island serviced one EL student over the 24-25 academic year. This one students improved by 2 bands and is currently reclassified due to his 24-25 ELPAC assessment resulting in a 4.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the success of 24-25, no changes will be made at this time

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 2

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Mathematics**
Students below standards met will move a minimum one proficiency level in mathematics at the end of the year, and/or on math district benchmark tests.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP | | Maintain or increase percentage of progress |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **2.1** | Intervention during the school day for students not at proficiency. Materials, supplies and technology to support reaching grade level mathematics standards | All students | 202.80<br>Title I<br>4000-4999: Books And Supplies<br><br>563.03<br>LCFF<br>4000-4999: Books And Supplies<br>Materials, supplies, technology<br><br>350.90<br>LCFF<br>5000-5999: Services And Other Operating Expenditures |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| 2.3 | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Implementation was completed as planned, utilizing Title I ($202.80) and LCFF ($563.03 and $350.90) funds for daily math interventions. Strategies effectively targeted English Learner (EL) progress, with the focus EL student showing growth across two bands and testing at a level 4 on the ELPAC. Hands-on engagement through math centers successfully reinforced core concepts and supported individual student growth.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and budgeted expenditures. All allocated funding was spent exactly as planned to secure the center materials, supplies, and technology required for interactive, hands-on math instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No structural changes will be made to the math goals or metrics at this time. Strategies will continue to emphasize center-based, hands-on engagement to maintain student growth, and current dashboard metrics will remain the baseline for the upcoming cycle.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 3

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**ELA/Reading**
Students below standards met will move one proficiency band higher in ELA or on the district benchmark.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continued extra support for all underachieving students

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP | NA | Maintain or increase percentage of progress |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **3.1** | Additional materials, supplies and technology for reaching common core English Language arts standards. | All students | 563.03<br>LCFF<br>4000-4999: Books And Supplies<br>materials, supplies and technology<br><br>202.80<br>Title I<br>4000-4999: Books And Supplies<br>materials supplies and technology<br><br>350.90<br>LCFF<br>5000-5999: Services And Other Operating Expenditures |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Implementation was completed as planned, spending $563.03 and $350.90 in LCFF funds and $202.80 in Title I funds for core ELA resources. While the student subgroup was too small to generate average dashboard data, local tracking shows that hands-on literacy centers and interactive materials effectively supported individual student progress toward moving up one proficiency band.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and budgeted expenditures. All allocated funding was used exactly as planned to secure the center-based instructional materials, supplemental supplies, and student technology licenses needed for daily ELA interventions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No structural changes will be made to the ELA goals or metrics at this time. Strategies will continue to focus on center-based, hands-on engagement to drive individual student growth, and local benchmark tracking will maintain its role as the baseline for evaluating progress.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 4

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Parental Involvement**
Parents will feel that Island school is safe and welcoming.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP goal 4. Provide a positive, safe, and welcoming school and district climate.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Island will maintain a high level of safety. Physical education promotes student moral, helps to prevent conflict and increases attendance.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Parent Survey | Based on survey result, one parent felt safety was adequate. | |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **4.1** | Safety materials and fenced in area with locked gate. | All | 563.026<br>LCFF<br>4000-4999: Books And Supplies<br>Books and supplies<br><br>202.80<br>Title I<br>4000-4999: Books And Supplies<br><br>350.90<br>LCFF<br>5000-5999: Services And Other Operating Expenditures |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

# Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Students and parents feel supported and safe per discussions with the principal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences between what was planned and implemented

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were made.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

# Goal 5

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**School Climate**
Continue PBIS strategies and implementation, as well as providing opportunities for students to excel socially and academically in the right environment

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 Provide a positive, safe, and welcoming school and district climate.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students' academic and social emotional needs have placed them at Island Community Day School.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| PBIS Walkthroughs | Maintain gold status | Passing score on PBIS walkthrough |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| **5.1** | P.E. Equipment to meet physical education requirements of grade level and boost school attendance due to a warm and welcoming environment. | | 562.92<br>LCFF<br>4000-4999: Books And Supplies<br><br>202.80<br>Title I<br>4000-4999: Books And Supplies<br>P.E. equipment: pickleball, basketball |
| **5.2** | Equity Multiplier | | 50,535<br>LCFF Equity Multiplier<br>4000-4999: Books And Supplies<br><br>350.51<br>LCFF<br>5000-5999: Services And Other Operating Expenditures |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |

# Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Funding has been successfully delegated to physical fitness equipment and outdoor activity spaces to address students' social-emotional needs and academic deficits. The implementation of new physical fitness equipment and a basketball court has effectively increased student engagement and school attendance by creating a warm, welcoming, and active campus environment.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and budgeted expenditures. All allocated funds—including $562.92 from LCFF and $202.80 from Title I—were spent exactly as planned to purchase physical education and sports equipment (such as pickleball and basketball resources).

Describe any changes t

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No structural changes will be made to the school climate goals or metrics at this time. Strategies will continue to focus on using the newly added physical fitness equipment and basketball court to sustain student engagement, and walkthrough data will remain the baseline for maintaining PBIS gold status.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $1014 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $56,549.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

***Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.***

| Federal Programs | Allocation ($) |
|---|---|
| Title I | $1,014.00 |

Subtotal of additional federal funds included for this school: $1,014.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| LCFF | $5,000.00 |
| LCFF Equity Multiplier | $50,535.00 |

Subtotal of state or local funds included for this school: $55,535.00

Total of federal, state, and/or local funds for this school: $56,549.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF | 5,000.00 |
| LCFF Equity Multiplier | 50,535.00 |
| Title I | 1,014.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 350.00 |
| 3000-3999: Employee Benefits | 80.86 |
| 4000-4999: Books And Supplies | 54,364.03 |
| 5000-5999: Services And Other Operating Expenditures | 1,754.11 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF | 350.00 |
| 3000-3999: Employee Benefits | LCFF | 80.86 |
| 4000-4999: Books And Supplies | LCFF | 2,815.03 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 1,754.11 |
| 4000-4999: Books And Supplies | LCFF Equity Multiplier | 50,535.00 |
| 4000-4999: Books And Supplies | Title I | 1,014.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 1,547.58 |
| Goal 2 | 1,116.73 |

| | |
|---|---|
| Goal 3 | 1,116.73 |
| Goal 4 | 1,116.73 |
| Goal 5 | 51,651.23 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

| Name of Members | Role |
|---|---|
| Lisa Regier | Principal |
| Emily Miguel | Classroom Teacher |
| Beatriz Aguilar | Other School Staff |
| Charlienne Emmersen | Classroom Teacher |
| Linda Simmons | Other School Staff |
| Daisy Vega | |
| Darlene Valenzuela | |
| Franci Ramirez | |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|---|---|

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 09/24/25.

Attested:



Principal, Lisa Regier on 09/24/25

SSC Chairperson, Darlene Valenzuela on 09/24/25

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

**Additional CSI Planning Requirements:**
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

**Additional ATSI Planning Requirements:**
This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**
Completing this section fully addresses all relevant federal planning requirements for ATSI.

## Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

***Note:*** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

**Additional CSI Planning Requirements:**

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

***Note:*** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

***Note:*** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**
***Note:*** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## CSI Resources

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

# Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   Legal Services Agreement with Atkinson, Andelson, Loya, Ruud & Romo

2. **Agenda Item Category:**
   - ✓ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Maxine Balling, Executive Assistant to the Superintendent

4. **Attachments:**
   - **Not Applicable**
   - ✓ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   Annual legal services agreement July 1, 2026 - June 30, 2027

6. **Financial Impact:**
   Professional hourly rates attached.

7. **Funding Source:**

8. **Impact on Students:**
   Remain compliant following legal guidelines to ensure a safe, positive and healthy learning environment

Submit Completed Request to Maxine Balling

# AGREEMENT FOR SPECIAL SERVICES

## I. PARTIES

This Agreement for Special Services ("Agreement") is entered into by and between the law firm of ATKINSON, ANDELSON, LOYA, RUUD & ROMO, a professional corporation, hereinafter referred to as the "Law Firm" and, KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT, hereinafter referred to as "District."

## II. PURPOSE

The District desires to retain and engage Law Firm to perform legal and, upon request, non-legal consultant services on the District's behalf. The following outlines the payment schedule if/when services are rendered:

## III. TERMS AND CONDITIONS

A. Fees for Services

1. Standard Hourly Rate Services

District agrees to pay the Law Firm at the following standard hourly rates:

| | |
|---|---|
| Senior Partners | $395 |
| Partners/Senior Counsel | $365 |
| Senior Associates | $350 |
| Associates | $340 |
| Non-Legal Consultants | $295 |
| Electronic Technology Litigation Specialist | $240 |
| Senior Paralegals/Law Clerks | $270 |
| Paralegals/Legal Assistants | $260 |

2. Fixed Fee Services

District agrees to pay the Law Firm a fixed fee for the following services:

| | |
|---|---|
| A full day of training (up to 8 hours) | $6,500 |
| A half day of training (up to 4 hours) | $5,000 |
| A two-hour training | $4,000 |
| A one-hour training | $3,000 |

The Law Firm may modify legal services rates effective July 1st of any year by providing at least thirty (30) days' written notice to District Office; however, should the District object in writing to the modified rates within the thirty (30) day period, no change will be made until the rate is mutually agreed to by the parties.

3. Fee Arrangements for Specialized Legal Services

For specialized litigation and transactional services in the areas of construction, procurement, technology, prevailing wage, real property, CEQA, mitigation negotiations, school and college finance, tax, bankruptcy, copyright, non-profit organizations, immigration and appellate law, the District agrees to pay Law Firm at rates higher than the standard hourly rates for special projects or particular scopes of work. The Law Firm shall inform the District of the rates for specialized services and the Superintendent or designee shall agree to such rates in writing prior to any billings for specialized legal services by the Law Firm.

4. Costs and Expenses

In addition to the fees described above, the District agrees to pay a five percent (5%) "administrative fee" calculated and based on the total monthly billed fees to cover certain operating expenses of the Law Firm incurred in providing services to the District. This administrative fee is in lieu of charging the District for Westlaw, photocopies, automobile mileage, parking, facsimiles, telephone, document preparation, and postage.

Costs relating to fees charged by third parties retained to perform services ancillary to the Law Firm's representation of District are not included in the administrative fee and are charged separately. These include, but are not limited to, deposition and court reporter fees, transcript costs, witness fees (including expert witnesses), process server fees, and other similar third party fees. The Law Firm shall not be obligated to advance costs on behalf of the District; however, for purposes of convenience and in order to expedite matters, the Law Firm reserves the right to advance costs on behalf of the District with the prior approval of the Superintendent or designee in the event a particular cost item exceeds $2,000.00 in amount, and without the prior approval of the Superintendent or designee in the event a particular cost item totals $2,000.00 or less.

If the Law Firm retains, with authorization from the District, experts or outside consultants for the benefit of the District, rather than the District contracting directly with any expert or outside consultant, the District agrees to pay a five percent (5%) "consultant processing fee" in addition to the actual costs paid by the Law Firm to the expert or outside consultant in order to offset related costs to the Law Firm resulting from administering and initially paying such expert and outside consultant fees on behalf of the District. This fee shall not apply to the services of Law Firm-provided non-legal consultants as set forth in paragraph F., below. The direct costs for travel and lodging by Non-Legal Consultants may be billed with prior approval.

B. Billing Practices

1. A detailed description of the work performed and the costs and expenses advanced by the Law Firm will be prepared on a monthly basis as of the last day of the month and will be mailed to the District on or about the 15th of the following month, unless other arrangements are made. Payment of the full amount due, as reflected on the monthly statement, will be due to the Law Firm from the District by the 10th of the month following delivery of the statement, unless other arrangements are made. In the event that there are funds of the District in the Law Firm's Trust Account at the time a monthly billing statement is prepared, funds will be transferred from the Law Firm's Trust Account to the Law Firm's General Account to the extent of the balance due on the monthly statement and a credit will be reflected on the monthly statement. Any balance of

fees or costs advanced remaining unpaid for a period of 60 days will be subject to a 1% per month service charge.

2. The Law Firm shall bill in one-quarter hour increments.

3. Certain tasks shall be billed at established minimum time increments. These include: (a) telephone conference (.25 hour), (b) electronic correspondence (.25 hour), (c) standard written correspondence (.50 hour), (d) provide a document (.50 hour).

4. The Law Firm may charge the full hourly rate to more than one client for services provided concurrently during the same time period. For example, in the course of traveling to the District or while providing legal services at the District, it may be necessary for the Law Firm to provide billable services to other clients.

5. District agrees to review the Law Firm's monthly statements promptly upon receipt and to notify the Law Firm, in writing, with respect to any disagreement with the monthly statement. Failure to communicate written disagreement with the Law Firm's monthly statement within thirty (30) days of the District's receipt thereof shall be deemed to signify the District's agreement that the monthly billing statement accurately reflects the services performed; and the proper charge for those services.

6. After the conclusion of a particular engagement (e.g., an investigation) should a need arise for the Firm to respond to any subpoena or discovery, to provide testimony at deposition, trial or arbitration, or to otherwise perform services with respect to any matter relating to or arising out of that engagement, the District shall compensate the Firm at its then applicable rates for time expended, including all required preparation time.

C. Termination of Representation on a Particular Matter

The Law Firm reserves the right to discontinue the performance of legal services on behalf of the District on a particular matter upon the occurrence of any one or more of the following events:

1. Upon order of a court of law requiring the Law Firm to discontinue the performance of legal services;

2. Upon a determination by the Law Firm in the exercise of its reasonable and sole discretion, that state or federal legal ethical principles require it to discontinue the performance of legal services;

3. Upon a failure of the District to perform any of the District's obligations with respect to the payment of the Law Firm's fees, costs or expenses as reflected on the monthly bill;

4. Upon a failure of the District to perform any of the District's obligations with respect to the duty of cooperation with the Law Firm in connection with the Law Firm's representation of the District.

In the event that the Law Firm ceases to perform services for the District on a matter, the District agrees that it will promptly pay to the Law Firm any and all unpaid fees and costs advanced, and retrieve all of its files, signing a receipt therefor. Further, the District agrees that, with respect to any litigation where the Law Firm has made an appearance in a court of law on its behalf, the District will promptly execute an appropriate Substitution of Attorney form. Any termination of Law Firm's representation on such a matter may be subject to approval by the applicable court of law.

D. Consent to Joint Representation

The District acknowledges that from time to time Law Firm may be asked to perform legal services on a matter affecting two or more public education local agencies. In such situations before proceeding with representation, Law Firm shall seek separate written consent to joint representation from all involved parties if permissible according to ethical principles applicable to attorneys. The District acknowledges that it is often in the best interest of the District for such representation to commence without undue delay which may result from waiting until a regularly-scheduled Board meeting. Therefore, pursuant to Education Code section 7, the Governing Board of the District hereby delegates to the Superintendent or designee authority to consent to joint representation in the circumstances described in this paragraph.

E. Client Cooperation.

The District agrees to fully cooperate with the Law Firm in connection with the Law Firm's representation of the District, including but not limited to, attending mandatory court hearings and other appearances, making its employees and officials available, and providing accurate information documentation necessary to enable the Law Firm to adequately represent the District.

F. Services performed by Law Firm-provided Non-legal Consultants

The Law Firm has an affiliation with non-legal consultants who are available to provide services in areas including, but not limited to, personnel/business office audits, human resources/collective bargaining consultation, special education consultation, public/employee relations surveys and communications, media and public relations, budget analysis/support services, instructional coaching/counseling at school improvement sites, leadership coaching, board/superintendent relations and best practices, and interim management placement.

Because the Law Firm has a financial interest in the District's use of these affiliated non-legal consultants, the rules of the State Bar of California require that the District provide its informed written consent to this arrangement prior to utilizing these services. Execution of this Agreement shall be deemed "informed consent" for the purpose of this paragraph. The District is hereby advised that it may seek the advice of an independent attorney of your choice prior to providing such written consent.

Please also be advised that because the services of these non-legal consultants are provided to the District outside of the attorney-client relationship, communications with these non-legal consultants will not be protected from disclosure by the attorney-client privilege.

G. Consent to Law Firm Communication

As part of our commitment to client service, the Law Firm will send the District periodic alerts on case developments and legislative changes, and notices of breakfast briefings, conferences, and other training opportunities designed to help the District with daily legal concerns. The Law Firm will send those and other additional service notices to the District via regular mail and/or electronic mail at the email address which you designate or the email used in your daily communications with us. By execution of this Agreement, the District and designated contact(s) consent to receive such communications by electronic mail subject to the right to unsubscribe at any time.

H. Identification of Insurance Coverage

With respect to insurance coverage for any matters covered by the scope of services under this Agreement, you agree that it is your own responsibility, rather than the Law Firm's

responsibility, to identify potential insurance coverage and to tender legal matters to any appropriate insurance companies that may insure you. If you desire that the Law Firm become involved in identifying potential insurers and/or the tender of legal disputes, then a separate written agreement between you and the Law Firm to that effect will be required.

I. Miscellaneous

1. The Law Firm maintains errors and omissions insurance coverage applicable to the services to be rendered.

2. The parties agree that the Law Firm, while engaged in carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

3. After a file on a matter is closed, the District has a right to request the Law Firm to return the file to the District. Absent such a request, the Law Firm shall retain the file on the District's behalf.

J. Consent to Law Firm Use of Generative AI and Client Confidentiality

To enhance efficiency and cost-effectiveness, the Law Firm may use generative artificial intelligence ("AI") tools to assist with tasks like document review, summaries, and research. Any such use will comply with the California Rules of Professional Conduct and the State Bar Act, along with all other applicable ethical and professional responsibilities and the Law Firm's internal policies, including maintaining professional judgment; reviewing, verifying, and validating AI-assisted work; and safeguarding client confidentiality. You may be billed for actual time spent using generative AI—such as creating and refining inputs and prompts and reviewing and editing outputs—but not for time saved by its use. By proceeding with this representation, you consent to the Law Firm's use of generative AI, unless you notify us otherwise in writing. Please note that Law Firm communications and work product are protected by privilege and must remain confidential. If you disclose any privileged communications, work product, or confidential documents to any AI platform, you risk waiving the attorney-client privilege, work-product protection, and/or confidentiality.

## IV. BINDING ARBITRATION

If any dispute arises out of, or related to, a claimed breach of this agreement, the professional services rendered by attorneys, or any other disagreement of any nature, type, or description, regardless of the facts or the legal theories which may be involved, including attorney malpractice, breach of fiduciary duty, misrepresentation, or conflict of interest, such dispute shall be resolved by confidential and binding arbitration upon the written request of one party after service of that request on the other party.

There are significant advantages and disadvantages of binding arbitration. The parties shall agree on an arbitrator with special skills and experience to hear and determine the dispute unlike in a court proceeding where a judge is assigned. If the parties cannot agree, then the Superior Court of Fresno County shall choose an impartial arbitrator whose decision shall be final and conclusive on all matters.

The parties shall each have the right of discovery in accordance with Code of Civil Procedure Section 1283. Arbitrations conducted pursuant to this agreement permit the same discovery rights as in a court proceeding. Each party shall bear their own costs and attorney fees, including payments to the arbitrator which can be significantly more costly than the filing fee in Court proceedings where costs may be awarded to the prevailing party. Each party to this

agreement waives and therefore gives up important constitutional rights in arbitration as the arbitrator's decision is final. There is no right to appeal to challenge any errors made in the arbitration proceeding. Unlike court proceedings, arbitration proceedings are conducted privately and the outcome will remain confidential. There is no right to a trial by a judge or jury of one's peers. There is no limitation on the type of monetary damage that can be awarded by the arbitrator. The client is advised that the client has the right to have an independent lawyer of client's choice review this arbitration provision.

## V. DURATION

This Agreement shall commence July 1, 2026 and terminate on June 30, 2027 and shall thereafter continue from month to month at the then current rate schedules until modified in writing by agreement between the Law Firm and the District up to a maximum of five (5) years duration per Education Code section 17596.

Either the District or the Law Firm may terminate this Agreement on thirty (30) days' written notice.

"Law Firm"

ATKINSON, ANDELSON, LOYA, RUUD & ROMO

Dated: _____ By: _____
Mary Beth de Goede, Partner

"District"

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

Dated: _____ By: _____
Dr. Wesley Sever, Superintendent

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   Fresno County Superintendent of Schools

2. **Agenda Item Category:**
   - ✓ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Erin Pasillas

4. **Attachments:**
   - **Not Applicable**
   - ✓ **To Be Enclosed with Board Packets**
     ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   Adapted Physical Education Services

6. **Financial Impact:**
   $4,834.05

7. **Funding Source:**
   01 00-90530-0-000-3 1 40-580000-000

8. **Impact on Students:**
   Provide licensed or credentialed service provider to increase student achievement.

Submit Completed Request to Maxine Balling

# ADAPTED PHYSICAL EDUCATION SERVICE AGREEMENT

("Agreement")

Legal Doc. No. of this Signed Agreement *(FCSS Legal use only)*: 4921-6923-5628

COVER

DISTRICT/CHARTER

Kingsburg Elementary Charter ("District/Charter")
Attn: Dr. Wesley Sever, Superintendent
1310 Stroud Ave.
Kingsburg, CA 93631
Phone: (559) 897-2331
Email: mgutierrez@kesd.org

FCSS

Fresno County Superintendent of Schools ("FCSS")
Attn: Trina L. Frazier, Assistant Superintendent of Student Services
Fresno County Office of Education
1111 Van Ness Avenue
Fresno, CA 93721-2000
Phone: (559) 265-3049 Email: tfrazier@fcoe.org

CONTRACT TERM (see § 3.1)

"Effective Date": August 13, 2026

"Termination Date": June 3, 2027

TERMINATION DURING CONTRACT TERM (see § 3.2)

Ground for Termination: With Cause

"Notice Period": At least 30 days before the effective date of termination of this Agreement

CONTRACT AMOUNT. District/Charter shall pay the following "Contract Amount" to FCSS:

$ 4,834.05, (0.025 FTE) which is calculated as follows: FTE Rate multiplied by the ratio of FTE agreed between FCSS's contact person listed above or his/her designee and District's/Charter's contact person listed above or his/her designee. "FTE Rate" means $ 193,361.98 per FTE Adapted Physical Education ("Service Provider") which shall be calculated by taking the total amount for salary and benefits; mileage reimbursements; equipment, supplies, and materials needed to provide the Adapted Physical Education Services ("Services"); administration and indirect costs that FCSS budgets in order to employ FTE Service Provider; and, provide Services during the Contract Term and *dividing* by the total number of FTE Service Providers FCSS expects to employ during the Contract Term. "FTE" (Full Time Equivalent) means 6.75 hours per day.

At the end of the contract term, the rate shall be recalculated based upon FCSS' actual amounts. The difference between the updated amount and the initial amount ("settle-up amount") would be applied to District/Charter.

Should there be a need for initial Services assessments to determine student need for Services, an additional $ 1,565.40 per assessment will be charged to District/Charter to cover the costs of each assessment which is calculated as follows: Hourly Rate of $ 156.54 per hour multiplied by 10 hours and 2 of assessments, as agreed to between FCSS's contact person listed above or his/her designee and District/Charter contact person listed above or his/her designee.

PAYMENT SCHEDULE. District/Charter shall pay the Contract Amount to FCSS pursuant to the following:

Four payments, each a "Payment," in accordance with the following "Payment Schedule": (1) first Payment on or about October 20 during the Contract Term, (2) second Payment on or about January 20 during the Contract Term, (3) third Payment on or about April 20 during the Contract Term, (4) fourth Payment on or about June 20 immediately after the Contract Term, and (5) Settle-up Amount Payment on or about October 20 immediately after the Contract Term.

Each Payment shall be made in accordance with the "Payment Plan" that is marked below (mark one):

X PAYMENT PLAN A - TRANSFER: District/Charter authorizes FCSS to transfer each Payment from District/Charter.

PAYMENT PLAN B - PAYMENT: District/Charter will pay each Payment pursuant to an invoice that FCSS submits to District/Charter.

PAYMENT PLAN C – OTHER *(specify)*: _____

"Hourly Rate" shall be calculated by taking the total amount for salary and benefits; mileage reimbursements; equipment, supplies, and materials needed to provide the Services; administration and indirect costs that FCSS budgets in order to employ Service Provider; and, provide Services during the Contract Term and dividing by the total number of Service Providers FCSS expects to employ during the Contract Term.

REQUIRED DOCUMENTS. Each Party, upon the other Party's request, shall provide written proof that the following insurance is in effect during the Contract Term, such proof referred to as "Required Document" (see Art. 4):

Commercial general liability, commercial automobile liability, and workers comp. and employer's liability.

In consideration of the covenants, conditions, and promises in and for good and valuable consideration and the mutual benefits to be derived from this Agreement, District/Charter and FCSS, separately referred to as a "Party" and collectively as the "Parties," have reviewed and understand and hereby enter into this Agreement. Unless the context requires otherwise, any reference to a Party in this Agreement shall mean the Party and its governing body and members thereof, officers, employees, and agents and, in the case of District/Charter, includes District's/Charter's students. Each person executing this Agreement on behalf of a Party represents that he/she is authorized to execute on behalf of and to bind the Party to this Agreement.

DISTRICT/CHARTER

By: _____
Print Name: Dr. Wesley Sever
Title: Superintendent

FCSS

By: _____
Dr. Michele Cantwell-Copher, Superintendent
or Authorized Designee

## GENERAL TERMS AND CONDITIONS

These General Terms and Conditions contain the following Articles:

| | |
|---|---|
| Article 1 | Scope of Services and Obligations |
| Article 2 | Payment |
| Article 3 | Term and Termination of Agreement |
| Article 4 | Insurance |
| Article 5 | Indemnity |
| Article 6 | Dispute Resolution |
| Article 7 | General Provisions |

Terms with initial capital letter shall have the respective meanings set forth in this Agreement.

ARTICLE 1 SCOPE OF SERVICES AND OBLIGATIONS.

SECTION 1.1 RECITALS. District/Charter requires one or more trained and qualified Service Provider to provide Services to District's/Charter's students who do or, in the case of an initial assessment may, qualify for special education pursuant to the Individuals with Disabilities Education Act ("IDEA") and related state law and who have an individualized education program ("IEP"). By this Agreement, the Parties desire to set forth the terms and conditions pursuant to which FCSS shall provide one or more Service Provider to perform Services required of District/Charter and for which District/Charter shall compensate FCSS. This Agreement sets forth the Parties' rights and obligations relating to such Services and this Agreement. District/Charter understands that the Service Provider, during the Contract Term, may provide Services to one or more other school districts/charters, FCSS court and community schools, and/or FCSS county-operated special education programs. The Parties shall communicate and coordinate through the Contract Term regarding: (A) Services FCSS is to provide to District/Charter; (B) location(s), day(s), and time(s) at which Services are to be provided to District/Charter; and (C) other necessary and proper arrangements to allow FCSS to provide Services pursuant to this Agreement.

SECTION 1.2 OBLIGATIONS OF FCSS. FCSS shall perform all obligations required of FCSS as set forth elsewhere in this Agreement and:

1.2.1 Hire and employ one or more appropriately licensed or credentialed Service Provider(s) to perform the Services required by this contract. Note that, if indicated above, the Service Provider(s) will be a licensed speech-language pathologist assistant ("SLPA"), occupational therapy assistant ("OTA") or physical therapy assistant ("PTA") supervised by the necessary licensed or credentialed FCSS staff. The Parties agree that FCSS is the employer of the Service Provider(s) and, as such, is responsible for the Service Provider(s) employment, including, but not limited to, salary; benefits; mileage reimbursements; equipment, supplies, and materials; employee evaluation; employee grievance; and, employee discipline. Moreover, FCSS is responsible for the provision and supervision of the Service Provider(s) leave of any kind, including the tracking and approval of said leave.

1.2.2 In coordination with and cooperation of District/Charter, FCSS will provide one or more Service Provider to perform the following:

1.2.2.1 Comply with District policies, procedures, and reasonable instructions provided that they comply with the law and are within the scope of the Service Provider's employment with FCSS.

1.2.2.2 As appropriate, provide case management for District/Charter student IEPs.

1.2.2.3 Participate in the development of IEPs for District/Charter students, including, but not limited to drafting present levels and goals, and making service recommendations to IEP teams to serve students in the least restrictive environment.

1.2.2.4 Implement District/Charter student IEPs that include Services, including, but not limited to, maintaining progress notes, collecting data to document progress, monitoring and evaluating progress, and drafting timely progress reports related to IEP goals.

1.2.2.5 Adhere to IEP timelines and those reasonably requested by District/Charter.

1.2.2.6 Consult with parents, faculty, administrators, and other specialists concerning needs of students receiving Services. Consult with, and make referrals to, outside agencies for students receiving Services, if appropriate.

1.2.2.7 Coordinate transition plans for students moving to other settings.

1.2.2.8 Conduct re-evaluations as needed, including, but not limited to triennial re-evaluations of students who are receiving Services. Note that any re-evaluations conducted are conducted on behalf of the District/Charter not FCSS. Therefore, District/Charter is responsible for ensuring that the re-evaluation complies with any and all applicable laws. As such, if an independent educational evaluation ("IEE") is requested, the District/Charter is responsible for responding to said request as well as funding the IEE or filing for due process to defend the re-evaluation in accordance with the law.

1.2.2.9 Receive and respond to referrals from District/Charter personnel, parents, physicians, and agencies for Students who are not yet receiving Services. Consult with general education staff regarding general education interventions. As appropriate, participate in the student study team (or similar) process for Students.

1.2.2.10 Conduct initial assessments to determine eligibility for special education, if appropriate, and/or need for Services to provide student assessed with a free appropriate public education ("FAPE") in the least restrictive environment. Additional hourly costs, as agreed upon in the Contract Amount, will be charged for initial assessments. Note that any initial evaluation conducted is conducted on behalf of the District/Charter not FCSS. Therefore, District/Charter is responsible for ensuring that the evaluation complies with any and all applicable laws. As such, if an independent educational evaluation ("IEE") is requested, the District/Charter is responsible for responding to said request as well as funding the IEE or filing for due process to defend the evaluation in accordance with the law.

1.2.2.11 Coordinate, participate and present in-services and consultations regarding Services and other topics relevant to Service Provider area of expertise and training.

1.2.2.12 Supervise, coordinate, and plan the work for instructional support staff assigned to District/Charter program and/or student and provide input into the performance evaluation process for instructional support staff.

1.2.2.13 Prepare, maintain and submit timely and accurate records, reports, files and documentation as assigned on each student served, including, but not limited to, Medi-Cal billing, diagnostic and assessment information, student goals and objectives, conference and contact notes from parents and other professionals, student progress notes, attendance records, and county and/or state reports as assigned and/or required.

1.2.2.14 Other duties relevant to Service Providers and Services as required for compliance with the IDEA and related state law.

1.2.3 Assist the District/Charter in responding to any complaints—informal or formal—related to Services provided to District/Charter students pursuant to this Agreement. This includes making Service Provider(s) available to testify on the District's/Charter's behalf as a witness in a formal hearing or legal proceeding. At FCSS's discretion, FCSS legal counsel may advise FCSS staff regarding and during this or any other process.

1.2.4 At FCSS's sole discretion, FCSS may provide assistance to District/Charter in the organization and review of District/Charter records for District/Charter students in response to a request for student records. However, FCSS is not the custodian of records for any District/Charter students and as such will not respond to any requests for student records on the District/Charter's behalf.

SECTION 1.3 DISTRICT/CHARTER OBLIGATIONS. District/Charter shall perform all obligations required of District/Charter under this Agreement and perform the following:

1.3.1 District/Charter remains the local educational agency ("LEA") responsible for any and all obligations to District/Charter students under the IDEA and related state law. District/Charter agrees that, by assigning an FCSS employee to the District/Charter under this Agreement, FCSS is not assuming any decision making responsibility or control over District students nor is it assuming any LEA responsibilities under the IDEA and related state law. As a result, District/Charter shall not object to FCSS's request and/or motion to be dismissed from any complaint—formal or informal—related to the students served under this Agreement that are alleged against FCSS and/or District/Charter and FCSS if said complaint relates to anything other than an intentional tort claim filed against FCSS for actions of an FCSS employee as discussed further in Article 5 below. Moreover, District/Charter shall indemnify FCSS in accordance with Article 5 below.

1.3.2 Determine, through the IEP process, which student(s) are eligible to receive Services provided by FCSS.

1.3.3 Provide appropriate classroom(s), office space, furniture (Service Provider and student), internet connectivity, landline telephone, use of office equipment such as a copy machine, parking, alarm codes, etc. necessary for Service Provider to do his/her work appropriately and adequately with District/Charter students pursuant to this Agreement.

1.3.4 Inform Service Provider of safety and other related procedures on school campus where Services are provided. This includes, but is not limited to, training and informing Service Provider in the same manner that District/Charter staff is trained and notified in advance of any safety drills, including, but not limited to fire, earthquake, and active shooter drills.

1.3.5 Provide any and all equipment and materials needed to implement a District/Charter student's IEP.

1.3.6 Coordinate and cooperate with FCSS staff relating to Services that FCSS is to provide to the Students.

1.3.7 If requested, provide FCSS with meaningful input into FCSS's evaluation of Service Provider.

SECTION 1.4 WORK PRODUCTS AND RIGHTS THERETO. The following applies to any data, document, display, drawing, report, material, invention, work, and discovery, including any copyright, right, and interest therein or thereto and whether written, recorded, or electronically stored (collectively "Work") that each Party prepares for or provides to the other Party pursuant to this Agreement: (A) the Work of each Party shall remain its property and that Party shall have all interests and rights thereto; (B) each

Party grants to the other Party a limited license during the Contract Term to use and reproduce those portions of the other Party's Work necessary for its performance of this Agreement; and (C) upon termination of this Agreement and at Party's request, the other Party shall return any or all Work that belongs to the requesting Party. The provisions of this Section shall survive the termination of this Agreement. This section shall not apply to any student-related information and/or student record as defined by Family Education Rights and Privacy Act ("FERPA") and related California law. Any and all non-personal notes student-related information and records shall be the property of the District/Charter; FCSS shall not be deemed the custodian of any student records under this Agreement.

SECTION 1.5 CONFIDENTIAL RECORDS AND INFORMATION. If any document and/or information (for example and not as a limitation, employee or student records) that is subject to nondisclosure or protection under federal and/or California laws (collectively "Confidential Materials") is provided to or created by a Party for or pursuant to this Agreement, the Party shall: (A) not release, disseminate, publish, or disclose the Confidential Materials except as required by law or a court order, or as this Agreement may permit, or as the other Party, through its contact person listed on the Cover or other designated staff, may authorize in writing; (B) except as specifically permitted by Applicable Law, not use the Confidential Materials for any purpose not related to its performance of this Agreement; and (C) protect and secure the Confidential Materials, including those that are saved or stored in an electronic form, to ensure that they are safe from theft, loss, destruction, erasure, alteration, unauthorized viewing, duplication, and/or use. The provisions of this Subsection shall survive the termination of this Agreement. This Section shall not turn FCSS into a custodian of student records as defined by FERPA and related California law; any and all non-personal notes-student related information and records shall be the property of District/Charter; FCSS shall not be deemed the custodian of any student records under this Agreement.

SECTION 1.6 SCHOOL OFFICIAL DESIGNATION. To the extent that FCSS's provision of Services under this Agreement will include FCSS staff viewing, handling, creating, and/or receiving student records as defined by FERPA and related California law, FCSS agrees, for purposes of this Agreement, to be designated as a "school official" of the District/Charter that it is designated as a "school official" with a "legitimate interest to inspect a record" as defined in California Education Code section 49076(a)(1)(A). (*See also* 34 C.F.R. § 99.31(a)(1)(i)(A).) FCSS agrees to abide by the rules, including limitations and requirements, for disclosure of student records as specified in FERPA and related California law. This role does not convert FCSS into a custodian of records; that role remains with the District/Charter. All final decisions regarding compliance with FERPA and related California law shall be made by the District/Charter; and, responses to records requests shall come from the District/Charter not FCSS.

SECTION 1.7 COMPLIANCE WITH APPLICABLE LAW AND GRANT. Each Party shall comply with all laws and related regulations applicable to its performance of this Agreement, and all laws and related regulations with which it agrees to comply under this Agreement (collectively and separately referred to as "Applicable Law"). Each Applicable Law is deemed inserted herein; however, if any conflict or inconsistency exists between a provision in this Agreement and a provision in an Applicable Law, the provision in this Agreement shall govern except where the provision in this Agreement is specifically prohibited or void by the Applicable Law, in which case the provision in the Applicable Law shall govern to the extent provided in the Applicable Law. If any federal funds are used to pay for this Agreement, each Party shall comply with federal suspension and debarment regulations, including but not limited to Executive Orders 12549 (29 C.F.R. Part 98) and 12689. Each Party shall also comply with: (A) applicable federal laws, regulations, and requirements, including but not limited to non-discrimination based on race, color, national origin, sex, disability, or age; (B) the terms and conditions of each grant (if any) that provides funding for this Agreement and all laws, regulations, and requirements applicable to such grant. Upon FCSS's request, whether during or after the Contract Term, District/Charter shall cooperate with and provide FCSS with documents and information relating to this Agreement that are necessary for FCSS to comply with applicable federal laws, regulations, and requirements. The provisions of this Section shall survive the termination of this Agreement.

ARTICLE 2 PAYMENT.

As full consideration and compensation for FCSS's performance of Services and this Agreement, District/Charter shall pay FCSS the Contract Amount in accordance with the Payment Schedule and Payment Plan listed on the Cover. If District/Charter has selected Payment Plan B for payment and FCSS does not receive a Payment by the due date for the Payment, FCSS shall have the right and District/Charter hereby authorizes FCSS, without any notice to District/Charter, to transfer the amount of the Payment from District's/Charter's account into FCSS's account.

ARTICLE 3 TERM AND TERMINATION OF AGREEMENT.

SECTION 3.1 CONTRACT TERM. This Agreement is effective on the Effective Date and continues in full force and effect thereafter until and including the Termination Date and any extension thereto ("Contract Term") and, unless terminated during the Contract Term in accordance with Section 3.2 below, shall terminate at 12:00 midnight on the last day of the Contract Term without any notice or action by either Party. Any extension of the Contract Term shall be set forth in a written amendment executed by the Parties.

SECTION 3.2 TERMINATION DURING CONTRACT TERM.

3.2.1 TERMINATION FOR CAUSE. During the Contract Term and unless specifically permitted otherwise in this Section, a Party may terminate this Agreement only upon the other Party's material breach of one or more provisions of this Agreement and after the non-breaching Party has given the breaching Party written notice for the Notice Period stated on the Cover and an opportunity within the Notice Period to cure the material breach. Upon expiration of the Notice Period

and any extension thereof agreed to by the Parties, this Agreement shall terminate at 12:00 midnight on the last day of the Notice Period or any extension thereof agreed to by the Parties without any notice or action by either Party if the breaching Party has not cured the material breach.

3.2.2 TERMINATION ON OTHER GROUNDS. Despite any contrary provisions in this Agreement, FCSS may terminate this Agreement effective 30 days after the date of FCSS's written notice of termination or the effective termination date stated in such notice, whichever date is later, pursuant to any of the following: (A) FCSS, the Fresno County Board of Education, and/or any entity from which FCSS receives or is to receive funds to pay for the costs of the Service Provider reduces or eliminates some or all such funds, or fails or determines not to appropriate sufficient funds to cover such costs; (B) FCSS determines not to employ the Service Provider or make them available to provide Services to District/Charter; or, (C) FCSS does not have sufficient Service Providers to provide Services to District/Charter under this Agreement.

3.2.3 RIGHTS AND OBLIGATIONS UPON TERMINATION. If FCSS terminates this Agreement on any ground pursuant to Subsection 3.2.1 or 3.2.2 or District/Charter terminates this Agreement on any ground pursuant to Section 3.2.1, District/Charter shall be obligated to pay and shall pay FCSS only for Services that FCSS performed before the effective date of termination. If District/Charter terminates this Agreement on any ground other than based on FCSS's material breach of one or more provisions of this Agreement pursuant to Subsection 3.2.1 or FCSS terminates this Agreement based on District's/Charter's material breach of one or more provisions of this Agreement, District/Charter shall remain obligated to pay for the full Contract Amount in this Agreement and shall pay FCSS each Payment as it becomes due per the Payment Schedule. The provisions of this Subsection shall survive the termination of this Agreement.

SECTION 3.3 FORCE MAJEURE. A Party is not liable for failing or delaying performance of its obligations under this Agreement due to events that are beyond the Party's reasonable control and occurring without its fault or negligence, for example, acts of God such as epidemics or pandemics (nationally, statewide, or locally declared), tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters (collectively "Force Majeure"), provided that the Party has promptly notified the other Party in writing of the occurrence of the Force Majeure, except that a Force Majeure shall not excuse District's/Charter's payment to FCSS of any portion of the Contract Amount that is due to FCSS for Services that FCSS performed/performs.

ARTICLE 4 INSURANCE.

Each Party, at its cost and throughout the Contract Term, shall maintain in effect insurance or self-insurance providing coverage that complies, at a minimum, with the following requirements, and shall provide written proof of such insurance to the other Party upon the other Party's request: (A) *commercial general liability* with limits of not less than $1,000,000 per occurrence and $2,000,000 general aggregate and with coverage for property damage, bodily injury, and personal and advertising injury; (B) *workers compensation* with limits of not less than $1,000,000 or as required by California laws, whichever is greater; and *employer's liability insurance* of not less than $1,000,000; and (C) *commercial automobile liability* covering, at a minimum, non-owned and hired autos and, if there are any autos owned by District/Charter, then also covering owned autos, with a combined single limit of not less than $1,000,000 per accident.

ARTICLE 5 INDEMNITY AND DEFENSE.

District's/Charter's indemnity, defense, and hold harmless obligation to FCSS under this Agreement shall be governed solely by the following: (A) District/Charter ("Indemnitor") shall indemnify and hold harmless FCSS ("Indemnitee") to the full extent permitted by California laws for any Loss sustained by Indemnitee or a Third Party; and (B) District/Charter shall defend and pay for all of FCSS's attorney's fees and litigation costs related to any Claim or Loss from which FCSS is not dismissed without any right against or from FCSS for indemnity and/or hold harmless of such costs and fees, or any right for defense. If FCSS intends to seek or seeks indemnity and/or hold harmless for any Loss from District/Charter, FCSS: (1) shall notify District/Charter in writing and within a reasonable time after FCSS knows or becomes aware of any Claim that may or will result in a Loss, describing, if known or determinable, the pertinent circumstances, all entities and persons involved, and the amount being claimed; and (2) shall not settle or otherwise resolve the Claim until it has notified District/Charter of the Claim in accordance with the preceding provision (1) and given District/Charter written notice and an opportunity to participate in and to consent to the settlement or resolution of the Claim, which consent District/Charter shall not unreasonably withhold. District's/Charter's obligations under this Article are not limited to or by any insurance that it maintains or the lack of insurance but apply to the full extent permitted by California laws, and shall survive the termination of this Agreement. "Claim" means any claim, demand, lawsuit, cause of action, action, cross-complaint, cross-action, and/or proceeding arising out of, resulting from, or relating to this Agreement where there has been no Final Determination. "Loss" means any bodily injury, property damage, personal injury, advertising injury, liability, loss, damage, judgment, expense and/or cost (excluding attorney's fees and litigation costs FCSS or a Third Party incurred or paid related to a Loss or Claim) arising out of, resulting from, or relating to this Agreement and for which there has been a Final Determination that a Party is or both Parties are liable. "Third Party" means a person who, or an entity that, is not a Party to this Agreement and is not employed by, contracted with (whether directly or through a subcontract of any level), or otherwise retained by a Party to act for or on the Party's behalf. "Final Determination" means any judgment, order, or decision by a court of competent jurisdiction or a governmental entity with jurisdiction to render such judgment, order, or decision where the judgment, order, or decision is not subject to appeal or the period for an appeal has expired. This Article shall not apply to an intentional tort claim filed against FCSS related to the actions of an FCSS employee which results in a Final Determination in favor of such a claim by a competent tribunal exercising competent jurisdiction.

ARTICLE 6 DISPUTE RESOLUTION.

The Parties shall meet and confer in good faith to resolve any dispute between them arising out of, resulting from, or relating to this Agreement, including any Claim or Loss for which FCSS seeks indemnity pursuant to Article 5 and any dispute relating to this Agreement that arises or occurs after the termination of this Agreement. During a dispute regarding payment under this Agreement, District/Charter shall pay FCSS the portion of the Contract Amount that is undisputed and due to FCSS; if a disputed portion of the Contract Amount is determined in a Final Determination to be due to FCSS, District/Charter shall pay such amount to FCSS within 30 days of the date of the Final Determination, unless a different date is stated in the Final Determination or in an agreement executed by the Parties, in which case, District/Charter shall pay FCSS in accordance therewith. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after the Party has complied with the provisions of this Article. The provisions of this Article shall survive the termination of this Agreement.

ARTICLE 7 GENERAL PROVISIONS.

SECTION 7.1 ENTIRE AGREEMENT, EXECUTION, AMENDMENT, AND WAIVER. This Agreement is a complete and exclusive statement of the Parties' agreement under Code of Civil Procedure section 1856. The Parties may execute this Agreement and any amendment hereto in counterparts such that each Party's signature is on a separate page. A copy or an original of this Agreement or an amendment with the Parties' signatures, whether original or transmitted by electronic means, shall be deemed a fully executed contract. The Parties will accept digital signatures on this Agreement and amendments thereto, but any such electronic signature must be validated by a reliable Certificate Authority, and if a Party uses a digital signature to execute any such document, the signature page thereof must be provided to the other Party in the electronic format it was signed in. The Parties may amend or waive any provision of this Agreement only by a writing executed by them.

SECTION 7.2 INTERPRETATION; APPLICABLE LAWS AND TIME ZONE; VENUE; SEVERABILITY; AND SURVIVAL OF TERMINATION. In the event of any uncertainty of any language in this Agreement, the Parties agree that the provisions of Civil Code section 1654 shall not apply to interpret the uncertainty. The language of this Agreement shall be interpreted according to its fair meaning and not strictly for or against any Party and under California laws without giving effect to California's choice of law provisions that may result in the application of the laws of another jurisdiction. All dates and times stated in this Agreement shall be according to Pacific Time. All causes of action, actions, lawsuits, and proceedings arising out of, resulting from, or relating to this Agreement shall be adjudicated in state or federal court in Fresno County, California, provided that FCSS does not hereby waive any immunity to suit. If a court of competent jurisdiction holds any provision of this Agreement void, illegal, or unenforceable, this Agreement shall remain in full force and effect and shall be interpreted as though such invalidated provision is not a part of this Agreement and the remaining provisions shall be construed to preserve the Parties' intent in this Agreement. Any provision in this Agreement that by its nature applies after, or is specifically stated to survive, the termination of this Agreement shall survive the termination of this Agreement.

SECTION 7.3 INDEPENDENT CONTRACTOR, ASSIGNMENT, TRANSFER, AND SUBCONTRACT. Each Party is an independent contractor. This Agreement does not and shall not be construed to create an employment relationship, partnership, or joint venture between the Parties. A Party shall not assign or transfer any or all of its obligations and/or rights under this Agreement, including by operation of law or change of control or merger, without the other Party's prior written consent.

SECTION 7.4 NOTICES. Except as may be specifically stated otherwise in this Agreement in which case such provision shall govern to the extent provided therein, each Party shall give any notices, demands, and all other communications required or permitted under this Agreement in writing and by one of the following methods to the other Party at its address and/or email stated on the Cover, delivery to be effective upon receipt thereof by the other Party: (A) hand delivery; (B) sent by a reputable overnight courier service that tracks the delivery; (C) sent by certified mail, return receipt requested, postage prepaid; or (D) sent by regular mail *and* transmitted by e-mail; and, *if to FCSS, a copy of any notice and demand by email to*: FCSS Legal Services at legalservices@fcoe.org. A Party may change its contact person and/or contact information stated on the Cover by notifying the other Party of the particular change and the effective date thereof in accordance with this Section. The provisions of this Section shall survive the termination of this Agreement.

/ /

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   i-Ready

2. **Agenda Item Category:**
   - ✓ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Matt Stovall

4. **Attachments:**
   - **Not Applicable**
   - ✓ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   i-Ready is a computer based program that has an assessment feature, which will allow us to screen all of our students, so that we can see what areas of support our students need in reading and math. Also, it provides personalized instruction in reading and math.

6. **Financial Impact:**
   $106,899.48

7. **Funding Source:**
   Learning Recovery

8. **Impact on Students:**
   Students will benefit from customized learning paths in reading and mathematics. By identifying specific areas where each student requires additional support or enrichment, i-Ready ensures students receive targeted, personalized instruction to close learning gaps and accelerate academic growth.

Submit Completed Request to Maxine Balling

# Curriculum Associates®

**Prepared For:**
Matt Stovall
Kingsburg Elem Charter SD
1310 Stroud Ave,
Kingsburg, CA 93631

4/2/2026

Dear Matt Stovall,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2026-2027 Quote ID: 441041.2 Quote Valid through: 12/31/2026

| Product | List Price | Net Price |
|---|---|---|
| i-Ready | $97,368.50 | $92,499.48 |
| Professional Learning | $14,400.00 | $14,400.00 |
| i-Ready Partners Services | $10,000.00 | $0.00 |
| | List Total: | $121,768.50 |
| | Savings: | $14,869.02 |
| | Shipping/Tax/Other: | $0.00 |
| | Total: | $106,899.48 |

Thank you again for your interest in Curriculum Associates.

**Sincerely**

Bellah Nelson
(503) 928-8056
bellahnelson@cainc.com

*i-Ready Partners Services Includes:*

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Implementation Management: Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

**Please submit this quote with your purchase order**

# Curriculum Associates®

Quote ID: 441041.2 Date: 4/2/2026 Quote Valid through: 12/31/2026

**Prepared For:**
**Matt Stovall**
**Kingsburg Elem Charter SD**
**1310 Stroud Ave,**
**Kingsburg, CA 93631**
**mstovall@kesd.org**
**(559) 897-2331**

**Your Representative:**
Bellah Nelson
(503) 928-8056
bellahnelson@cainc.com

## Central Valley Home School 1776 6th Avenue Dr, Kingsburg, CA 93631

Total Building Enrollment: 119, Grade Range: K - 8

| Product Name | Grade | Item # | Qty | List Price | Net Price | Total |
|---|---|---|---|---|---|---|
| Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions | Multiple | 40124.0 | 1 | $0.00 | $0.00 | $0.00 |
| Professional Learning Session (up to 6 hours) AY 26-27 | Multiple | 38559.0 | 1 | $2,400.00 | $2,400.00 | $2,400.00 |
| i-Ready Assessment and Personalized Instruction Math Per Student License 1 Year | Multiple | 13087.0 | 119 | $35.75 | $33.96 | $4,041.24 |
| i-Ready Assessment and Personalized Instruction Reading Per Student License 1 Year | Multiple | 13089.0 | 119 | $35.75 | $33.96 | $4,041.24 |

| | |
|---|---|
| Subtotal: | $10,482.48 |
| Shipping: | $0.00 |
| Tax: | $0.00 |
| School Subtotal: | $10,482.48 |

## Lincoln ES 1900 Mariposa St, Kingsburg, CA 93631

Total Building Enrollment: 442, Grade Range: 2 - 3

| Product Name | Grade | Item # | Qty | List Price | Net Price | Total |
|---|---|---|---|---|---|---|
| Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions | Multiple | 40124.0 | 1 | $0.00 | $0.00 | $0.00 |
| Professional Learning Session (up to 6 hours) AY 26-27 | Multiple | 38559.0 | 1 | $2,400.00 | $2,400.00 | $2,400.00 |
| i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year | K-8 | 15003.0 | 1 | $20,660.00 | $19,627.00 | $19,627.00 |
| i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year | Multiple | 27939.0 | 1 | $2,000.00 | $0.00 | $0.00 |

| | |
|---|---|
| Subtotal: | $22,027.00 |
| Shipping: | $0.00 |
| Tax: | $0.00 |
| School Subtotal: | $22,027.00 |

## Rafer Johnson JHS 1300 Stroud Ave, Kingsburg, CA 93631

**Total Building Enrollment: 447, Grade Range: 7 - 8**

| Product Name | Grade | Item # | Qty | List Price | Net Price | Total |
|---|---|---|---|---|---|---|
| Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions | Multiple | 40124.0 | 1 | $0.00 | $0.00 | $0.00 |
| Professional Learning Session (up to 6 hours) AY 26-27 | Multiple | 38559.0 | 1 | $2,400.00 | $2,400.00 | $2,400.00 |
| i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year | K-8 | 15003.0 | 1 | $20,660.00 | $19,627.00 | $19,627.00 |
| i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check Ins 1 Year | Multiple | 27939.0 | 1 | $2,000.00 | $0.00 | $0.00 |

| | |
|---|---|
| Subtotal: | $22,027.00 |
| Shipping: | $0.00 |
| Tax: | $0.00 |
| School Subtotal: | $22,027.00 |

## Ronald Reagan ES 1180 Diane Ave, Kingsburg, CA 93631

**Total Building Enrollment: 619, Grade Range: 4 - 6**

| Product Name | Grade | Item # | Qty | List Price | Net Price | Total |
|---|---|---|---|---|---|---|
| Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions | Multiple | 40124.0 | 1 | $0.00 | $0.00 | $0.00 |
| Professional Learning Session (up to 6 hours) AY 26-27 | Multiple | 38559.0 | 1 | $2,400.00 | $2,400.00 | $2,400.00 |
| i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year | K-8 | 15004.0 | 1 | $24,330.00 | $23,113.50 | $23,113.50 |
| i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check Ins 1 Year | Multiple | 27939.0 | 1 | $2,000.00 | $0.00 | $0.00 |

| | |
|---|---|
| Subtotal: | $25,513.50 |
| Shipping: | $0.00 |
| Tax: | $0.00 |
| School Subtotal: | $25,513.50 |

## Roosevelt ES 1185 10th Ave, Kingsburg, CA 93631

**Total Building Enrollment: 186, Grade Range: 1 - 1**

| Product Name | Grade | Item # | Qty | List Price | Net Price | Total |
|---|---|---|---|---|---|---|
| Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions | Multiple | 40124.0 | 1 | $0.00 | $0.00 | $0.00 |
| Professional Learning Session (up to 6 hours) AY 26-27 | Multiple | 38559.0 | 1 | $2,400.00 | $2,400.00 | $2,400.00 |
| i-Ready Assessment and Personalized Instruction Math and Reading Site License 200 or fewer Students 1 Year | K-8 | 15001.0 | 1 | $8,680.00 | $8,246.00 | $8,246.00 |
| i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check Ins 1 Year | Multiple | 27939.0 | 1 | $2,000.00 | $0.00 | $0.00 |

| | |
|---|---|
| Subtotal: | $10,646.00 |
| Shipping: | $0.00 |
| Tax: | $0.00 |
| School Subtotal: | $10,646.00 |

## Washington ES 1501 Ellis St, Kingsburg, CA 93631

Total Building Enrollment: 210, Grade Range: PK - K

| Product Name | Grade | Item # | Qty | List Price | Net Price | Total |
|---|---|---|---|---|---|---|
| Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Complement Professional Learning Sessions | Multiple | 40124.0 | 1 | $0.00 | $0.00 | $0.00 |
| Professional Learning Session (up to 6 hours) AY 26-27 | Multiple | 38559.0 | 1 | $2,400.00 | $2,400.00 | $2,400.00 |
| i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year | K-8 | 15002.0 | 1 | $14,530.00 | $13,803.50 | $13,803.50 |
| i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year | Multiple | 27939.0 | 1 | $2,000.00 | $0.00 | $0.00 |

| | |
|---|---|
| Subtotal: | $16,203.50 |
| Shipping: | $0.00 |
| Tax: | $0.00 |
| School Subtotal: | $16,203.50 |

## Total

| | |
|---|---|
| List Total: | $121,768.50 |
| Savings: | $14,869.02 |
| Merchandise Total: | $106,899.48 |
| Voucher/Credit: | $0.00 |
| Estimated Tax: | $0.00 |
| Estimated Shipping: | $0.00 |
| Total: | $106,899.48 |

## Special Notes

All i-Ready purchases require professional learning.
5% discount applied to i-Ready based on scope of quote.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

**Please submit this quote with your purchase order**

Y6

# Submitting Your Order

**Placing an order is easy!** Simply refer to the guide below when preparing your Purchase Order.

**Submit Your Purchase Order and Corresponding Quote To: orders@cainc.com**
Need Help Placing an Order? Contact: orders@cainc.com or **1 (800) 225-0248**

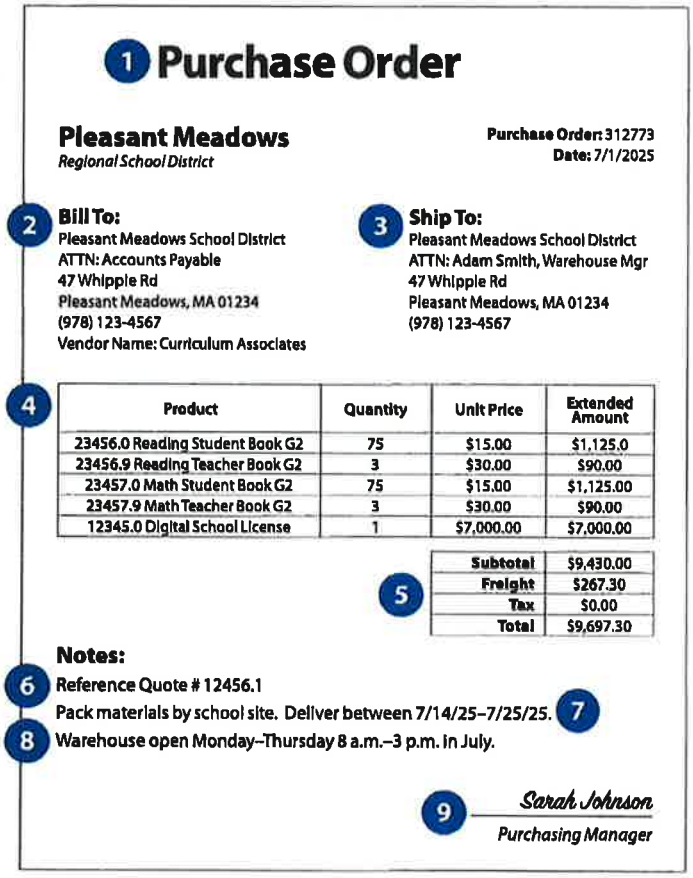
**1. Purchase Order Number and Date**

**2. Bill-To or Invoice-To Name and Address**

**3. Ship-To Name and Address**

**4. Items and Quantities**
Does your quote include a "for budgeting" note? Ensure all items and quantities are final.

**5. Subtotals for Merchandise, Freight, Tax, and the Purchase Order Grand Total**
A current tax-exempt certificate must be on file to honor exemption status.



**1 Purchase Order**

**Pleasant Meadows**
*Regional School District*

**Purchase Order:** 312773
**Date:** 7/1/2025

**2 Bill To:**
Pleasant Meadows School District
ATTN: Accounts Payable
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567
Vendor Name: Curriculum Associates

**3 Ship To:**
Pleasant Meadows School District
ATTN: Adam Smith, Warehouse Mgr
47 Whipple Rd
Pleasant Meadows, MA 01234
(978) 123-4567

**4**

| Product | Quantity | Unit Price | Extended Amount |
|---|---|---|---|
| 23456.0 Reading Student Book G2 | 75 | $15.00 | $1,125.0 |
| 23456.9 Reading Teacher Book G2 | 3 | $30.00 | $90.00 |
| 23457.0 Math Student Book G2 | 75 | $15.00 | $1,125.00 |
| 23457.9 Math Teacher Book G2 | 3 | $30.00 | $90.00 |
| 12345.0 Digital School License | 1 | $7,000.00 | $7,000.00 |

**5**

| | |
|---|---|
| Subtotal | $9,430.00 |
| Freight | $267.30 |
| Tax | $0.00 |
| Total | $9,697.30 |

**Notes:**
**6** Reference Quote # 12456.1
Pack materials by school site. Deliver between 7/14/25–7/25/25. **7**
**8** Warehouse open Monday–Thursday 8 a.m.–3 p.m. in July.

**9** *Sarah Johnson*
*Purchasing Manager*

**6. Quote Number**
Quote total and Purchase Order total must match.

**7. Delivery Window**
Must be at least seven to 10 days

**8. Delivery Instructions**
For example, please indicate weekdays and times the location is open for deliveries.

**9. Signature of Authorized Official**
If required by your administration

***Note: We are unable to accept requisitions or signed quotes.***

**White-Glove Delivery:**
Available upon request for $500 per shipment location, subject to our carrier partner's availability. Please notify us of this request prior to submitting your Purchase Order so we can include the service on your quote properly.

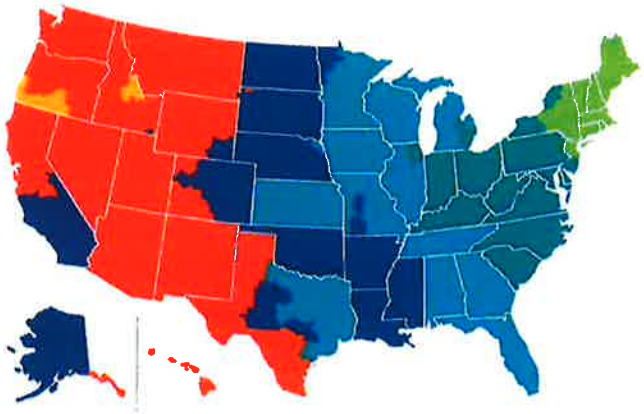
***Please Consider Processing and Transit Times as You Are Preparing to Place Your Order***
*Orders lighter than 500 pounds are shipped via UPS. Orders heavier than 500 pounds are shipped via freight carrier. Reference the maps on the following page for our estimated transit times.*

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## Estimated Transit Times

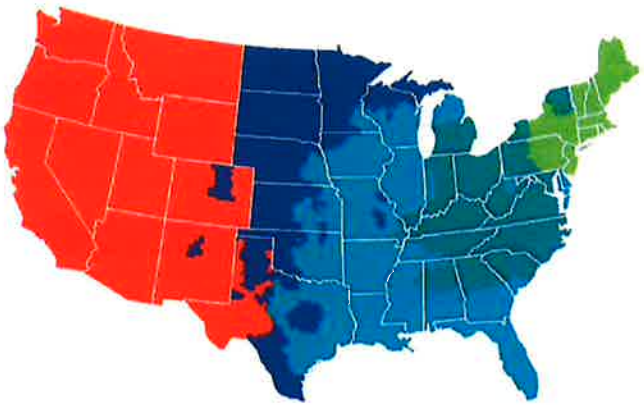
Please factor in the following lead times when arranging for delivery of our printed materials.

***Shipping varies by location and shipping method from our warehouse in Littleton, MA. Locations considered to be remote, including locations within contiguous and non-contiguous states, may require additional transit days and special carrier services. See the maps below for further explanation.***



**Orders Lighter Than 500 Pounds:**
Generally ship via UPS*

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5 Days
- 6 Days



**Orders Heavier Than 500 Pounds:**
Generally ship via freight carrier

- 1 Day
- 2 Days
- 3 Days
- 4 Days
- 5+ Days

*The threshold for UPS orders may be raised during peak season (i.e., June–September). Please note that UPS deliveries may arrive over several days.

### Additional Tips for Successful Delivery:

- Indicate on your Purchase Order if you would like to ship to a central location, such as a district warehouse, or to individual schools.
- Select a delivery window when someone will be at the delivery location to accept the order. **Notify others, such as front office or custodial staff, about the delivery.**

### Need Help Placing an Order?
### Contact: orders@cainc.com or 1 (800) 225-0248

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# Curriculum Associates®

## Information on Professional Learning Sessions

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. In the event of a (i) government-declared public health emergency or (ii) weather event, that materially impacts in-person instruction, sessions may transition to a virtual format. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot safely reach a session site, or if adequate health safety measures cannot be put in place.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice.

Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

# i-Ready Partners

## Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

### Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



**Account Management**



**Professional Development**



**Educational Consultants**



**Achievement Analytics**



**Technical Support**

## Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



**Curriculum Associates**

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# Curriculum Associates®

## Placing an Order

**Email:** Orders@cainc.com

**Submit PO by Mail:**
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

**Submit Order by Check:**
Curriculum Associates, LLC
PO Box 936600
Atlanta, GA 31193-6600

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1- 800-225-0248) and reference quote number for questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

## Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

| Order Amount | Freight Amount |
|---|---|
| $74.99 or less | Max charge of $12.75 |
| $75.00 to $999.99 | 12% of order |
| $1,000 to $4,999.99 | 10% of order |

| Order Amount | Freight Amount |
|---|---|
| $5,000.00 to $99,999.99 | 9% of order |
| $100,000 and more | 8% of order |

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is **500lbs.**

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service $1000/delivery/site

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $500/shipment location
- Freight Storage $1000/shipment location
- Freight Carrier Redelivery $350/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

## Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.
Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

## Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1- 800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

## Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at https://www.curriculumassociates.com/privacy. Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at curriculumassociates.com/support/privacy-and-policies. To the extent that any of the terms herein come into conflict with CA's existing contractual obligations and legal liabilities, the parties agree to enter into good faith negotiations to re-negotiate the terms herein.

## Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1 -800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   Authorized Signature, Mailing Permit, and AP pick up

2. **Agenda Item Category:**
   - ✓ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - **Not Applicable**
   - ✓ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   This is an annual agenda item that gives specified individuals the authority to pick up accounts payable (AP) items, financial contact permission, as well as the authority to sign on the District's behalf.

6. **Financial Impact:**
   N/A

7. **Funding Source:**
   N/A

8. **Impact on Students:**
   These documents allow for the continuation of operations throughout the District.

Submit Completed Request to Maxine Balling

# Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher, Superintendent

## Authorized Signature Permit

Return to: Gabriel Halls, Senior Director
District Financial Services
Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000

Dear Mr. Halls:

Pursuant to Education Code Sections 42632 and 42633, at a regular meeting of the Governing Board of the Kingsburg Elementary Charter School District School District, held on 8th day of June, 2026:

**1.** The following person(s) who is/are an officer(s) or employee(s) of the above-referenced school district and whose signature(s) appear(s) opposite of his/her name below, was/were authorized to sign orders in the name of the said governing board:

| Type or print here: | Position: | Signature: |
|---|---|---|
| Wesley Sever, Ed.D. | Superintendent | |
| Bobby Rodriguez | Asst. Supt., Business Services | |
| | | |
| | | |
| | | |

**2.** A majority of the following members of the governing board of the above-referenced school district and whose signatures appear opposite of the corresponding names were authorized to sign orders in the name of the said governing board.

| Type or print here: | Note President | Signature: |
|---|---|---|
| Edward Ezaki, President | ✓ | |
| Karyll Smith Quinn, Clerk | | |
| Wesley Sever, Ed.D., Secretary | | |
| | | |
| | | |
| | | |
| | | |

Rubber stamp signatures or machine signatures authorized for use on maintenance checks and/or registers Yes X No ___. Only such facsimile signatures may be used, which have met the requirements of Government Code 5501 (copy enclosed). I certify this requirement has been met.

Sample(s) of such signature: _____

By order of the Governing Board of Kingsburg Elementary Charter School District of Fresno County, California.

_____
Clerk of the Board

June 8, 2026
Date

*Rev. 05/15/24*

## EDUCATION CODE 42632

Each order drawn on the funds of a school district shall be signed by at least a majority of the members of the governing board of the district, or by a person or persons authorized by the governing board to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders.

## EDUCATION CODE 42633

The governing board of each school district shall be responsible for filing or causing to be filed with the county superintendent of schools the verified signature of each person, including members of the governing board, authorized to sign orders in its name. Except for districts determined to be fiscally accountable pursuant to Section 42650, no order on the funds of any school district shall be approved by the county superintendent of schools unless the signatures are on file in his office and he is satisfied that the signatures on the order are those of persons authorized to sign the order.

## GOVERNMENT CODE 5501

Any authorized officer may, after filing with the Secretary of State his manual signature certified by him under oath, execute or cause to be executed with a facsimile signature in lieu of his manual signature:

(a) Any public security, provided that at least one signature required or permitted to be placed thereon shall be manually subscribed; and
(b) Any instrument of payment.

Upon compliance with this section by the authorized officer, his facsimile signature has the same legal effect as his manual signature.

fresno county
superintendent of schools
Dr. Michele Cantwell-Copher, Superintendent

# Mailing Permit

All routine district finance mail will be directed to the district office at the address listed in the *Fresno County Schools Directory*, unless otherwise specified on a Mailing Permit. Mailing Permits remain valid until replaced with updated versions. Updated contact and mailing information may be submitted at any time during the school year.

If your district's contact or mailing information needs to be updated, please fill out the form below and mail the original to the District Financial Services Department, Fresno County Superintendent of Schools, 1111 Van Ness Avenue, Fresno, CA 93721. This form may also be downloaded at www.fcoe.org/dfsdocs.

**Please Send District Financial Mail to:**

| | |
|---|---|
| Bobby Rodriguez | Kingsburg Elementary Charter School District |
| Name | District |

| | | |
|---|---|---|
| 1310 Stroud Ave | Kingsburg | 93631 |
| Address | City | Zip Code |

Governing Board Action Taken on: June 8, 2026
Date

Signed: _____
Clerk of the Board

07/03/13

# Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher, Superintendent

To: Fresno County Districts, Charters, and JPAs

From: Gabriel Halls, District Finance, Senior Director

Date: May 7, 2026

Subject: Authorization to Pick Up Accounts Payable 2026-2027

Annually, it is necessary to update our list of individuals that are authorized to pick up accounts payable for your district. Please complete the information below, including the Superintendent's signature, and return as soon as possible.

If this information changes during the year, please give us a call at (559) 265-3021, and we will send you a new form to complete.

Thank you.

DISTRICT NAME: Kingsburg Elementary Charter School District

| | |
|---|---|
| 1. Wesley Sever, Ed.D. | Title: Superintendent |
| 2. Bobby Rodriguez | Title: Asst. Supt., Business Services |
| 3. Mac Vaquera | Title: Admin Asst., Business |
| 4. Sarah Ballard | Title: Director of HR |
| 5. | Title: |
| 6. | Title: |

Authorized by: _____ Date: June 8, 2026

Superintendent Signature

*Note: Six lines are available, but six individuals are not required.*

*Disclaimer: It is the responsibility of the LEA to revise this form when changes in staff occur. Any staff picking up Accounts Payable must have a valid photo ID.*

**Fresno County Office of Education**
1111 Van Ness Avenue • Fresno, California 93721
(559) 265-3000 • www.fcoe.org

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   LCAP - Local Control Accountability Plan

2. **Agenda Item Category:**
   - **Consent Agenda**
   - ✔ **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Matt Stovall

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
     ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   The Local Control and Accountability Plan (LCAP) is a three year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

6. **Financial Impact:**
   $31,275,174

7. **Funding Source:**
   LCFF

8. **Impact on Students:**
   The LCAP directly supports student success by aligning district goals, actions, and resources to address academic achievement, social-emotional well-being, and equitable access to high-quality instruction. By prioritizing the needs of all students, especially English Learners, foster youth, and students from low-income backgrounds, the LCAP ensures targeted supports are in place to close achievement gaps.

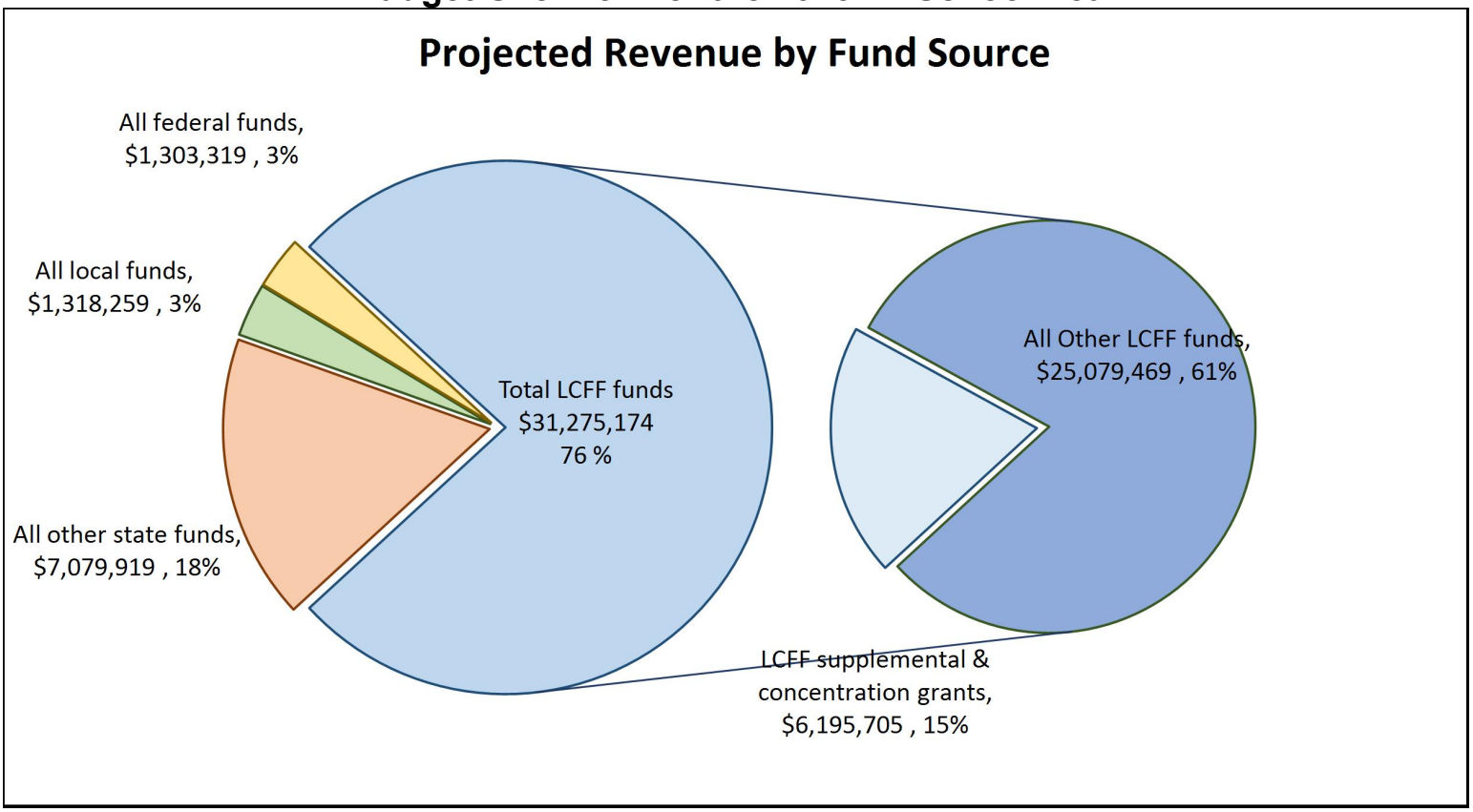
Submit Completed Request to Maxine Balling

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kingsburg Elementary Charter School District
CDS Code: 10-62240
School Year: 2026-27
LEA contact information:
Matt Stovall
Assistant Superintendent
mstovall@kesd.org
559-897-2331

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

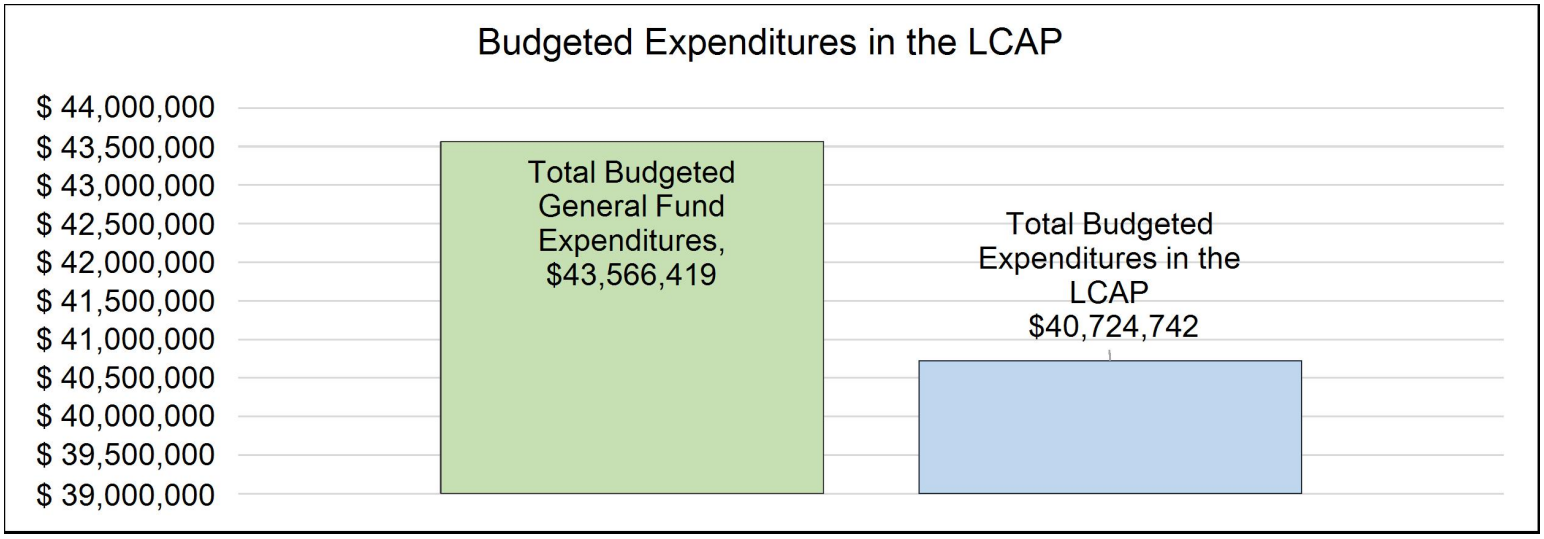



This chart shows the total general purpose revenue Kingsburg Elementary Charter School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kingsburg Elementary Charter School District is $40,976,671, of which $31,275,174 is Local Control Funding Formula (LCFF), $7,079,919 is other state funds, $1,318,259 is local funds, and $1,303,319 is federal funds. Of the $31,275,174 in LCFF Funds, $6,195,705 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 Kingsburg Elementary Charter School District 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: Kingsburg Elementary Charter School District plans to spend $43,566,419 for the 2026-27 school year. Of that amount, $40,724,742 is tied to actions/services in the LCAP and $2,841,677 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

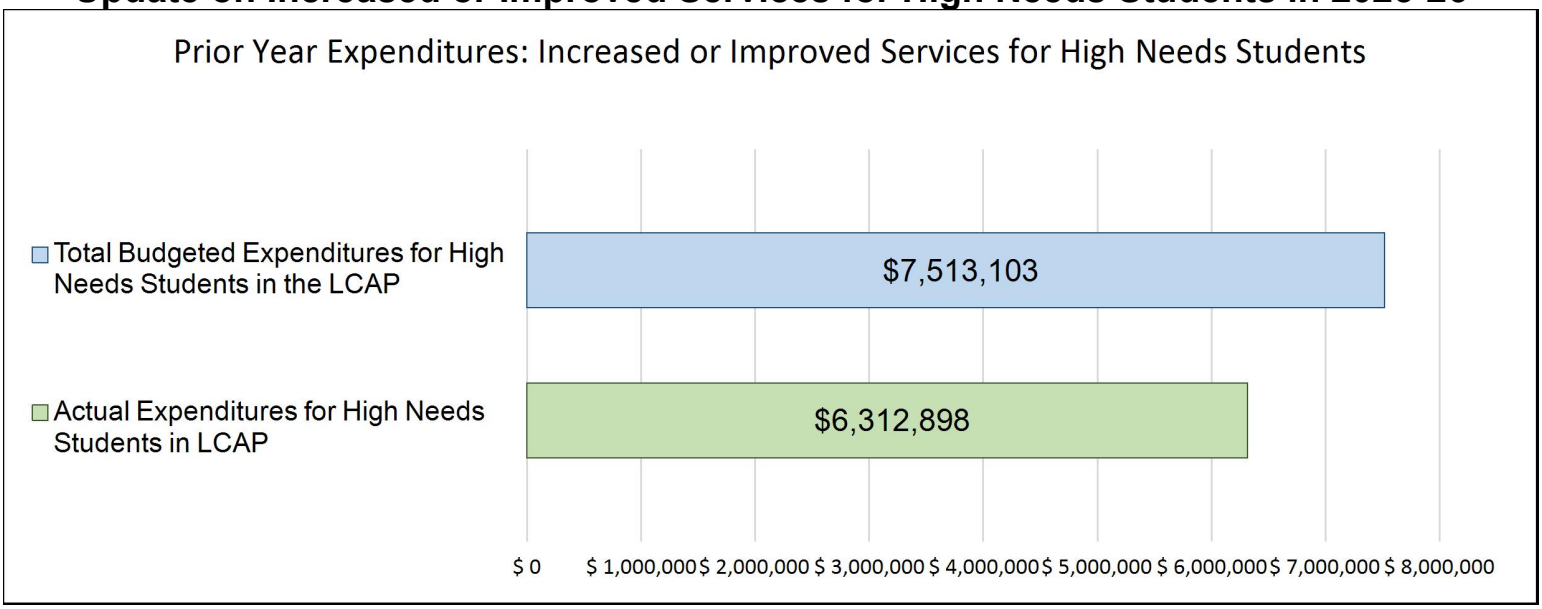
Expenditures not in the Local Control and Accountability Plan (LCAP) include: Central Office Expenditures, one-time construction projects, TK Expansion plans, and reserve for economic uncertainties. The goal of Kingsburg Elementary Charter School District is to "Find a way for all students to learn", and ensuring that we "Keep the family together", we have a responsibility to our students, staff, and community to produce the best education.

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

In 2026-27, Kingsburg Elementary Charter School District is projecting it will receive $6,195,705 based on the enrollment of foster youth, English learner, and low-income students. Kingsburg Elementary Charter School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kingsburg Elementary Charter School District plans to spend $7,499,696 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 Kingsburg Elementary Charter School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kingsburg Elementary Charter School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Kingsburg Elementary Charter School District's LCAP budgeted $7,513,103 for planned actions to increase or improve services for high needs students. Kingsburg Elementary Charter School District actually spent $6,312,898 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,200,205 had the following impact on Kingsburg Elementary Charter School District’s ability to increase or improve services for high needs students:

The District utilized one-time funds to cover the remaining balances at this time. The District utilized the Learning Recovery Emergency Block Grant and Student Support and Professional Development Block Grant to provide additional services for students. In all, students received more resources than what was originally budgeted.

# 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 |
|---|---|---|
| Kingsburg Elementary Charter School District | Matt Stovall<br>Assistant Superintendent | mstovall@kesd.org<br>559-897-2331 |

# Plan Summary [2026-27]

## General Information

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

The Kingsburg Elementary Charter School District, serving approximately 2,132 students, supports a distinctive rural community of about 13,128 residents in California's Central San Joaquin Valley. It is a town where parents, the school community, and the citizens of Kingsburg have committed themselves to a high standard of education for their children. The community's city government and the school district have cooperated to co-develop city parks in conjunction with school playgrounds, co-sponsored afterschool programs, and participate in each other's planning teams. Local citizens and businesses have donated tennis courts, trees, playground equipment, and even school supplies and clothing for students in need. The student population of the district is a mixture of children of farmworkers and farmers, doctors, nurses, and custodians, small and large business owners, factory workers, salespeople, and educators. The diversity is broad, however, as diverse as the backgrounds may be, the town's citizens are singularly committed to the education of its children. The school district, in existence since 1874, takes pride in meeting the needs of all its students, and as a result, the district enjoys the overwhelming support of its parents, teachers, staff, and the community at large.

In 1996, the Kingsburg Joint Union Elementary District became the second charter school district in the state. The charter is a reflection of the support expressed by the district's employees and the citizens of Kingsburg. It also reflects the constant efforts of the district to prepare students to become productive citizens in the 21st century. The district's mission is simple, "We will find a way for ALL students to learn," is lived daily in taking to heart the challenge of preparing children to communicate effectively, work collaboratively, think creatively and critically, gather, use, and produce information; make informed, responsible decisions; become life-long learners, and enthusiastically embrace challenges and responsibilities.

Placed in the context of creating professional learning communities, these overriding concepts are encouraged by the support of parents and families, drawing its standards from the traditional small-town atmosphere so cherished by the citizens of Kingsburg. Indicators of this support include: 100% of the parents sign the Parent/Student/Charter District Compact, 100% of the credentialed employees in the district support working in the charter district, and 100% of the classified employees support working in the charter district. It was held by all stakeholders in the initial charter petition and continues to be held today, that being a charter would set the school district apart and make it even more special in the educational community. The district's unique grade level configuration by grade span instead of neighborhood schools, allows students to attend school together as they move up through the different levels. Washington School is home to all of the district's preschool, TK, and kindergarten students. Roosevelt serves students in first grade. Lincoln serves students in grades two and three, and Reagan School is home to all of the district's fourth, fifth, and sixth grade students. Students in grades seven and eight attend Rafer Johnson Jr. High School, proudly named after long-time Kingsburg resident and Olympic gold medalist, Rafer Johnson.

The innovative and effective education programs, which include music and art as well as career technology and STEAM implementation have contributed to KECSD students performing well on the performance levels on state indicators as per the California School Dashboard, especially when compared to our local surrounding school districts. The charter fosters innovation in the area of literacy development and technology. The opportunity to have more flexibility with programs and staffing, combined with open enrollment were powerful motivators in meeting the needs of students and parents in the rural backdrop of Kingsburg.

Open enrollment has been a signature practice of the charter since its inception. Parents and students are welcome from all districts, and students that reside in Kingsburg have the opportunity to transfer to any other district without going through the transfer process. The charter allows us to affect the lives of more families and students. In this community, parents truly feel they are ultimately responsible for the education of their children. Through our charter, the district becomes partners in the education of its students. The individual responsibilities of each group – parents, district, and students – are enumerated in the Charter District/Parent/Student Compact, making it everyone’s job to ensure student growth and achievement. Each year, this compact represents 100% parent and student participation.

Kingsburg is structured as a community-aligned school system instead of a neighborhood school system. All of the students move through the grade levels as one unit. This allows each grade level to provide the most effective education program because of the unity formed with each stakeholder in the district and community. For families that want an alternative type of education program, students may attend Central Valley Home School. It is the desire of the community (frequently reiterated in annual parent surveys) to maintain its TK-8 continuity structure. By mandated necessity, as seen by the community, the structure of the district’s schools dictates that if one school is a charter, the expectation is that all schools have charter status, thus virtually requiring the need that if there is going to be a charter, then it must be an all-charter district.

Kingsburg Elementary Charter School District has demonstrated what a “stand-alone” district can accomplish as a charter. Through our flexibility, the implementation of researched-based programs and change has allowed us to ensure the highest quality of education and educational opportunities are quickly put in place for our students. The community and staff have embraced the charter status and developed into a community-wide professional learning community that proudly stands together for each member of the community. One example of this commitment is exemplified by the development of Island Community Day School. Instead of sending students to county programs, Kingsburg wants to keep its students to rehabilitate them through restorative justice and maintenance of their academic programs. Kingsburg is the only TK-8 district in Fresno County with a Community Day School. It is worth noting that the district received approval of its fifth multiple-year cycle as an all-charter district. Also, Island Community Day School has been designated as an Equity Multiplier school.

The district's status as an all-charter district has become a core value in both our school system and the community at large. Another way to look at the district's involvement as a charter may be to note that no child who has started kindergarten in this school district has ever known or experienced a school system that is not a charter system. From our mindset to our conversations to even the visual representations on the side of our school buses, we proclaim Kingsburg Elementary Charter School District as a source of pride from who we are and what we have become. Being a charter district represents a clear and encouraging call to a 'can-do' spirit and willingness to pursue what is best for children.

## Reflections: Annual Performance

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

Reflection on the 2025-2026 school year. After reviewing the data in the California School Dashboard for the testing year of 2024-2025, our district discovered the following successes for the 1,300 students that took the assessment. In ELA, our district increased by 5.5 points and scored 9.8 points higher than the state average. In Math, our district increased 3.2 points and scored 9.6 points higher than the state average. In the area of Chronic Absenteeism, our district scored 15.9% better than the statewide average. For the Suspension Rate category, our district suspensions declined by 0.6% and had 0.1% more suspensions than the statewide average. When analyzing our overall Math and ELA test scores, our district scored higher than the state average in the following subgroups: EL, Hispanic, Homeless, SED, and Two or More Races.

While we are proud of our ongoing successes, a thorough review of this year's data has identified key areas requiring focused attention, specifically regarding our ELPI trajectory and the feedback gathered from our recent teacher and student climate surveys.Our recent drop in ELPI performance stems directly from our past successes; having successfully exited a large number of English Learners in previous years, our remaining EL population naturally consists of students facing greater language challenges. We are now focused on refining our Integrated and Designated ELD supports to address the specific, intensive needs of this current group and resume our progress toward our 63% target. Although overall district culture remains exceptionally strong across adult stakeholders and younger learners, we recognize the unique developmental challenges of the middle school transition and are making it a priority to reinvigorate the sense of belonging for our 7th and 8th-grade cohort following a slight decline in their recent survey results. Although engaging students in summer learning proved challenging last year due to lower-than-expected enrollment, registration has significantly rebounded this year with an increase of 80 students.

According to the California School Dashboard, our district and the following schools listed below received a red dashboard indicator (from the 2023 CA Dashboard), indicating the student group or school received the lowest performance level.
Schools
Central Valley Home School - Math = Hispanic and LI
Lincoln Elementary - Suspension Rate = SWD
Rafer Johnson Junior High - ELA = SWD, Math = SWD, Suspension Rate = EL, Hispanic, LI, SWD & All students
Ronald W. Reagan Elementary - Math = SWD
LEA Student Groups = ELA = SWD, Math = SWD, Suspension Rate = EL, FY & SWD

Learning Recovery Emergency Block Grant
KECSD has unexpended LREBG funds for the 2026-27 school year.
LREBG funded actions may be found in Goal 1, Actions 1, Goal 2, Actions 2, 3, 6 & 8 and and Goal 3, Action 1. See action descriptions for an explanation of the rationale for choosing the selected actions.

# Reflections: Technical Assistance

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

Not Applicable

# 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.

NA

### *Support for Identified Schools*

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

NA

### *Monitoring and Evaluating Effectiveness*

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

NA

# 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 | When: January-February 2026<br>How: LCAP Survey and LCAP Presentation/Discussion/Input sessions-posters<br>What: Each site principal communicated the importance and intent of the LCAP and encouraged input from teachers and discussed current LCAP goals and actions, current performance data, and district and site needs. |
| Principals | When: January 13, 2026<br>How: LCAP Survey and LCAP Presentation/Discussion/Input sessions-posters<br>What: The assistant superintendent communicated the importance and intent of LCAP and encouraged input from principals and discussed current LCAP goals and actions, current performance data, and district and site needs. |
| Administrators | When: January 13, 2026<br>How: LCAP Survey and LCAP Presentation/Discussion/Input sessions-posters<br>What: The assistant superintendent communicated the importance and intent of LCAP and encouraged input from administrators and discussed current LCAP goals and actions, current performance data, and district and site needs. |
| Other School Personnel | When: January-February 2026<br>How: LCAP Survey and LCAP Presentation/Discussion/Input sessions-posters |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | What: Each site principal communicated the importance and intent of LCAP and encouraged input from other school personnel and discussed current LCAP goals and actions, current performance data, and district and site needs. |
| Certificated (Local Bargaining Unit-NA) | NA |
| Classified (Local Bargaining Unit-NA) | NA |
| Parents | When: January-February 2026<br>How: Parent Survey<br>What: A parent Google survey was sent to all parents to receive their feedback regarding the LCAP and other areas affecting school sites and the district. |
| Students | When: January 30, 2026<br>How: LCAP Survey<br>What: A Google LCAP survey was sent to students to get their input on district priorities. |
| PAC including Students | When: January 30, 2026<br>How: LCAP Survey and LCAP Presentation/Discussion/Input sessions<br>What: The assistant superintendent communicated the importance and intent of LCAP and encouraged input from the PAC and discussed current LCAP goals and actions, current performance data, and district and site needs. |
| PAC including Students: Draft LCAP Presentation for Comments | When: May 7th, 2026<br>How: The PAC was engaged through an in-person meeting<br>What: The draft LCAP was provided and the PAC and had the opportunity to provide comments or questions and receive a written response from the Superintendent.<br>One question was submitted to the Superintendent, and the Superintendent's response was sent by email. |
| DELAC | When: January 30, 2026<br>How: LCAP Survey and LCAP Presentation/Discussion/Input sessions-posters<br>What: The assistant superintendent communicated the importance and intent of LCAP and encouraged input from the DELAC and |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | discussed current LCAP goals and actions, current performance data, and district and site needs. |
| DELAC: Draft LCAP Presentation for Comments | When: May 7th, 2026<br>How: The DELAC was engaged through an in-person meeting<br>What: The draft LCAP was provided and the DELAC and had the opportunity to provide comments or questions and receive a written response from the Superintendent.<br>One question was submitted to the Superintendent, and the Superintendent's response was sent by email. |
| Schools receiving Equity Multiplier funding | When: Island Community Day School - Meeting On January 26, 2026 - Staff and parents were invited. Meeting on February 6th, 2026 - Superintendent's Cabinet Meeting<br>How: Reviewed Local Control Funding Formula Equity Multiplier Information through a presentation.<br>What: After discussion of those present at the Island School meeting, the consensus was to have our focus goal be on improving chronic absenteeism. Superintendent's Cabinet members agreed on the goal to be on improving chronic absenteeism. |
| SELPA Consultation | When: 2025-2026 - (9/11/25, 10/14/25, 11/12/25, 1/20/26, 2/19/26, 3/12/26, 4/16/26 & 5/21/26)<br>How: SELPA Operations Committee Meeting<br>What: The SELPA offered consultations on activities that align with a district's LCAP development and<br>discussions that included the need to have a specific action related to SPED in the LCAP. This will include the following: Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews Operations Committee Meetings Superintendent Governance Council FCSS LCAP and Compliance Workshops. The SELPA was consulted through our Director of Pupil Services who also serves as the Director of Special Education. Through this consultation, the need for more collaboration between the special education department and general education teachers was also identified, along with additional resources to support students with disabilities above and beyond. |
| Public Comment | When: May 20-June 8, 2026<br>How: The LCAP will made available to the public, as a copy of it will be located at the district office. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| | What: The draft 2026-27 LCAP |
| Public Hearing | When: May 26, 2026<br>How: The Public Hearing was held to consider the draft of the LCAP.<br>What: The draft of the 2026-27 LCAP |
| Board Adoption | When: June 8, 2026<br>How: 2026-27 LCAP was board adopted at the same meeting as the adoption of the Budget and the Local Indicators Report<br>What: The 2026-27 LCAP |
| Midyear Report to Board | When: February 10th, 2026<br>How: Presentation to the governing board<br>What: The LEA presented the LCAP midyear report and Budget Overview for Parents to the board. |

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

During the LCAP development process, the district utilized a comprehensive online survey to gather quantitative and qualitative data from our educational partners. The survey yielded 220 total responses, ensuring a broad representation of voices across our community.
A summary of the feedback provided by specific educational partners
After analyzing data from our educational partners (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff, and students), a noticeable pattern and trend existed. Data from both certificated and classified staff members were collected using a google form survey and spreadsheet. Input from other educational partner groups (PAC, DELAC, SSC and ELAC) was also taken into account through meetings, and also through the use of a Google form survey. When analyzing the priority matrix across the LCAP's five goals, clear trends emerged across all partner groups. The highest overall priorities identified by our community for Goal 1 was providing properly credentialed teachers for our students. Because this was a top priority, the district will maintain funding for highly credentialed teachers and specialized classes for our neediest students. Paraprofessional support was the top priority for Goal 2. The survey data made it explicitly clear that educational partners view Paraprofessionals as vital to student learning, emerging as the highest-voted priority for this goal. As a result, the district is maintaining paraprofessional support across school sites. We ensured that funding for Interpreters for English Learner families remains a protected action to improve accessible communication. With an overwhelming survey respondents prioritizing it, Technology and 21st Century Learning emerged as a nearly unanimous priority across all educational partner groups for Goal 3. Influenced by this strong consensus from our teachers, classified staff, and parent advisory groups, the district is maintaining its primary investments in student technology access and expanding after-school enrichment programs designed to foster College and Career Readiness skills. This ensures our students have the tools necessary to master California State Standards and remain competitive in a 21st-century landscape. Mental Health and School Climate were the most critical priority in the entire district survey in regards to Goal 4. Influenced directly by this data from parents, staff, and students, the district is committing funds to maintain full-time counselors and BSA's at every site, as well as preserving our psych interns. Similarly, strong support for MTSS and Attendance Liaisons led to the continuation of our Board Certified Behavior Analyst (BCBA) and community liaison support roles. Goal 5 was developed specifically to allocate Equity Multiplier funding for Island Community Day School. During targeted engagement sessions with Island Community Day School staff and open to parents, a clear consensus emerged that

absenteeism is the most critical barrier to student success at this site. Influenced directly by this site-level feedback, and subsequently endorsed by the Superintendent's Cabinet, the district dedicated Goal 5 exclusively to improving absenteeism. To address this partner-identified priority, the district is utilizing these funds to heavily invest in school connectedness, a proven driver of daily attendance. Specifically, funds will provide school-branded clothing, engaging physical education equipment (volleyball and soccer), and positive campus branding (metal signage) to foster a deep sense of belonging, reduce behavioral suspensions, and ultimately motivate consistent daily attendance. The top priorities for each of the LCAP's five goals included:

Goal 1:
Staffing (Properly Credentialed Teachers) - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Special Education resources/services - Credentialed SPED preschool teacher & Specialized classes for most needy students - (ERSP/SDC) (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Supplemental resources to Close the Achievement Gap - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Basic Services - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Preschool - Services/Resources - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Lunch/Breakfast Programs - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Facilities - Continue to upgrade/maintain - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Transportation - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)

Goal 2:
Paraprofessionals to support student learning. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Academic Coaches - Provide coaching for staff. Maintain SPED Coach. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Preservice days for Certificated Staff - Maintain the additional (3rd) day. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Intervention/Enrichment Support - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Interpreters for English Learner families - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
EL Designated/Integrated Support - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Teacher Induction - Support for new teachers - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Professional Development (Provided by outside sources.) Ongoing SEL & Behavior PD for teachers and paras. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)

Goal 3:
Access to a Broad and Challenging Curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs. - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)

Goal 4:

Mental Health, School Culture and Climate - Full time counselors & BSA's at every site- Maintain staff- psych or two interns (maintain) - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Multi-Tiered System of Supports and Response to Intervention - Maintain BCBA - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Learning Directors - Extra support for the school community (PBIS, EL Site Coordinator, etc.) - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Attendance - school/community liaison support - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
District Nurse-Health Aides-Additional Training - (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)
Provide opportunities for parent involvement, parent workshops, childcare and light meals to support increased attendance and participation in parent engagement opportunities. (PAC, DELAC, SSC, ELAC, Classified Staff, Certificated Staff & students)

Goal 5:
Equity Multiplier - Island Community Day School - Meeting On January 26, 2026 - Staff and parents were invited. After discussion of those present, the consensus was to have our focus goal be on improving absenteeism. Meeting on February 6th, 2026 - Superintendent's Cabinet members agreed on the goal to be on improving absenteeism.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.<br><br>The District will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation. | 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The quality of education does not only depend on high-quality teachers as reflected in the performance of their duties, but also the effective coordination of the school environment. A school's physical characteristics have a variety of effects on teachers, students, and the learning process. Poor factors can adversely affect student behavior and lead to high levels of frustration among teachers and poor learning attitudes among students. A conducive environment for learning, such as one with comfortable classroom set-ups, well-maintained facilities, relevant use of teaching materials, and interesting classroom activities, will further motivate the students to learn.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Smarter Balanced ELA Distance from Standard | Data Year: 2023<br>Data Source: CA Dashboard | Data Year: 2024<br>Data Source: CA Dashboard | Data Year: 2025<br>Data Source: CA Dashboard | All-students: 3.5 points below the standard | All-students: 5.5 points above<br><br>EL: 29.4 points above the baseline |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | All-students: 3.8 points below the standard<br><br>EL: 52.1 points below the standard<br><br>LI: 14.7 points below the standard<br><br>SWD: 98.7 points below the standard<br><br>Foster Youth: No data available<br><br>Rafer Johnson<br>SWD: 120.5 points below the standard | All-students: 3.8 points below the standard<br><br>EL: 36.4 points below the standard<br><br>LI: 18.1 points below the standard<br><br>SWD: 102.5 points below the standard<br><br>Foster Youth: No data available<br><br>LTEL: 86.9 points below the standard<br><br>Rafer Johnson<br>SWD: 125 points below the standard | All-students: 1.7 points above the standard<br><br>EL: 22.7 points below the standard<br><br>LI: 11.1 points below the standard<br><br>SWD: 92.3 points below the standard<br><br>Foster Youth: No data available<br><br>LTEL: 103.5 points below the standard<br><br>Rafer Johnson<br>SWD: 132.3 points below the standard | EL: 49 points below the standard<br><br>LI: 13.9 points below the standard<br><br>SWD: 93.7 points below the standard<br><br>LTEL: 85 points below the standard<br><br>Rafer Johnson<br>SWD: 114 points below the standard | LI: 3.6 points above the baseline<br><br>SWD: 6.4 points above the baseline<br><br>Foster Youth: No data<br><br>LTEL: 18.5 points below year 1<br><br>Rafer Johnson<br>SWD: 11.8 points below the baseline |
| 1.2 | Smarter Balanced Math Distance from Standard | Data Year: 2023<br>Data Source: CA Dashboard<br><br>All-students: 34.4 points below the standard<br><br>EL: 78.8 points below the standard<br><br>LI: 47.9 points below the standard | Data Year: 2024<br>Data Source: CA Dashboard<br><br>All-Students: 36 points below the standard<br><br>EL: 36.4 points below the standard | Data Year: 2025<br>Data Source: CA Dashboard<br><br>All-Students: 32.8 points below the standard<br><br>EL: 62.4 points below the standard | All-students: 32.6 points below standard<br><br>EL: 74.8 points below standard<br><br>LI: 45.5 points below standard<br><br>SWD:116.1 points below standard | All-students: 1.6 points above the baseline<br><br>EL: 16.4 points above the baseline<br><br>LI: 0.6 points above the baseline<br><br>SWD: 1.5 points below the baseline |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | SWD: 122.3 points below the standard<br><br>Foster Youth: No data available<br><br>Central Valley Home School<br>Hispanic: 95.3 points below the standard<br>LI: 109.6 points below the standard<br><br>Rafer Johnson<br>SWD: 165.6 points below the standard<br><br>Ronald Reagan<br>SWD: 115.9 points below the standard | LI: 51.6 points below the standard<br><br>SWD: 129.8 points below the standard<br><br>Foster Youth: No data available<br><br>LTEL: 141.4 points below the standard<br><br>Central Valley Home School<br>Hispanic: 93 points below the standard<br>LI: 111.9 points below the standard<br><br>Rafer Johnson<br>SWD: 183.1 points below the standard<br><br>Ronald Reagan<br>SWD: 118.7 points below the standard | LI: 47.3 points below the standard<br><br>SWD: 123.8 points below the standard<br><br>Foster Youth: No data available<br><br>LTEL: 176.5 points below the standard<br><br>Central Valley Home School<br>Hispanic: 112.1 points below the standard<br>LI: 130.5 points below the standard<br><br>Rafer Johnson<br>SWD: 160.7 points below the standard<br><br>Ronald Reagan<br>SWD: 123.3 points below the standard | LTEL: 140 points below the standard<br><br>Central Valley Home School<br>Hispanic: 90 points below the standard<br>LI: 103 points below the standard<br><br>Rafer Johnson<br>SWD: 157 points below the standard<br><br>Ronald Reagan<br>SWD: 110 points below the standard | Foster Youth: No data available<br><br>LTEL: 35.1 below Year 1<br><br>Central Valley Home School<br>Hispanic: 16.8 points below the baseline<br>LI: 20.9 points below the baseline<br><br>Rafer Johnson<br>SWD: 4.9 points above the baseline<br><br>Ronald Reagan<br>SWD: 7.4 points below the baseline |
| 1.3 | Implementation of standards for all students and enable ELs to access CCSS and ELD standards. | Data Year: 2023-2024<br>Data Source: State Reflection Tool<br><br>Implementation of State Standards is an average score of: 3.9 out of 5. | Data Year: 2024<br>Data Source: State Reflection Tool<br><br>Implementation of State Standards is an average score of: 4.6 out of 5. | Data Year: 2025<br>Data Source: State Reflection Tool-LCFF Priority 2 - All Scores<br><br>Implementation of State Standards is an average score of: 4.6 out of 5. | Average score of: 4.0 out of 5. | 0.7 points above the baseline |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.4 | A broad course of study as measured as measured by a review of teacher and student master schedules. | Data Year: 2023-2024<br>Data Source: Local data<br><br>100% broad course of study was provided to all students. | Data Year: 2024<br>Data Source: Local Data<br><br>100% broad course of study was provided to all students. | Data Year: 2025<br>Data Source: Local Data<br><br>100% broad course of study was provided to all students. | 100% | No Difference |
| 1.5 | Properly credentialed teachers with no misassignments or vacancies, as measured by Credentials, CA Dashboard or SARC review. | Data Year: 2023-2024<br>Data Source: CA Dashboard<br><br>93% of our teachers are Clear (% of teaching FTE) | Data Year 2024<br>Data Source: CA Dashboard<br><br>86.9% of our teachers are Clear (% of teaching FTE) | Data Year 2025<br>Data Source: CA Dashboard<br><br>85.7% of our teachers are Clear (% of teaching FTE) | 94% clear (% of teaching FTE) | 7.3% below our baseline |
| 1.6 | Access to standards aligned instructional materials | Data Year: 2023-2024<br>Data Source: State Reflection Tool<br><br>100% | Data Year: 2024<br>Data Source: State Reflection Tool<br><br>100% | Data Year: 2025<br>Data Source: State Reflection Tool<br><br>100% | 100% | No Difference |
| 1.7 | Facilities maintained in good repair | Data Year: 2023-2024<br>Data Source: SARC FIT Report<br><br>100% | Data Year: 2024<br>Data Source: SARC FIT Report<br><br>100% | Data Year: 2025<br>Data Source: SARC FIT Report<br><br>100% | 100% | No Difference |
| 1.8 | Local Assessment: Reading Performance Met or Exceeded Standard | Data Year: 2023-2024<br>Data Source: Developmental Reading Assessment (DRA)<br><br>K-3<br>59.18% | Data Year: 2024<br>Data Source: Developmental Reading Assessment (DRA)<br><br>K-3<br>54.99% | Data Year: 2025<br>Data Source: Developmental Reading Assessment (DRA)<br><br>K-3<br>53.14% | 60% | 6.04% below our baseline |
| 1.9 | Chronic Absenteeism | Data Year: 2023 | Data Year: 2024 | Data Year: 2025 | All-students: 2.0%<br>EL: 1.5% | All-students: 0.9% below baseline |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: CA Dashboard<br><br>All-students: 2.1%<br>EL: 1.6%<br>FY: 5.6%<br>LI: 2.7%<br>Homeless: 0.8%<br>SWD: 4.9% | Data Source: CA Dashboard<br><br>All-students: 1.9%<br>EL: 1.5%<br>FY: 0%<br>LI: 2.2%<br>Homeless: 4%<br>SWD: 4.6% | Data Source: CA Dashboard<br><br>All-students: 1.2%<br>EL: 1.9%<br>FY: N/A - less than 11 students<br>LI: 1.3%<br>Homeless: 3.1%<br>SWD: 2.6% | FY: 5.5%<br>LI: 2.6%<br>Homeless: 0.7%<br>SWD: 4.8% | EL: 0.3% above baseline<br>FY: N/A - less than 11 students<br>LI: 1.4% below baseline<br>Homeless: 2.3% above baseline<br>SWD: 2.3% below baseline |
| 1.10 | Attendance Rate | Data Year: 2023-24<br>Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2023-2024 (P2)<br><br>99.55% | Data Year: 2024-25<br>Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2024-2025 (P2)<br><br>99.28% | Data Year: 2025-26<br>Data Source: AERIES Average Daily Attendance (ADA) Summary for the 2025-2026 (P2)<br><br>99.56% | 98% or higher | +0.01% |

# 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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal One supported the progress toward meeting the goal of providing basic services to all schools and students, including core instruction and instruction in the visual and performing arts.

Actions Rated 5: Full Implementation and Sustainability

The actions outlined in Goal One supported the progress toward meeting the district's broad goal of providing basic services to all schools and students, including core instruction and instruction in the visual and performing arts. Overall, there were no substantive differences in the planned actions compared to the actual implementation for the actions in Goal 1.
For the following actions, there were no substantive differences in the planned actions compared to the actual implementation:
Action 1.1 - Closing the Achievement Gap: Implementation included providing supplemental instructional resources and Developmental Reading Assessment (DRA) kits, alongside the DIBELS assessment, to support the core curriculum aligned to CA standards. To ensure effective use of these tools, teachers were trained in administering DIBELS, collecting the data, and analyzing students' reading levels to identify early literacy focus areas. Successes: A major success of this implementation was the effective use of data within the Professional Learning Communities (PLCs) Cycle of Inquiry; teachers successfully utilized this diagnostic data during Multi-tiered Systems of Support (MTSS), Response to Intervention (RTI), and after-school programs to successfully scaffold instruction for Low-Income and English Learner students. Challenges: A relevant challenge was ensuring that all new staff members were consistently calibrated on DRA/DIBELS data collection and training protocols throughout the year.
Action 2 - Supervisor of Operations: Our supervisor of operations provides quality oversight and assistance to our night custodial staff. Action 1.2 - Supervisor of Operations: Implementation included maintaining the Assistant Supervisor of Operations position. Successes: This position successfully provided quality oversight and hands-on assistance to our night custodial staff, ensuring facilities were well-prepared for daily instruction. Challenges: Adapting to absences in personnel required shifting operational schedules and duties.
Action 3 - Transportation: Transportation is successfully offered to all students by Southwest Transportation to and from school, as well as for after-school programs and sporting events. Action 1.3 - Transportation: Implementation involved contracting with Southwest Transportation to provide access to consistent, reliable, and safe bussing for students living beyond the designated district-provided bussing service area. Successes: We successfully offered reliable transportation to and from school, as well as for after-school programs and sporting events, removing a significant barrier to attendance and engagement for our Low-Income and Foster Youth students. Challenges: Routing logistics for after-school and extra-curricular events occasionally presented scheduling challenges due to varying activity dismissal times.
Action 4 - Staffing: The district maintains solid, ongoing HR practices-including robust procedures for hiring and recruitment-leading to the retention of highly qualified staff. Action 1.4 - Staffing: Implementation focused on executing robust Human Resources procedures for the hiring and recruitment of properly credentialed staff. Successes: The district successfully maintained solid, ongoing HR practices that led to the retention of highly qualified and fully credentialed teachers for our students. Challenges: The statewide teacher shortage continues to pose a challenge in recruiting specialized credential holders (Example = TK Teachers).
Action 5 - Special Education: Our Special Education program consistently provides individualized support to all students based on their identified needs. Action 1.5 - Special Education: Implementation centered on adhering to state and federal Child Find mandates to identify, evaluate, and provide a Free Appropriate Public Education (FAPE) to students with disabilities. This included providing specific designated services and resources, such as speech therapy and counseling, tailored to individual student needs. Successes: Our Special Education program consistently and successfully provided individualized support and necessary accommodations, guaranteeing access to the general curriculum for all students with Individualized Education Plans (IEPs). Challenges: Coordinating schedules between general education and special education providers to ensure seamless push-in and pull-out services requires constant logistical adjustments.
Action Below Rated 4: Full Implementation
Action 6 - Basic Services: KECSD will continue to provide and refine our intervention supports to reduce achievement gaps. A Response to Intervention (RTI) system is established at each school site to target and support our EL, LI, and Foster Youth (FY) students. Notably, our SWD subgroup made significant growth in ELA and math. There were no substantive differences in the planned action compared to the actual implementation. Action 1.6 - Basic Services: Implementation included providing basic services, additional support, and targeted interventions through an established RTI system at each site to ensure all students could access state standards. Specifically, Ronald

Reagan Elementary utilized small group reteaching for Math and ELA; teachers analyzed PLC data to ensure Students with Disabilities (SWD) and English Learners received immediate, credentialed-teacher-led small group instruction after assessments. Successes: A major success of these targeted basic services and intervention efforts was the significant growth seen in both ELA and Math for our SWD subgroup. Challenges: A continuing challenge is maximizing the master schedule to ensure small group reteaching occurs without interrupting core tier-one instructional minutes.
Actions Below Rated 5: Full Implementation and Sustainability
Action 7 - Facilities: Facilities are excellently maintained, as indicated by the most recent FIT report. Action 1.7 - Facilities: Implementation involved the ongoing maintenance and upgrading of classrooms and district facilities. Successes: Facilities are excellently maintained, as evidenced by a 100% rating on the most recent SARC Facility Inspection Tool (FIT) report. Challenges: Managing the timelines of larger upgrade projects (Example=Solar Project) to avoid disrupting the instructional day.
Action 8 - Preschool: The preschool program continues to run according to clear, established policies and procedures. Action 1.8 - Preschool: Implementation provided high-quality preschool services and resources to effectively prepare early learners for kindergarten. Successes: The preschool program successfully operated in alignment with clear, established policies and procedures, establishing a strong educational foundation for our youngest learners. Challenges: Communicating program requirements and engaging families continuously throughout the school year.
Action 9 - Lunch Program: The district lunch program consistently provides healthy meals in accordance with state and federal guidelines. Action 1.9 - Lunch Program: Implementation ensured a quality meal program to provide healthy and nutritious breakfasts and lunches every school day. Successes: The district lunch program consistently provided healthy meals in strict accordance with state and federal nutritional guidelines. Challenges: Navigating occasional product substitutions while still meeting strict nutritional and dietary compliance standards.

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.

Action 1.1 - Closing the Achievement Gap: The District originally projected expenditures, but estimated actuals were significantly less. This material difference was primarily due to a strategic shift in how some of our intervention and supplemental supports were funded; for example, maximizing our Expanded Learning Opportunities Program (ELOP) funds to offset costs. Furthermore, our Professional Learning Communities (PLCs) became highly efficient at targeting instruction, which resulted in lower-than-anticipated spending on redundant supplemental diagnostic materials and supplies. Action 1.6 - Basic Services: The District projected expenditures, but estimated actuals were much lower. This discrepancy is largely attributed to using other one time monies at this time for personnel and materials. Once those monies run out, they will use our LCFF funds. Action 1.7 - Facilities: The District experienced a large material difference in this action, with budgeted expenditures exceeding are estimated actuals. This difference was due to shifted timelines for several planned facility upgrades and maintenance projects. Supply chain delays for specific materials and contractor scheduling constraints required the District to defer some of these facility projects into the 2026-27 school year. The District recognizes these differences and will continue to adjust projections and align funding to ensure all student needs are fully met in the coming school year.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.
Overall, the actions outlined in Goal One were Effective (3) in making progress towards the LEA's goal to provide basic services to all

schools and students, operate with increased efficiency, and maintain high-quality facilities.
Metric(s): CAASPP Data, CaDashboard, FIT Report & Survey
Contributing Actions
Action 1.1 - Closing the Achievement Gap: Effectiveness: Somewhat Effective to Effective. This action is designed to support our Low-Income (LI) and English Learner (EL) students. When measuring effectiveness using CAASPP data (Metrics 1.1 and 1.2), we see mixed but promising results for our unduplicated groups. EL students saw a notable 13.7-point increase in ELA, indicating that the supplemental resources and targeted MTSS/RTI interventions are working well for literacy. However, EL students decreased by 26 points in Math, and our LI students at Central Valley Home School also saw a decrease in Math. While effective in ELA, the district is actively collaborating with the county office to strengthen our Math approach to ensure this action becomes highly effective across all core subjects for our unduplicated students.
Action 1.3 - Transportation: Effectiveness: Effective. This action was designed to remove barriers to school access specifically for our Foster Youth (FY) and LI populations living beyond standard boundaries. When analyzing Chronic Absenteeism (Metric 1.9) and Attendance Rates (Metric 1.10), this action proved highly effective for our unduplicated student groups. Chronic absenteeism for LI students improved, dropping 1.4% below the baseline to 2.2%. For our FY students, the absenteeism rate dropped to 0% (for a statistically small cohort of <11 students). Furthermore, providing this reliable transportation helped maintain an exceptionally high overall district attendance rate of 99.56% (+0.01% above baseline).
Non-Contributing Actions
Actions 1.5 & 1.6 - Special Education & Basic Services: Effectiveness: Effective. Measured by CAASPP Data (Metrics 1.1 and 1.2), the district's signature Response to Intervention (RTI) practices have proven effective. Our Students with Disabilities (SWD) subgroup increased proficiency and made significant growth overall in both ELA and Math. While there were localized decreases for SWD in ELA at Rafer Johnson and in Math at Ronald Reagan, the overarching district-wide implementation of basic and SPED services continues to successfully close gaps.
Action 1.4 - Staffing: Effectiveness: Effective. As measured by teacher credentialing data (Metric 1.5), the district's recruitment and retention practices are effective. Despite a difficult hiring landscape statewide, KECSD maintained a 94% clearance rate for teaching staff, keeping us well above the county and state averages.
Actions 1.2 & 1.7 - Supervisor of Operations & Facilities: Effectiveness: Effective. Monitored via the SARC FIT Report (Metric 1.7), these actions were highly successful. KECSD's maintenance and operations team effectively followed district guidelines to ensure 100% of facilities were maintained in good repair.
Action 1.8 - Preschool: Effectiveness: Effective. Based on local survey data, the preschool program effectively serves our community. 95.8% of parents indicated that the program makes them feel welcome and treats them like valued partners in their child's early learning.
Action 1.9 - Lunch Program: Effectiveness: Effective. The district effectively provided high-quality, nutritious meals daily, which directly supports student well-being and acts as a foundational pillar for the high attendance rates (Metric 1.10) observed across the district.

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

Based on an analysis of current data, reflections on prior practice, and feedback from our educational partners, KECSD has made the following specific changes to the metrics and actions within Goal 1 for the coming year:Metric Changes (DRA Retirement): The Developmental Reading Assessment (DRA), previously tracked as Metric 1.8, will no longer be used as a formal LCAP metric moving forward. This metric was previously referenced to measure the effectiveness of Action 1.1 (Closing the Achievement Gap). While DRA kits

and DIBELS will continue to be utilized by teachers for instructional purposes and formative assessment, the formal LCAP metric is being retired as KECSD is no longer in Differentiated Assistance for this area. Metric Alignments for Actions 1.2, 1.3, 1.7, and 1.9: To better measure effectiveness, Metric 1.9 (Chronic Absenteeism) and Metric 1.10 (Attendance Rate) have been explicitly tied to Action 1.2 (Supervisor of Operations), Action 1.3 (Transportation), Action 1.7 (Facilities), and Action 1.9 (Lunch Program). Reflection on prior practice highlighted that clean and safe facilities, reliable transportation, and consistent, nutritious meal programs directly impact student attendance and reduce chronic absenteeism. The descriptions for these actions have been updated to speak directly to their effectiveness on attendance, particularly for our unduplicated student populations in the contributing actions. Action 1.1 (Closing the Achievement Gap): The narrative was updated to reference "The current CA School Dashboard" rather than the "2023 CA School Dashboard" to ensure alignment with our 2025 data. Additionally, the action narrative was reorganized to cleanly separate the 5 CCR narrative requirements from the LREBG narrative requirements, and the LREBG funding amounts were reconciled to ensure consistency throughout the description. Action 1.3 (Transportation): Similar to Action 1.1, the description was updated to reference "The current CA School Dashboard". We also revised the language to use "identified group" instead of "unduplicated," and clarified that Foster Youth chronic absenteeism data is technically "not reported" due to the cohort size being less than 11 students. Action 1.6 (Basic Services): Based on reflections regarding the performance of our Students with Disabilities (SWD) subgroup, explicit language was added to this action referencing SWD. The action now distinctly outlines the provision of Professional Development for all educational specialists, specifically focused on writing appropriate accommodations and modifications to ensure access to grade-level content and strategic progress monitoring. Action 1.7 (Facilities): The explicit text "Metric 1.7" was removed from the action description narrative for clarity and formatting consistency.

**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** | Closing the Achievement Gap | 5 CCR Narrative (Increased or Improved Services)<br><br>The current CA School Dashboard results indicate that our Low-Income and English Learners have a greater Distance from Standard (DFS) learning gap than the all-student group in ELA. Our experience and the outcome of conducting a root cause analysis indicate that teachers would benefit from continued access to additional diagnostic formative assessment information specific to student reading skills, along with related supplemental instructional resources and supplies.<br><br>KECSD will provide supplemental resources and diagnostic assessment kits (such as DIBELS) that support the core curriculum and instruction aligned to the CA standards. Through the Cycle of Inquiry used in all of our Professional Learning Communities, it has been determined that Supplemental/Intervention materials used during Multi-tiered Systems of | $2,506,300.52 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Support (MTSS), Response to Intervention (RTI), and after-school programs to support and scaffold instruction for the Low-Income and English Learner pupil population are making a significant difference. Diagnostic assessments are used by teachers to analyze each student's level of reading and individual growth over time, so they know exactly what early literacy skills to focus on.<br><br>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.<br><br>We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA assessments on the CA Dashboard will decrease as compared to our all-student group. Progress will be monitored using Metrics 1.1 & 1.2.<br><br>Learning Recovery Emergency Block Grant (LREBG)<br>State Action & Funding: This is an LREBG Action. LREBG Funds allocated to this action are $40,411 through 2027-28.<br><br>Identified Need & Action: To address the learning recovery needs of our most impacted students, these funds are utilized to procure supplemental reading intervention materials and diagnostic assessment tools.<br><br>Allowability: This aligns with the allowable use of funds under EC 32526(c)(2) for learning recovery programs and materials designed to accelerate pupil academic proficiency.<br><br>Supporting Research: The use of diagnostic and formative assessments is shown to be effective in identifying student strengths and gaps in reading, allowing educators to tailor instruction appropriately (Black & Wiliam, 1998; Fuchs & Fuchs, 2006). Interventions focused on foundational reading skills in early grades are most effective for struggling readers (Torgesen, 2004). Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) frameworks rely on high-quality assessments and tiered instruction to improve outcomes for at-risk students, including English Learners and Low-Income students (Gersten et al., 2007). Supplemental instructional materials aligned to grade-level standards can provide the scaffolding | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | needed for students who enter school with less background knowledge or English proficiency (August & Shanahan, 2006). Equity-focused research supports allocating additional resources for populations that have historically been underserved to level the playing field (Darling-Hammond, 2010). Effective PLCs that use data inquiry cycles lead to improved student outcomes, particularly when teams focus on evidence of student learning and adjust instruction accordingly (DuFour et al., 2008; Hattie, 2009).<br><br>Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metrics 1.1 & 1.2. | | |
| **1.2** | Supervisor of Operations | Maintain Assistant Supervisor of Operations Position | $145,855.31 | No |
| **1.3** | Transportation | 5 CCR Narrative (Increased or Improved Services)<br><br>The current CA School Dashboard indicates that our Low-Income students have higher Chronic Absenteeism rates as compared to our All-Student group. While Foster Youth chronic absenteeism is technically not reported on the Dashboard due to the small cohort size, local tracking and root cause analyses indicate this identified group requires targeted support to ensure consistent attendance. Based on our local needs assessment, our Low-Income students and Foster Youth living beyond the district-provided bussing service area experience significant challenges obtaining and affording reliable transportation to and from school and extra-curricular events.<br><br>KECSD will provide additional transportation services to students living beyond the designated bussing service areas. The design of the additional transportation services includes, but is not limited to:<br><br>Providing access to bussing transportation not otherwise provided.<br><br>Providing consistent, reliable, and safe transportation for the identified groups living beyond the district-provided bussing service area. | $724,533.71 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Though this action is principally directed to meet the needs of our Low-Income and Foster Youth, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.<br><br>We expect that our Low-Income Chronic Absenteeism rates on the CA Dashboard will decrease, and local attendance rates for Foster Youth will improve or maintain positive levels as compared to our All-Student group. Progress will be monitored using Metrics 1.9 & 1.10. | | |
| **1.4** | Staffing | Provide properly credentialed staff as part of basic services to ensure all students have access to teachers who are properly credentialed. | $12,907,720.10 | No |
| **1.5** | Special Education | Provide services and resources including speech services to all students with Individualized Education Plans and who qualify for special education.<br><br>KECSD adheres to state and federal regulations to provide appropriate services to students with disabilities. Our programs ensure a Free Appropriate Public Education (FAPE) through individualized education plans (IEPs) tailored to each student's unique needs, guaranteeing access to the general curriculum and necessary accommodations. Under the Child Find mandate, KECSD identifies, locates, and evaluates all children with disabilities to provide appropriate services. Additionally, KECSD offers designated services and supports, such as speech therapy and counseling, to meet diverse needs and involves parents and guardians in the planning and decision-making process. | $3,430,978.37 | No |
| **1.6** | Basic Services | Provide basic services, additional support and intervention to ensure all students are successful in accessing the state standards.<br><br>This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard.<br>LEA-wide<br>SWD: ELA & Math<br><br>School-wide | $2,935,020.86 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Rafer Johnson: SWD: ELA & Math<br>Ronald Reagan: SWD: Math<br>Central Valley Home School: LI, Hispanic: Math<br><br>To address the red indicators listed above, the following strengthened approach(s) will be taken.<br><br>1. LEA-wide: To directly support our Students with Disabilities (SWD), KECSD will provide all educational specialists with Professional Development specific to writing appropriate accommodations and modifications to ensure access to the grade-level content and curriculum, and in strategic progress monitoring to ensure benchmarks are being met throughout the year.<br><br>2. LEA-wide: KECSD will lead semesterly "data talks" with site educational specialists specific to CAASPP ELA and Math scores for SWD to support sites in writing ELA and Math IEP goals that reflect grade-level content progress as well as goals that meet the students at their level.<br><br>3. Rafer Johnson (ELA, SWD and Math, SWD): Establish regular communication channels between teachers, special education staff, and parents/guardians to collaboratively monitor student progress, identify challenges, and implement targeted interventions and support strategies, ensuring a coordinated effort to enhance academic achievement for students with disabilities in both Math and English Language Arts. Establish a mentorship program where students are paired with supportive staff or community members who can provide guidance and support, fostering a sense of belonging and reducing the likelihood of behavioral issues leading to suspensions.<br><br>4. Ronald Reagan (Math, SWD): Reagan Elementary will do more targeted small group reteach for Math and ELA. Teachers analyze their data during PLCs to see the needs of students. They look specifically at students with disabilities as well as ELs to ensure those students are receiving the targeted instruction that they need. After each assessment, students with | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | disabilities have access to small group instruction from their credentialed teacher.<br><br>5. Central Valley Home School (Math, LI, and Hispanic): At CVHS, in order to increase support for Hispanic and Low-income students in the area of math, thus increasing their level of mastery, CVHS will collaborate with our credentialed staff to provide open communication focused on specific goals for their students. These will take place at their monthly meeting time with follow-up at each subsequent meeting time. This may also require weekly check-ins with additional support provided by a tutor. | | |
| **1.7** | Facilities | Continue to upgrade and maintain classrooms and facilities, as needed. | $5,626,600.18 | No |
| **1.8** | Preschool | Provide high quality preschool services and resources to prepare students for kindergarten and beyond. | $605,605.00 | No |
| **1.9** | Lunch Program | Provide a quality meal program to ensure all students receive a healthy and nutritious breakfast and lunch, every school day. | $1,680,225.35 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Every educator expects some summer slide with students. Our educational partners recognize that learning loss and gaps in achievement among students occurs. To address that loss, the district will focus on early identification of student needs based on data and focused interventions during tier one and two instruction, as well as during after school and summer programs.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | EL students making progress toward English Proficiency (ELPI) | Data Year: 2024<br>Data Source: CA Dashboard<br><br>EL = 58.1%<br>LTEL = 64.9% | Data Year: 2024<br>Data Source: CA Dashboard<br><br>EL = 58.1%<br>LTEL = 64.9% | Data Year: 2025<br>Data Source: CA Dashboard<br><br>EL = 49%<br>LTEL = 59.4% | EL = 63%<br>LTEL = 65% | EL = 9.1% Below the baseline<br>LTEL = 5.5% Below the baseline |
| 2.2 | EL Reclassification Rate | Data Year: 2023-2024<br>Data Source<br>CDE-Data Quest<br><br>7.7% | Data Year: 2023-2024<br>Data Source<br>CDE-Data Quest<br><br>7.7% | Data Year: 2024-2025<br>Data Source<br>CDE-Data Quest<br><br>8.0% | 8% | 0.3% Above the baseline |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.3 | Sense of safety and school connectedness | Data Year: 2023<br>Data Source: Local Surveys<br><br>Students (4-6)<br>Sense of Safety: 74.7%<br>Connectedness: 73.2%<br><br>Students (7-8)<br>Sense of Safety: 78.1%<br>Connectedness: 76.7%<br><br>Parents<br>Sense of Safety: 82.7%<br>Connectedness: 94.6%<br><br>Teachers<br>Sense of Safety: 97.1%<br>Connectedness: N/A (Connectedness survey question to be added next year) | Data Year: 2024-2025<br>Data Source: Local Surveys<br><br>Students (4-6)<br>Sense of Safety: 74.5%<br>Connectedness: 74%<br><br>Students (7-8)<br>Sense of Safety: 79.3%<br>Connectedness: 78.7%<br><br>Parents<br>Sense of Safety: 85.5%<br>Connectedness: 96.6%<br><br>Teachers<br>Sense of Safety: 98.9%<br>Connectedness: 100% | Data Year: 2025-2026<br>Data Source: Local Surveys<br><br>Students (4-6)<br>Sense of Safety: 77.6%<br>Connectedness: 75.8%<br><br>Students (7-8)<br>Sense of Safety: 77.8%<br>Connectedness: 74.9%<br><br>Parents<br>Sense of Safety: 88%<br>Connectedness: 96.5%<br><br>Teachers<br>Sense of Safety: 97.9%<br>Connectedness: 98.9% | Students (4-6)<br>Sense of Safety: 76%<br>Connectedness: 74%<br><br>Students (7-8)<br>Sense of Safety: 79%<br>Connectedness: 78%<br><br>Parents<br>Sense of Safety: 84%<br>Connectedness: 96%<br><br>Teachers<br>Sense of Safety: 98%<br>Connectedness: 85% | Students (4-6)<br>Sense of Safety: 2.9% above<br>Connectedness: 2.6% above<br><br>Students (7-8)<br>Sense of Safety: 0.3% below<br>Connectedness: 1.8% below<br><br>Parents<br>Sense of Safety: 5.3% above<br>Connectedness: 1.9% above<br><br>Teachers<br>Sense of Safety: 0.8% above<br>Connectedness: 1.1% below |
| 2.4 | Local Assessment: iReady Mid or Above and Early On Grade Level | Data Year: 2023-24<br>Data Source: i-Ready Diagnostic #2<br><br>ELA<br>41%<br><br>Math<br>27% | Data Year: 2024-25<br>Data Source: i-Ready Diagnostic #2<br><br>ELA<br>43% | Data Year: 2025-26<br>Data Source: i-Ready Diagnostic #2<br><br>ELA<br>38% | ELA<br>45%<br><br>Math<br>30% | ELA<br>3% below<br><br>Math<br>1% below |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Math<br>31% | Math<br>26% | | |

# 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.

The actions outlined in Goal Two supported the progress toward meeting the goal of providing focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards. While the core objectives of these actions were successfully carried out, several actions experienced shifts in funding sources or participation levels that slightly altered their planned implementation.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Actions Rated 5: Full Implementation and Sustainability

For the following actions, there were no substantive differences in the planned actions compared to the actual implementation:

Action 2.1 - Preservice Days for Classified and Certificated Staff: Implementation: Preservice days were provided to teachers prior to the start of the school year. Teacher implementation of professional development was monitored throughout the year. Successes: We were successful in delivering all of the planned PD and received positive feedback on the sessions.

Challenges: A challenge was keeping the information shared with teachers relevant throughout the year.

Action 2 - Academic Coaches and Training for Staff - Implementation: Academic coaches were deployed to support TK-8th grade. Our K-2 coaches focused on early literacy with the implementation of the DIBELS reading risk screener, which helped our EL and Low-Income student populations, and delivered small-group tutoring and data-driven instructional coaching.

Successes: Coaches successfully supported teachers in implementing evidence-based strategies (such as SIOP and learning acceleration) and conducting effective, site-level data cycles.

Challenges: Equitably distributing coach time across all targeted classrooms to ensure consistent, ongoing support proved logistically challenging at times.

Action 3 - Professional Development - Implementation: The district provided ongoing professional development focused on "best first instruction," Social Emotional Learning, math, ela, science, technology, music and Integrated/Designated ELD.

Successes: Grade-level vertical systems were established across the district, allowing teachers to collaborate and align their instructional strategies effectively.

Challenges: Securing substitute teachers to allow for pull-out professional development without overly disrupting the continuity of core classroom instruction.

Action 4 - Interpreters - EL - Implementation: This action was designed to provide interpretation services to enhance communication in the classroom and with parents.

Successes: We effectively utilized our existing bilingual EL paraprofessionals to assist with interpreting services, successfully bridging the communication gap for EL families.
Challenges: Relying on instructional paraprofessionals for family interpretation occasionally required them to shift focus away from direct student instructional support during the school day.
Action 5 - Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs - Implementation: The district provided dedicated ELD instruction daily and integrated ELD across core subjects, supported by our EL Director.
Successes: We successfully implemented regular, targeted PD sessions with the Fresno County Office to create specific ELD lessons and conduct highly effective goal-setting conferences with EL and LTEL students.
Challenges: Accelerating the language acquisition rate for LTELs remains an ongoing instructional challenge despite these systemic supports.
Action 6 - Summer Programs - Implementation: The district delivered summer learning opportunities designed to prevent learning loss, including field trips, STEAM programs, and targeted academic interventions.
Successes: We successfully re-engaged students in summer learning, with registration rebounding significantly this year. The educationally-based field trips provided equitable access to rigorous enrichment. Challenges: Fluctuating summer enrollment numbers year-over-year make long-term staffing and resource allocation difficult to predict.
Action 7 - Paraprofessionals - Implementation: Paraprofessionals were deployed across sites to provide targeted, small-group, and one-on-one instructional support for Low-Income and EL students.
Successes: Paraprofessionals successfully supported MTSS/RTI blocks, increasing student engagement and providing the immediate feedback necessary to close concept gaps.
Challenges: Maintaining consistent paraprofessional staffing due to localized turnover and daily absences occasionally impacted the consistency of small-group interventions.
Action 8 - Intervention and (After-School Intervention), Enrichment Programs and Teacher Training - Implementation: The district expanded intervention and enrichment opportunities, including after-school instruction, VAPA, CTE, STEM, and AVID programs. Successes: We successfully utilized Expanded Learning Opportunity Program (ELOP) funding to seamlessly cover after-school tutoring needs. We were able to increase the number of FTEs in the music department, vastly expanding broad course access from preschool through 8th grade.
Challenges: Aligning after-school intervention schedules with student availability for enrichment programs (like music or sports) to ensure students do not have to choose between academic support and extracurricular engagement.
Action 9 - Teacher Induction Program - Implementation: The district provided extra support and mentorship for new teachers through the Teacher Induction Program.
Successes: Participating new teachers successfully demonstrated mastery of teaching standards and were successfully retained within the district.
Challenges: Matching every new teacher with a veteran mentor in their exact subject or grade level is sometimes difficult due to credentialing and availability constraints.
Implementation Status: 5 – Full Implementation and Sustainability. KECSD has committed to provide intervention both academic and mental health for their EL, LI and FY students, while combining that with professional development for their staff to meet the needs of their students due to the gaps in achievement.
While we successfully accomplished the overarching objectives of this goal, there were substantive differences in how certain planned actions were actually implemented. In several instances, variances in available funding, resources, or staffing required the District to adapt our original plans to ensure our students still received the necessary services and support.

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.

Action 2.1 - Preservice Days for Classified and Certificated Staff: The District did not fully expend the projected amount. This variance occurred because the preservice training days were optional for classified staff, and attendance was lower than initially projected. Action 2.2 - Academic Coaches and Training for Staff: The projected budget was higher than the estimated actuals. We are currently using the Learning Recovery Emergency Block Grant one-time funds to pay for two of our academic coaches, but once that money runs out, they will come out of the LCAP funding. Action 2.3 - Professional Development: The District spent less than anticipated on professional development as the District utilized the Educator Effectiveness Block Grant for the LETRS trainings. Although less money was spent, all goals were still completed. Action 2.4 - Interpreters EL: The District did not expend all allocated funds for this action. We were able to effectively utilize our existing EL paraprofessionals to assist with interpreting services for our families, maximizing our current staff capacity and reducing the need for additional outside interpreter expenditures. Action 2.6 - Summer Programs : Estimated actual expenditures were lower than the budgeted amount. Summer program funding for students is being funded through ELOP funds at this time, so not as much is needed from LCAP funds at this time. While summer programs for students are being funded out of ELOP, staff opportunities for EL trainings occurs and does come out of LCFF funds. Action 2.7 - Paraprofessionals: The District spent less than projected for paraprofessional support. This variance was driven by localized staffing turnover and daily position vacancies throughout the school year, which lowered overall personnel costs. Action 2.8 - Intervention and Enrichment Programs: The District did not expend all projected LCFF funds for this action. We strategically utilized Expanded Learning Opportunity Program (ELOP) funding to assist with after-school tutoring costs. We were able to increase the number of FTEs in our music department, though total expenditures still remained below the initial projection. Action 2.9 - Teacher Induction Program: Estimated actual expenditures were slightly higher than budgeted. This was due to a higher-than-expected number of new teachers requiring induction support and mentorship during the 2025-26 school year, necessitating additional funds to cover the required stipends and program costs.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA’s goal: Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.

Contributing Actions

Actions 2.1, 2.2, 2.3, 2.6, 2.7, and 2.8 (Preservice Days, Academic Coaches, Professional Development, Summer Programs, Paraprofessionals, and Intervention/Enrichment): Effectiveness: Somewhat Effective. These actions are collectively designed to provide targeted instructional support and intervention to close the achievement gap for our Low-Income (LI) and English Learner (EL) students. When analyzing CAASPP data, the effectiveness for our unduplicated student groups is mixed. EL students showed promising growth, increasing 13.7 points in ELA and 11.8 points in Math. However, the achievement gap is widening for our LI students, who decreased by 7

points in ELA and 4.3 points in Math. Because these core instructional and intervention actions did not prevent a widening of the gap for the LI subgroup, they are more appropriately rated as Somewhat Effective at this time.

Action 2.4 - Interpreters EL: Effectiveness: Effective. This action provides dedicated interpretation services to bridge the communication gap for EL families. Based on local climate surveys and Chronic Absenteeism data—where EL chronic absenteeism improved by 0.4%—this action was effective in maintaining strong family engagement and supporting the environmental conditions necessary for EL student success.

Action 2.5 - Designated and Integrated ELD Instruction: Effectiveness: Somewhat Effective. This action targets the language acquisition of our EL and Long-Term English Learner (LTEL) populations. While EL students showed growth on the CAASPP, ELPAC data indicates that only 49% of our LTELs made progress toward English proficiency, which is a decrease of 7.4% compared to the prior year. Consequently, while the foundational ELD instruction is in place, the specific strategies utilized for LTELs were only Somewhat Effective and will require recalibration.

Non-Contributing Actions

Action 2.9 - Teacher Induction Program: Effectiveness: Effective. This action provides extra training and mentorship for new teachers. The program was effective in ensuring new educators demonstrated mastery of teaching standards, directly contributing to the district's overall capacity to deliver high-quality tier-one instruction to all students.

Overall Analysis Statement: While KECSD observed notable successes with English Learner CAASPP growth and overall district attendance rates (which improved by 0.7%), the widening CAASPP achievement gap for Low-Income students and the dip in LTEL ELPAC progress must be addressed. The data suggests that while our structural supports (MTSS, coaches, paraprofessionals) are in place, the specific pedagogical strategies and interventions delivered through these actions need to be refined to be fully effective for all unduplicated student groups.

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

Action 2.1 (Preservice Days for Classified and Certificated Staff): The action description was updated to reference the current 2025 CA School Dashboard data, ensuring the narrative accurately reflects the most recent performance data for our unduplicated student groups.

Action 2.2 (Academic Coaches and Training for Staff): The narrative structure of this action was reorganized. We separated and sequenced the description to begin with the 5 CCR (Increased or Improved Services) narrative, followed by the specific LREBG narrative requirements (state action, funding, need, allowability, and metrics). Additionally, Dashboard references were updated to current 2025 data, and LREBG funding amounts were reconciled for accuracy.

Action 2.3 (Professional Development): Based on reflections on our professional learning strategies, specific references to "LETRS" training were removed from this action. Furthermore, the description was expanded to elaborate on the specific design of our Professional Development, including clear details on when and how the training is delivered to staff. Dashboard references were also updated to 2025 data.

Action 2.4 (Interpreters EL): The narrative was updated to reference the current CA School Dashboard and align with the reality of our 2025 data, specifically noting the recent decrease in ELPI scores to accurately identify the root cause and need for this service.

Action 2.5 (Designated and Integrated ELD Instruction...): The description was updated to identify a clear need based on a current performance gap, noting that LTELs are at 59.4% and making progress. We also elaborated extensively on the design and delivery of our Professional Development regarding the ELA/ELD Framework, PLC meeting structures, and SIOP training (including when and how these PDs are offered).

Action 2.6 (Summer Programs): Similar to Action 2.2, the narrative was reorganized to present the 5 CCR justification before the LREBG requirements. The data statements regarding ELPI, Low-Income (LI), and English Learner (EL) performance were updated to match the 2025 Dashboard. We also updated the Next Generation Science Standards (NGSS) paragraph with current 2025 CAST data and explicitly added Metric 3.1 (CAST) as a tool to measure the effectiveness of this action.

Action 2.7 (Paraprofessionals): The narrative was updated to reference the current CA School Dashboard to ensure alignment with 2025 data.

Action 2.8 (Intervention, Enrichment Programs, and Teacher Training): The description was restructured to cleanly separate the 5 CCR and LREBG narrative requirements. We updated all Dashboard references to the current year and verified that the LREBG funding amounts cited in the narrative are accurate and consistent.

**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** | Preservice Days for Classified and Certificated Staff | The 2025 CA School Dashboard results indicate that our Low-Income and English Learners have a greater Distance from Standard (DFS) learning gap than the all-student group in ELA and Math. Our experience and the outcome of conducting a root cause analysis indicate that our teachers need additional professional development designed to meet the unique needs of Low-Income and English Learner students. To address this need, the district will continue to provide pre-service days, including light meals or snacks. KECSD will provide professional development for the instructional staff and paraprofessionals. Professional development will include, but is not limited to: ELD: Providing targeted and systematic language instruction tailored to the specific needs of English learners. Educational Technology: Utilizing educational technology to personalize | $216,774.80 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | learning and provide additional support. Math Routines: Helping unduplicated students develop fluency in basic math operations, which is critical for tackling more complex problems and concepts as they progress in their education. Differentiated Instruction: Meeting the diverse needs of students based on ongoing assessment data. Acceleration Programs: Implementing acceleration programs to help identified students catch up and excel in their academic pursuits. Light meals or snacks may be provided during professional development sessions so staff can stay engaged and attentive, to encourage staff participation and maximize the time devoted to focusing on professional learning, to alleviate some of the stress and time constraints faced by staff related to needing to leave the site during the lunch hour, and to allow them to focus more on planning and delivering instruction tailored to the needs of unduplicated students. Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our all-student group. | | |
| **2.2** | Academic Coaches and Training for Staff | 5 CCR Narrative (Increased or Improved Services)<br>Data from the current CA School Dashboard indicates that our students identified as English Learners (EL) and Low-Income (LI) fall below the All-Student group in Distance from Standard for both Math and ELA. These specific student populations have traditionally lacked equity in academic learning outcomes. Based on the survey from the district's educational partners (as reflected in the Engaging Educational Partners section), academic coaching support for teachers is vital to ensuring educators have the skills and strategies needed for quality instruction; it emerged as one of the top priorities requested for Goal 2.<br><br>Our experience indicates that students falling behind their peers are typically less engaged and require teachers who are highly equipped to deliver engaging, effective instruction. The District's academic coaches will provide extra support for teachers to increase student engagement when implementing core instruction for ELA, math, science, and 21st-century | $1,114,315.75 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | learning skills. The following academic coaches are paid for out of Supplemental & Concentration (S&C) funds: Lincoln, Reagan, and Rafer.<br><br>The district's academic coaches will develop a coaching cycle to guarantee access and support, ensuring that all teachers who support EL and LI students are provided with the professional coaching required to increase effective and engaging instruction. The coaching cycle will include differentiated instruction, CAASPP data-driven decision making and support, Learning Acceleration, SIOP, and ELA/Math support. These cycles ensure lessons are tailored to meet the diverse needs of students, including varying language proficiencies and learning styles. Principals will conduct walk-through observations of all teachers a minimum of once per trimester. Data from these walk-throughs will provide a focus for coaching support. Academic coaches will also work under the guidance of the district's leadership team and county office of education content specialists.<br><br>The unique design elements of this action include:<br><br>Targeted Interventions: Coaches provide targeted instructional support to LI and EL students, addressing their specific learning needs.<br><br>Individualized Attention: Coaches work one-on-one or in small groups with students, offering personalized feedback and guidance.<br><br>Focused Language Development: For EL students, coaches offer focused support in language acquisition to improve English proficiency.<br><br>Enhanced Teaching Strategies: Training helps teachers adopt evidence-based instructional strategies tailored to the needs of LI and EL students.<br><br>Continuous Improvement: Ongoing training ensures teachers stay updated with the latest educational research and methodologies.<br><br>Closing Achievement Gaps: Focused support and training help close the achievement gaps, promoting equity in educational outcomes.<br><br>Collaboration and Support: Coaches facilitate collaboration among teachers, creating a support network to share best practices. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Data-Driven Instruction: Coaches assist in the collection and analysis of student performance data to tailor instruction.<br><br>Positive School Climate: Professional development that includes social-emotional learning and classroom management strategies contributes to a positive school climate.<br><br>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.<br><br>The expected results will be personalized learning for staff and continued increases in student achievement, specifically ELA and Math CAASPP scores for EL and LI students as compared to our All-Student group. Progress will be monitored using Metrics 2.3 & 2.4.<br><br>Learning Recovery Emergency Block Grant (LREBG) Narrative<br><br>State Action & Funding: This is an LREBG Action. LREBG Funds allocated to this action are $479,554 through 2027-28 to support two specific academic coaches.<br><br>Identified Need & Action: To address the academic performance gaps of our EL and LI student populations, these two academic coaches will deliver targeted small-group tutoring, data-driven instructional coaching, and evidence-based strategies (such as SIOP and learning acceleration) directly to staff and students.<br><br>Allowability: Per EC 32526(c)(2)(B)-(C), LREBG funds may be used for targeted small-group support and professional development. The California Department of Education confirms that such interventions fit squarely within the grant's purpose of supporting academic learning recovery and staff capacity-building.<br><br>Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metrics 2.3 & 2.4. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.3** | Professional Development | 5 CCR Narrative (Increased or Improved Services)<br>Data from the current CA School Dashboard indicates that our Low-Income and English Learners have a greater Distance from Standard (DFS) learning gap than the All-Student group in ELA and Math. Our experience and the outcome of conducting a root cause analysis indicate that our teachers need additional, cohesive professional development designed to meet the unique needs of Low-Income and English Learner students on an ongoing basis throughout the school year.<br><br>To address this need, the district will provide professional development focused on "best first instruction" to support our EL and LI students in closing the performance gap. There is a need for a cohesive professional development plan that establishes grade-level vertical systems across our district, allowing teachers to collaborate across all grade levels.<br><br>Design and Delivery of Professional Development:To ensure maximum impact and immediate classroom application, professional development will be delivered through a systematic, multi-tiered approach:When: Training will occur during dedicated district-wide pre-service days before the school year begins, through scheduled pull-out training sessions (using substitute coverage) throughout the academic year, and via embedded weekly Professional Learning Community (PLC) meetings. How: Sessions will be led by subject-matter experts from county offices and outside companies, academic coaches, and district leadership. Delivery methods will include direct instruction, collaborative data analysis, peer observations, and interactive workshops designed to help teachers refine their instructional practices.<br><br>Additional Professional Development topics include, but are not limited to:Social Emotional Learning (SEL): Providing training for teachers on how to recognize and respond to trauma and its impact on student behavior and learning, equipping teachers with strategies to integrate SEL into their everyday classroom routines, building strong relationships, training in mindfulness techniques, and educating teachers on the use of restorative practices. Sheltered Instruction Observation Protocol (SIOP): Providing structured lesson planning, integrated language and content instruction, scaffolded instruction, background knowledge building, and comprehensive | $1,002,683.39 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | vocabulary development. Integrated and Designated ELD: Training on embedding language development strategies into regular content lessons (Integrated ELD) to help EL students develop language skills while learning content, and delivering focused, systematic language instruction aligned with proficiency levels (Designated ELD).<br><br>Light meals or snacks may be provided during professional development sessions so staff can stay engaged and attentive, to encourage staff participation and maximize the time devoted to focus on professional learning, to alleviate some of the stress and time constraints faced by staff related to needing to leave the site during the lunch hour, and to allow them to focus more on planning and delivering instruction tailored to the needs of unduplicated students.<br><br>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.<br><br>We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group. Progress will be monitored using Metric 2.4.<br><br>Learning Recovery Emergency Block Grant (LREBG)<br>State Action & Funding: This is an LREBG Action. LREBG Funds allocated to this action are $117,056 through 2027-28. Identified Need & Action: To address the academic performance gaps of our EL and LI student populations, these funds are utilized to provide targeted professional development for educators, building their capacity to deliver high-quality tier-one instruction and effective interventions. Allowability: This aligns with the allowable use of funds under EC 32526(c)(2) for staff development and learning recovery programs designed to accelerate pupil academic proficiency.Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metric 2.4. | | |
| **2.4** | Interpreters EL | 5 CCR Narrative (Increased or Improved Services) | $22,677.66 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The 2025 CA School Dashboard results indicate that our English Learners' progress on the English Learner Progress Indicator (ELPI) decreased. Our experience and the outcome of conducting a root cause analysis indicate that a likely root cause for this decline is that students need real-time clarification in their primary language during core instruction in the classroom. Additionally, their parents require increased communication from the school and teachers in their primary language in order to be more engaged in supporting their child's learning and English language acquisition.<br><br>In order to address these identified needs, the district will provide interpreter support to enhance communication in the classroom and with parents regarding student progress. This action is provided on a limited basis specifically to support our English Learner student group. We believe that these students will benefit from the additional instructional support of bilingual interpreters to provide the individualized instruction required to expedite the closing of performance gaps. This service will also help our EL parents with interpretation so they can become more involved in their child's education and better communicate their child's needs with the school.<br><br>The unique design elements of this action are:Improved Communication: Bilingual interpreters facilitate clear and accurate communication between the school and EL families, ensuring that important information about academic progress, school events, and policies is understood. Family Engagement: By providing interpretation services, the district encourages greater participation from EL families in school activities, meetings, and decision-making processes, fostering a stronger school-community connection. Support for Multilingual Needs: Interpreters help address the diverse linguistic needs of EL families, ensuring that language barriers do not impede access to school resources and support services. Equitable Access to Information: Interpreters ensure that EL families receive the same information and opportunities as English-speaking families, promoting equity in access to educational resources and involvement. Informed Decision-Making: By providing interpretation services, the district empowers EL families to make informed decisions about their children's education, leading to better educational outcomes. Parental Involvement: Interpreters enable parents to actively participate in parent-teacher | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | conferences, Individualized Education Program (IEP) meetings, and other school functions, fostering a collaborative approach to education.<br><br>We expect that our English Learners' progress towards English language proficiency will rebound and continue to improve on the ELPAC assessment as indicated by the ELPI on the CA Dashboard. Progress will be monitored using Metrics 2.1 & 2.2. | | |
| **2.5** | Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs | 5 CCR Narrative (Increased or Improved Services)<br>The current CA School Dashboard results indicate that our English Learners' progress on the English Learner Progress Indicator (ELPI) decreased from 58.1% to 49%. Similarly, our Long-Term English Learners (LTELs) saw a drop from 64.9% to 59.4% making progress. Based on a local needs assessment, the district has found that a likely root cause of this decline in student performance is a need for improved designated and integrated instruction to better meet the specific language acquisition needs of our ELs. Our experience and the outcome of conducting a root cause analysis indicate that our LTEL students require a more systematic and strategic district approach to meet their unique learning needs. Furthermore, our teachers require additional professional development designed to close this language acquisition academic achievement gap using the Sheltered Instruction Observation Protocol (SIOP) method of instruction. Design and<br><br>Delivery of Professional Development & Collaborative Structures:<br>To address this need, our district will provide targeted professional development and structured collaboration time specifically focused on ELD instruction. ELA/ELD Framework Professional Development: * When: Training is offered during dedicated pre-service days prior to the school year, with ongoing instructional coaching provided throughout the semesters. How: Fresno County Superintendent of Schools ELA-ELD specialists and our onsite EL Coordinator/Coach lead these sessions. They collaborate directly with teachers to assist in data analysis, model lesson design, and scaffold instruction to meet the specific language development needs of our ELs across both Integrated and Designated ELD blocks. SIOP Professional Development:When: Formal SIOP training modules are delivered during district-wide professional development days, with quarterly | $641,510.19 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | follow-up observations and feedback sessions. How: Through direct workshops and modeled teaching, educators are trained to deliver structured lesson planning, integrate language and content, build background knowledge, and provide comprehensive vocabulary development. Professional Learning Communities (PLCs):When: PLCs meet weekly at every school site during designated common planning periods. How: During these meetings, the leadership team and teachers use the Cycle of Inquiry to systematically analyze EL and LTEL performance data (such as ELPI and reclassification rates). Teams collaboratively adjust instructional strategies, identify learning gaps, and ensure best practices for ELD are being implemented effectively.<br><br>English Language Acquisition Support (ELs and LTELs):<br>A period of designated English language development support is built into daily schedules. Students are enrolled in a class with a credentialed teacher along with bilingual aides to meet the needs of the varying proficiency levels within the classes. Grades TK-K implement the ELD component for a minimum of 20 minutes of daily designated instruction, 1st-6th grade implement 150 minutes per week, and our 7th-8th students receive 300 minutes per two-week span. Integrated ELD is used throughout the day to access all content areas. To further support LTELs, bilingual professionals are embedded within core classes to monitor students' progress and address academic challenges. Additionally, teachers conduct ongoing goal-setting conferences with EL and LTEL students, setting clear objectives for ELPAC, CAASPP, Accelerated Reader (AR), and classroom grades.<br><br>KECSD will provide a partial FTE Assistant Superintendent and an EL Director to organize and implement the ELD program, oversee resource allocation, organize professional development, and conduct regular ELD walkthroughs to ensure all teachers are implementing the appropriate instructional strategies.<br><br>This action is provided on a limited basis and is principally directed to meet the needs of our English Learners.<br><br>We expect that our English Learners' and LTELs' progress towards English language proficiency will rebound and continue to improve as measured by | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | the ELPAC assessment (indicated as the ELPI on the CA Dashboard). Additionally, our reclassification rates will continue to improve, and the percentage of LTELs in our district will decrease. Progress will be monitored using Metrics 2.1 & 2.2. | | |
| **2.6** | Summer Programs | 5 CCR Narrative (Increased or Improved Services)<br>The current CA School Dashboard results indicate that our English Learners' progress on the English Learner Progress Indicator (ELPI) has recently decreased to 49%, highlighting a critical need for extended language acquisition support. Furthermore, the current CA Dashboard indicates that our Low-Income and English Learners continue to perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. On the California Science Test (CAST), our EL students (0%) and Low-Income students (20%) also scored lower in the "standard met" category compared to our All-Student group (22.48%). Additionally, our experience and root cause analysis reveal that our EL and Low-Income student populations have less access to educational resources over the summer and lower participation in STEAM-related careers.<br><br>To address these performance gaps and prevent the "summer slide," the district will provide additional instructional support during the summer months, including transportation, to deliver the individualized instruction required to expedite learning recovery. The district will provide students with an opportunity to participate in summer programs that provide hands-on STEAM activities to spark students' imagination and build interest in STEAM-related education and careers. The summer programs are designed to address the specific needs of our English Learner and Low-Income students through the following approaches:<br><br>Targeted Support: Summer programs provide an opportunity for targeted intervention, addressing specific academic deficiencies identified through state assessments. This is crucial for EL and Low-Income students who need extra time and support to master grade-level content.<br><br>Continuity of Learning: Summer programs prevent the "summer slide," maintaining academic gains made during the school year. This continuity is | $828,371.32 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | particularly important for EL and Low-Income students who may lack access to educational resources during the summer break.<br><br>Field Trips and Experiential Learning: Field trips (e.g., swim lessons, etc.) will be provided to our students. These outings provide hands-on experiences and interactions with professionals in STEAM fields, inspiring students and showcasing career possibilities they might not otherwise access.<br><br>Transportation Assistance: Transportation will be provided to ensure equitable access and remove socioeconomic barriers for Low-Income students who face transportation challenges.<br><br>The Next Generation Science Standards (NGSS) instruction is largely dependent on language, and it may inadvertently exclude English Learners from full participation if specific steps aren't taken. Data from the most recent 2025 CAST indicates that 0% of our English Learners met the standard. Providing STEAM opportunities during the summer will deliver rich instruction that builds science competencies while concurrently promoting language use. NGSS instruction for ELs in our summer program incorporates:<br><br>Language Integration: Embedding language development strategies within science lessons to scaffold comprehension and foster academic language proficiency.<br><br>Visual Aids and Multimodal Learning: Utilizing visual aids, graphic organizers, and hands-on experiments to support ELs in connecting abstract scientific ideas to real-world phenomena.<br><br>Differentiated Instruction: Providing differentiated tasks catering to varying language proficiency levels.<br><br>Culturally Relevant Contexts: Integrating culturally relevant examples into science lessons to make learning accessible and meaningful. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.<br><br>We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group. We also expect our EL and Low-Income students will improve their "percent met" on the state CAST Test, and our EL students will improve on the ELPI. Progress will be monitored using Metrics 2.1, 2.2, 2.4, & 3.1.<br><br>Learning Recovery Emergency Block Grant (LREBG) Narrative<br><br>State Action & Funding: This is an LREBG Action. LREBG Funds allocated to this action are $151,725 through 2027-28.<br><br>Identified Need & Action: To address learning loss and performance gaps for EL and LI students, these funds are utilized to provide summer learning programs and staff to facilitate educationally-based, standards-aligned summer enrichment and field trips.<br><br>Allowability: According to the California Department of Education's LREBG guidance, allowable uses include "learning recovery programs... designed to accelerate pupil academic proficiency or English language proficiency." Field trips and standards-aligned summer learning opportunities, supported by staff, fit within this use by providing equitable access to rigorous, content-based summer enrichment (EC § 32526(c)(2)(B), (C)).<br><br>Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metrics 2.1, 2.2, 2.4, & 3.1. | | |
| **2.7** | Paraprofessionals | 5 CCR Narrative (Increased or Improved Services)<br>The current CA School Dashboard indicates that our Low-Income and English Learners continue to perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Additionally, current data indicates that the percentage of our Long-Term English Learners (LTELs) making progress toward English | $1,067,374.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | proficiency decreased from 64.9% to 59.4% on the English Learner Progress Indicator (ELPI). Our experience and the outcome of conducting a root cause analysis indicate that the likely root cause for these performance gaps and the decline in language acquisition progress is that these students need differentiated, small-group, and one-on-one instruction to close the achievement gap and accelerate their English proficiency.<br><br>In response to this identified need, we will provide these students with additional paraprofessional instructional support staff to deliver the individualized instruction required to expedite the closing of these performance gaps. The work of the paraprofessionals is designed to address the unique needs of English Learners and Low-Income students through the following approaches:<br><br>Focused Interventions: Paraprofessionals provide targeted instructional support tailored to the specific academic needs of Low-Income and EL students, directly addressing the performance gaps identified in state assessments.<br><br>Increased Student Engagement: With more individualized attention and support, our experience is that students are more engaged and motivated in their learning, leading to better academic outcomes.<br><br>Targeted Delivery: Supporting Response to Intervention (RTI) and small-group instruction using supplemental curriculum.<br><br>Lower Ratios: Increasing the staff-to-student ratio to provide additional instructional and engagement supports.<br><br>Assessment & Environment: Providing progress monitoring formative assessments, supporting the teaching staff with classroom management, and assisting with resource preparation and development.<br><br>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group, and our LTEL students will rebound in their progress toward English proficiency. | | |
| **2.8** | Intervention and (After-School Intervention), Enrichment Programs and Teacher Training | 5 CCR Narrative (Increased or Improved Services)<br>The current 2025 CA School Dashboard indicates that our Low-Income and English Learners perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Based on a local needs assessment, the district has found that a root cause for the academic performance gaps for our Low-Income and English Learners is a lack of exposure to extracurricular activities at home, lack of access to Visual and Performing Arts (VAPA) due to our rural location, and limited community and family resources. Consequently, our Low-Income and English Learner families have the least exposure to college and career experiences in the family environment.<br><br>To address these root causes, we will be providing additional targeted instructional supports, enrichment opportunities, and scaffolds for the identified students. LCFF Supplemental & Concentration (S&C) funds are utilized specifically for an intervention building at Reagan Elementary. Providing a dedicated space allows intervention staff to implement one-on-one and small group intervention support and resources during and after the school day, creating specialized learning environments equipped with the necessary technology to support personalized instruction.<br><br>Our comprehensive intervention and enrichment approach includes:Targeted Interventions: Intervention and after-school programs provide targeted instructional support tailored to the specific academic needs of Low-Income and EL students, directly addressing the performance gaps identified in state assessments. By offering personalized instruction, students receive the focused support needed to master challenging content and skills. Equitable Opportunities: Enrichment programs ensure that all students, regardless of their background, have access to high-quality educational experiences. CTE/Career and College Readiness/VROP (Rafer Johnson Jr. High): Broadens the horizons of students, allowing them to discover potential career fields early, helping | $1,976,921.40 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | them make informed decisions about their future. AVID (Rafer Johnson Jr. High): Allows students to gain exposure to college expectations, and it targets students that are traditionally underrepresented in higher education, providing them with the support and resources needed to succeed academically. Instrumental/Vocal Music (Washington, Roosevelt, Lincoln, Reagan, and Rafer Johnson Jr. High): Provides LI and EL students with access to high-quality music education, which can enhance cognitive development and academic performance. It also ensures inclusive participation and incorporates diverse musical genres to reflect the cultural backgrounds of our students. MESA (Rafer Johnson Jr. High): Provides a solid foundation in Science, Technology, Engineering, and Mathematics (STEM), preparing students for advanced studies in these fields. Professional Development: Teacher training ensures educators are well-equipped with the latest instructional strategies and best practices for supporting Low-Income, Foster Youth, and EL students.<br><br>Though this action is principally directed to meet the needs of our Low-Income, Foster Youth, and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. We expect that our Low-Income and English Learners' Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group. Progress will be monitored using Metrics 1.1, 1.2 & 2.4.<br><br>Learning Recovery Emergency Block Grant (LREBG) - Action & Funding: This is an LREBG Action. LREBG Funds allocated to this action are $277,638 through 2027-28. Identified Need & Action: To address learning loss and eliminate opportunity gaps, LREBG Action 2.8 funds the deployment of paraprofessionals (specifically two at Reagan), teachers, and supplemental resources to expand intervention and enrichment opportunities that directly support English Learners, Low-Income, and Foster Youth. This includes after-school instruction, VAPA, CTE, STEM, and AVID programs. Allowability: This action aligns with EC § 32526(c)(2) as it promotes academic proficiency, language development, and college/career readiness through the strategic use of staff and extended learning time. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metrics 1.1, 1.2 & 2.4. | | |
| **2.9** | Teacher Induction Program | KECSD will provide extra support for new teachers through the Teacher Induction Program.<br><br>The Teacher Induction Program requires demonstration of mastering the art of teaching. The extra training and support for new teachers will result in increased achievement for our students. | $85,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Access to a Broad and Challenging Curriculum focused on 21st Century Learning.<br>Students will be successful in mastering the new California Standards (CCSS) and acquire 21st Century Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs. | Broad Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Technology is changing the world at a rapid pace. A broad and challenging curriculum provides students with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals who will be able to work and compete for jobs with students around the world, as well as live happy and successful lives.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | California Science Test (CAST) Met or Exceeded Standard | Data Year: 2022-23<br>Data Source: Dataquest<br><br>Overall = 20.52%<br>EL = 2.04%<br>LI = 19.01%<br>FY = No Data<br>SWD = 7.5% | Data Year: 2023-2024<br>Data Source: Dataquest<br><br>Overall = 20.68%<br>EL = 2.08%<br>LI = 16.03%<br>FY = No Data<br>SWD = 6.12% | Data Year: 2024-2025<br>Data Source: Dataquest & CA Dashboard<br><br>Overall = 22.48%<br>EL = 0%<br>LI = 18.87%<br>FY = No Data<br>SWD = 4.65%<br>LTEL = No Data | Overall = 22%<br>EL = 3%<br>LI = 20%<br>FY = No Data<br>SWD = 8% | Overall = 1.96% above<br>EL = 2.04% below<br>LI = 0.14% below<br>FY = No Data<br>SWD = 2.85% below<br>LTEL = No Data |

# 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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward the district's broad goal of providing access to a broad and challenging curriculum focused on 21st-century learning. The district focused on ensuring students acquired college and career readiness skills and developed a passion for continuous learning through expanded technology access and after-school programs. Overall, the district successfully carried out this goal with no substantive differences in the actual implementation of the planned action.

Action 3.1 - Technology/21st Century Learning:

Implementation: The district successfully implemented and maintained its 1:1 Chromebook initiative, ensuring that every student was provided with a dedicated personal device to access digital tools, core curriculum, and supplemental learning software. Furthermore, 21st-century learning skills were deeply integrated not only during the regular instructional day but also throughout our after-school and summer enrichment programs.

Successes: A major success was the seamless integration of these 1:1 devices to deliver targeted, personalized learning programs (such as differentiated math and ELA software) that specifically supported our Low-Income and English Learner students. Students successfully utilized this technology daily to foster critical thinking, communication, collaboration, and creativity.

Challenges: Sustaining a 1:1 device fleet across the entire district presents ongoing logistical challenges, including managing the continuous repair and replacement lifecycle of broken or aging Chromebooks, as well as ensuring consistent internet connectivity at home for our most vulnerable student populations to complete digital assignments.
For the following action, there were no substantive differences in the planned action compared to the actual implementation:
Action 1 - Technology/21st Century Learning - Implementation Status: 5 – Full Implementation and Sustainability. KECSD has committed to provide the latest technology, and also provide 21st century skills not only during the school day, but also in their afterschool and summer programs, for their EL, LI and FY students. These opportunities are deeply integrated not only during the regular school day but also throughout our after-school and summer programs.
Implementation Status: 5 - Full Implementation and Sustainability.
No substantive difference in planned action compared to 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.

The District spent more than what was originally projected. The District purchased over 250 additional chromebooks as well as classroom TV displays to enhance the learning environment. More learning programs were purchased this year to increase student achievement.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Three helped make progress towards the LEA's goal: provide Access to a Broad and Challenging Curriculum focused on 21st Century Learning.
Action(s): Action 1: Technology/21st Century Learning
Effectiveness of Action(s): Effective
Metric(s): CAASPP Data, CAST, and ELPAC Data
KECSD observed progress towards closing the achievement gap as indicated on our CAASPP data (Points above the standard).
1. EL students increased 13.7 points in ELA, but decreased 26 points in Math. We are working with the county office to support this student population, and we expect to see an increase in CAASPP scores in coming years.
2. ELA - LI students increased 7 points from year 1 to year 2, and are 3.6 points above the baseline.
3. Math - LI students increased 4.3 points from year 1 to year 2, and are 0.6 points above the baseline.
KECSD has observed progress in recent years towards closing the achievement gap as indicated on our ELPAC data (49% Making Progress).
1. 59.4% of our LTELS made progress, which is a decrease of 5.5% over the prior year.
KECSD observed progress towards closing the achievement gap as indicated on our chronic absenteeism rates. KECSD increased their percentage of students attending school by 0.7% over the prior year, and also improved attendance rates in the following subgroups listed below.
According to the CA Dashboard for the 2024-2025 school year, the chronic absenteeism rates for KECSD:
EL: 0.4% decline
FY: No Data
SWD: 2.0% improvement
LI: 0.9% improvement
Overall: 0.7% improvement
According to the CA Dashboard for the 2024-2025 school year, the CAST data for KECSD:
Overall: 1.8% improvement
LI: Scores increased 2.84% year over year
SWD: Scores increased 1.47% year over year

Contributing Actions - Action 3.1 - Technology/21st Century Learning: Effectiveness: Effective. This action is principally directed to meet the needs of our Low-Income students by bridging the digital divide and providing 1:1 hardware and software resources to accelerate learning recovery. When evaluating effectiveness through our California Science Test (CAST) data (Metric 3.1), this action has proven highly

successful for our targeted groups. Overall district CAST scores improved by 1.8%, and our Low-Income student scores increased by 2.84% year-over-year. Additionally, our Students with Disabilities (SWD) subgroup scores increased by 1.47% year-over-year. The continuous availability of 1:1 Chromebooks and interactive classroom TV displays directly facilitated the multimodal, hands-on science learning necessary to drive these positive outcomes.

Analysis Statement: Due to the comprehensive implementation of our 1:1 Chromebook fleet and personalized digital learning programs, KECSD successfully observed significant progress in closing achievement gaps on the state science assessment. While our English Learner (EL) subgroup dropped to 0% standard met on the 2025 CAST, our Low-Income and SWD student populations demonstrated meaningful, measurable growth. This indicates that our current technology infrastructure is highly effective at increasing academic proficiency for our socioeconomically disadvantaged pupils, though we must continue to integrate specific language scaffolds within our technology tools to better support our multilingual learners.

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

Based on an analysis of current data, reflections on prior practice, and specific feedback from our educational partners, KECSD has made the following refinement to the action within Goal 3 to ensure alignment with our current 2025 California School Dashboard data:

Action 3.1 (Technology/21st Century Learning): The narrative description for this action was updated to explicitly reference the current 2025 CA School Dashboard data, ensuring the baseline need and student performance context are accurately represented. Furthermore, Metric 3.1 (California Science Test - CAST) was added to the monitoring plan to serve as a primary, measurable tool to gauge how effectively the integration of 1:1 technology and digital learning platforms is driving science proficiency and academic recovery for our unduplicated student groups.

**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** | Technology/21st Century Learning | 5 CCR Narrative (Increased or Improved Services)<br>The current 2025 CA School Dashboard results indicate that our Low-Income and English Learners have a greater Distance from Standard (DFS) learning gap than the All-Student group in ELA and Math. Furthermore, on the 2025 California Science Test (CAST), our English Learners (0% standard met) and Low-Income students (20% standard met) scored lower than the All-Student average (22.48%). | $337,320.12 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Our experience and the outcome of a local needs assessment indicate that Low-Income and English Learner students face significant socioeconomic barriers, resulting in a lack of access to technology hardware and high-speed internet in the home environment. This digital divide restricts their ability to engage with digital tools and 21st-century learning software outside of school hours. To address this need, the district will continue to fund and expand its 1:1 Chromebook initiative, ensuring all students are provided with a dedicated device, alongside interactive classroom TV displays to support multimodal instruction.<br><br>The unique design elements of this action include:<br><br>Bridging the Digital Divide: Providing 1:1 Chromebooks ensures that Low-Income and EL students have equitable, guaranteed access to the technology required for modern education.<br><br>Personalized Learning: 1:1 technology allows for the deployment of adaptive, differentiated learning software that tailors ELA, Math, and Science interventions to the specific academic levels of unduplicated student groups.<br><br>Multimodal Science Scaffolds: Interactive classroom TV displays enable teachers to provide visual and interactive representations of complex scientific phenomena, which is critical for supporting language acquisition and content comprehension for English Learners.<br><br>21st-Century Skill Development: Daily access to technology empowers students to collaborate, communicate, think critically, and create using modern digital platforms, closing the opportunity gap for socioeconomically disadvantaged pupils.<br><br>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.<br><br>We expect that our Low-Income and English Learners' Distance from Standard on statewide assessments will decrease, and proficiency rates | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | on the state science assessment will continue to rise as compared to our All-Student group. Progress will be monitored using Metric 3.1 (CAST).<br><br>Learning Recovery Emergency Block Grant (LREBG) Narrative<br><br>State Action & Funding: This is an LREBG Action. LREBG Funds allocated to this action are $15,000 through 2027-28 to purchase technology hardware, devices, and instructional learning software.<br><br>Identified Need & Action: To address learning loss and support academic recovery, these funds are utilized to maintain our 1:1 Chromebook fleet and purchase supplemental learning software to deliver personalized, data-driven academic interventions for Low-Income and EL students.<br><br>Allowability: This action is aligned to the allowable use of Learning Recovery Emergency Block Grant (LREBG) funds under Education Code Section 32526(c)(2)(B), which permits expenditures that accelerate progress in closing learning gaps through the implementation, expansion, or enhancement of learning supports, including technology-based interventions. Providing access to educational technology for Low-Income students directly supports learning recovery in ELA, Math, and Science.<br><br>Metric to Measure Impact: The impact of this LREBG-funded action is monitored using Metric 3.1 (CAST). | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Provide a positive, safe and welcoming school and district climate. | Broad Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

KECSD realizes now more than ever, how important meaningful connections are. For students, whether they are gathering in a classroom or participating in distance learning, being part of a warm and welcoming school community is critical to their success. Students must feel safe, valued, and have a sense of belonging. Supportive, responsive environments have tremendous benefits, including strengthening student engagement, increasing daily attendance, and building positive relationships.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Suspension Rate | Data Year: 2023<br>Data Source: CA Dashboard<br><br>All-students: 4.2%<br>EL: 3.8%<br>LI: 4.9%<br>FY: 11.1%<br>SWD: 7.3%<br><br>Lincoln Elementary<br>SWD: 6.4% | Data Year: 2024<br>Data Source: CA Dashboard<br><br>All-students: 3.6%<br>EL: 5.4%<br>LI: 4.2%<br>FY: 15%<br>SWD: 7%<br>LTEL: 5.4%<br><br>Lincoln Elementary | Data Year: 2025<br>Data Source: CA Dashboard<br><br>All-students: 3%<br>EL: 2.4%<br>LI: 3.7%<br>FY: No Data<br>SWD: 4.9%<br>LTEL: 8.8%<br><br>Lincoln Elementary | All-students: 3.8%<br>EL: 3.4%<br>LI: 4.4%<br>FY: 10%<br>SWD: 6.5%<br>LTEL: 5%<br><br>Lincoln Elementary<br>SWD: 6.3%<br><br>Rafer Johnson Jr. High | All-students: 1.2% below<br>EL: 1.4% below<br>LI: 1.2% below<br>FY: N/A<br>SWD: 2.4% below<br>LTEL: 3.4% above<br><br>Lincoln Elementary<br>SWD: 1.9% above |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Rafer Johnson Jr. High<br>All-students: 13.2%<br>EL: 19.6%<br>Hispanic: 15%<br>LI: 16.7%<br>SWD: 26.1% | SWD: 4.5%<br><br>Rafer Johnson Jr. High<br>All-students: 7%<br>EL: 16.7%<br>Hispanic: 8.5%<br>LI: 8.9%<br>SWD: 20.4% | SWD: 8.3%<br><br>Rafer Johnson Jr. High<br>All-students: 9.6%<br>EL: No Data<br>Hispanic: 11%<br>LI: 11.8%<br>SWD: 14.6% | All-students: 12%<br>EL: 17%<br>Hispanic: 13%<br>LI: 14%<br>SWD: 24% | Rafer Johnson Jr. High<br>All-students: 3.6% below<br>EL: No Data<br>Hispanic: 4% below<br>LI: 4.9% below<br>SWD: 11.5% below |
| 4.2 | Expulsion Rate | Data Year: 2023<br>Data Source: Educational Data Partnership (Ed-data.org)<br><br>0.9% | Data Year: 2024<br>Data Source: Educational Data Partnership (Ed-data.org)<br>0.6%<br>0.6% | Data Year: 2025<br>Data Source: Educational Data Partnership (Ed-data.org)<br>0.27%<br>0.5% | 0.5% | 0.63% |
| 4.3 | Middle School Drop Out Rate | Data Year: 2023-24<br>Data Source: AERIES Report 1.12<br><br>0% | Data Year: 2024-2025<br>Data Source: AERIES Report 1.12<br><br>0.53% | Data Year: 2025-2026<br>Data Source: AERIES Report<br><br>0% | 0% | 0% |
| 4.4 | Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs | Data Year 2023-24<br>Data Source: Local Indicators Report: Priority 3<br><br>Average score of: 4.92 out of 5. | Data Year 2024-25<br>Data Source: Local Indicators Report: Priority 3<br><br>Average score of: 4.92 out of 5. | Data Year 2025-26<br>Data Source: Local Indicators Report: Priority 3<br><br>Average score of: 4.92 out of 5. | Average score of: 4.92 out of 5. | 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.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions executed under Goal Four were strategically implemented to support the progress toward our broad goal of cultivating a safe, welcoming, and positive school climate that fosters emotional well-being, high attendance, and robust family partnership. Throughout the 2025-26 school year, the district focused heavily on strengthening multi-tiered support systems, expanding mental and physical health access, and actively removing systemic barriers to student engagement. While the core objectives of these actions were successfully realized to support our unduplicated student populations, staffing constraints and localized programmatic shifts required tactical operational adjustments.

The actions outlined in Goal Four supported the progress toward meeting the goal of providing a positive, safe and welcoming school and district climate.
Actions Rated 5: Full Implementation and Sustainability

Action 4.1 - Mental Health and School Culture and Climate:
Implementation: The district deployed dedicated counseling and mental health services to provide targeted therapeutic interventions, crisis response, and proactive school-wide culture initiatives.
Successes: A major success was the establishment of structured, small-group counseling sessions that directly served our most vulnerable Low-Income and Foster Youth students. Local climate surveys reflected an increased sense of safety and emotional support on campus, validating our focus on trauma-informed practices.
Challenges: The soaring demand for intensive, individualized mental health caseloads occasionally stretched our counseling staff's capacity, making it challenging to balance required crisis interventions with proactive, campus-wide culture-building activities.

Action 4.2 - MTSS and RTI:
Implementation: The district systematically utilized Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) protocols to provide data-driven academic and behavioral interventions during designated school-day blocks.
Successes: Grade-level collaboration teams successfully used universal screening data to place Low-Income and English Learner students into fluid, targeted instruction tiers, which prevented learning gaps from widening further in core subject areas.
Challenges: Coordinating the scheduling mechanics of the RTI blocks across multiple grade levels without encroaching upon core instructional or elective time proved logistically complex for site administrators.

Action 4.3 - Learning Directors:

Implementation: Learning Directors were utilized at the school sites to oversee curriculum implementation, manage student data tracking, coordinate student study teams (SSTs), and support teachers with instructional coaching.
Successes: Learning Directors were highly effective at keeping focus on our unduplicated subgroups, ensuring that teachers translated diagnostic data into immediate classroom accommodations and language scaffolds for English Learners.
Challenges: Learning Directors had to dedicate an unexpected amount of operational time to managing complex state compliance and assessment coordination, which temporarily reduced their availability for direct classroom coaching.

Action 4.4 - Attendance:
Implementation: The district executed an aggressive attendance monitoring and intervention program, leveraging automated notification systems, localized incentives, and direct home visits to combat chronic absenteeism.
Successes: Our targeted outreach successfully reduced chronic absenteeism among our low-income student group, driven by district liaisons.
Challenges: Overcoming deep-seated, systemic barriers to attendance, such as family transportation deficits or acute health issues within families, remained a persistent obstacle that required intensive, time-consuming case management.

Action 4.5 - Health Aides and (District Nurse-80.15% S&C):
Implementation: The district maintained health aides across sites and funded 80.15% of the District Nurse's position through Supplemental and Concentration funds to manage student medical needs, conduct screenings, and coordinate care.
Successes: The health team provided an essential safety net for our Low-Income students, who frequently lack consistent access to primary healthcare. By managing chronic conditions and acute illnesses directly on campus, they maximized the time students spent safely in their classrooms.
Challenges: Managing high daily volume in the health offices during peak seasonal illness windows occasionally, required the nursing team to carefully triage operational priorities.

Action 4.6 - Parent Involvement:
Implementation: The district actively implemented family engagement strategies and hosted regular, interactive parent advisory meetings, including School Site Council (SSC), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC).
Successes: We achieved a substantial increase in parent attendance at site-level district meetings. Providing primary-language translation and welcoming environments empowered English Learner and Low-Income families to become active partners in their children's language acquisition and academic goals.
Challenges: Conflicting work shifts and childcare constraints faced by many of our working families made consistent, high-volume participation at evening events difficult to sustain, requiring sites to offer flexible alternative meeting structures.

Implementation Status: 5 – Full Implementation and Sustainability. KECSD has committed resources to provide a warm and supportive climate and culture. By providing the mental health staff, combined with the supplemental support services and positive parent involvement opportunities, our EL, LI and FY are well supported to reach the dreams of their future. Implementation Status: 5 - Full Implementation and Sustainability.
No substantive difference in planned action compared to 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.

Action 4.2, MTSS and RTI, the District spent more than projected as needs for our students changed, we needed to pivot and provide additional resources. Action 4.4, Attendance, the District lost liaison positions and did not fill them; thus, the amount budgeted was affected. Action 4.6, Parent Involvement, the District partnered with Fresno State and Success Together to provide more opportunities for families. The contracts for these programs were not as much as what was anticipated, and so we did not fully expend the amount projected.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and local/state metrics.
Rating Scale (lowest to highest): 1 - Not Effective; 2 - Somewhat Effective; 3 - Effective.

Contributing Actions

Action 4.2 - MTSS and RTI: Effectiveness: Effective. This action was strategically designed to deploy data-driven interventions for our most vulnerable subgroups. By systematically utilizing universal screening data, grade-level teams successfully placed Low-Income and English Learner students into fluid, targeted instructional tiers. This agile MTSS framework was highly effective in preventing learning gaps from widening in core subject areas, ensuring our unduplicated students received immediate, differentiated support.

Action 4.3 - Learning Directors: Effectiveness: Effective. Learning Directors serve a critical role in overseeing curriculum implementation and coordinating Student Study Teams (SSTs) specifically tailored to support our unduplicated subgroups. This action was highly effective; Learning Directors successfully guided teachers in translating diagnostic data into immediate classroom accommodations and language scaffolds, which directly supported the academic access and language acquisition of our English Learners and Foster Youth.

Action 4.5 - Health Aides and (District Nurse-80.15% S&C): Effectiveness: Effective. This action provides an essential safety net for our Low-Income students, who frequently lack consistent access to primary healthcare in the home environment. By actively managing chronic conditions, administering necessary screenings, and treating acute illnesses directly on campus, the nursing staff was highly effective in mitigating health-related absences. Triage at the school site successfully maximized the direct instructional seat time for our socioeconomically disadvantaged pupils.

Action 4.6 - Parent Involvement: Effectiveness: Somewhat Effective. This action aims to build strong home-to-school partnerships, particularly for our English Learner and Low-Income families. While the district experienced a highly successful, measurable increase in Title I meeting attendance this year due to targeted outreach and translation services, feedback from our educational partners indicates that rigid meeting schedules still prevent a significant portion of our working families from participating. The action is Somewhat Effective because, while the families we do reach receive excellent primary-language support, the district has not yet achieved the broad, systemic participation rates desired across all unduplicated demographics.

Non-Contributing Actions

Action 4.1 - Mental Health and School Culture and Climate: Effectiveness: Effective. Designed to support the broad student body, this action deployed dedicated counseling and mental health services across the district. Based on our local climate survey data, which reflected an overall increased sense of safety, connectedness, and emotional support on campus, this action was highly effective. The proactive, trauma-informed practices successfully improved the baseline emotional well-being of the general student population.

Action 4.4 - Attendance: Effectiveness: Somewhat Effective. This district-wide action targets our overall chronic absenteeism rates through automated monitoring and attendance interventions. While targeted outreach efforts successfully yielded localized attendance improvements, widespread, systemic attendance barriers (such as ongoing family transportation deficits and acute health issues) persist across the district. Because our overarching chronic absenteeism rates have not yet fully rebounded to pre-pandemic baseline targets, the strategies within this action are currently rated as Somewhat Effective and require continued structural refinement.

Metric(s): CA Dashboard
1. According to the 2024-2025 CA Dashboard, 3% of the student population were suspended at least one day, which declined by 0.6% from the prior year.
2. LI = CA Dashboard, 3.7%, a decrease of 0.5%
3. EL = CA Dashboard, 2.4%, a decrease of 3.1%
4. FY = No Performance Color - CA Dashboard
5. Lincoln - SWD Students = 8.3%, an increase in suspension of 3.8%
6. Rafer Johnson
*All students = 9.6%, an increase of 2.6%
*EL = No Performance Color - CA Dashboard
*Hispanic = 11%, an increase of 2.5%
*LI = 11.8%, an increase of 2.9%
*SWD = 14.6%, a decrease of 5.8%
7. According to the 2024-2025 CA Dashboard, KECSD 1.2% of the student population was chronically absent (a decline of 0.7%), which is significantly lower than the state average of 17.1%.
*LI = 1.3%, a decrease of 0.9%
*FY = No Performance Color = 0%, a decrease of 5.6%
8. ELA
*LI = 11.1 points below the standard, an increase of 7 points
*EL = 22.7 points below the standard, an increase of 13.7 points
9. Math
*LI = 47.3 points below the standard, an increase of 4.3 points
*EL = 62.4 points below the standard, an increase of 11.8 points

Overall Analysis Statement: KECSD has made significant, measurable progress in cultivating a safe, supportive, and academically responsive school climate. The foundational MTSS structures (Action 4.2), the instructional leadership of Learning Directors (Action 4.3), and our campus-based physical and mental health teams (Actions 4.1 & 4.5) have proven highly effective in stabilizing the learning environment and directly supporting the holistic well-being of all students, particularly our English Learners, Foster Youth, and Low-Income populations. However, the data surrounding chronic absenteeism and parent engagement reveals that while our localized, traditional interventions yield

some success, deep-seated socioeconomic barriers continue to restrict full engagement. Moving forward, the district must pivot from Somewhat Effective traditional models to highly flexible, barrier-free engagement and attendance strategies to fully realize the objectives of Goal 4.

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

Based on an ongoing analysis of local data, educational partner feedback, and a comprehensive reflection on the effectiveness of our 2025-26 implementation, KECSD has determined that the broad intent of Goal 4, its associated metrics, and our long-term target outcomes remain highly relevant to our students' needs. Therefore, the overarching goal and its metrics will remain unchanged for the coming year.

However, reflecting on the localized challenges and the "Somewhat Effective" ratings identified during our annual review, the district is making the following strategic refinements to the implementation of specific actions to better serve our educational community:

Action 4.4 - Attendance [Non-Contributing] (Refinement of Practice): Reflection: While traditional, compliance-driven outreach (such as automated calls and standard attendance contracts) localized some improvements, our reflection on practice revealed that these methods do not adequately resolve the deep-seated socioeconomic and physiological root causes of chronic absenteeism.

Change for the Coming Year: The district is pivoting its attendance strategy from a reactive, compliance-based model to a proactive, wraparound support model. Moving forward, the implementation of this action will focus heavily on intensive case management that actively addresses systemic barriers. This includes working with families to establish alternative transportation solutions and utilizing our nursing staff earlier in the absence cycle to address localized health barriers before they result in chronic truancy.

Action 4.6 - Parent Involvement [Contributing] (Refinement of Practice): Reflection: Relying solely on traditional, fixed-schedule evening meetings inadvertently created an access barrier for our working-class, Low-Income, and English Learner families due to conflicting shift work and childcare constraints.

Change for the Coming Year: To achieve systemic, broad-based family engagement for our various student groups, school sites will continue to look for unique ways to bring more parents to meetings like we did for Title I Night, which was a great success.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Mental Health and School Culture and Climate | Mental Health:  Maintain staff for mental health services and academic counseling services. Maintain Behavioral Support Assistants to provide extra support for mental health services. | $549,538.78 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Psychologist:  Maintain Mental Health Services – School Psychologist 100% FTE<br><br>The 2023 California School Dashboard indicated that our district's Suspension Rate fell into the Orange performance tier, with 3.5% of students suspended at least one day. To directly address this dashboard indicator and improve our overarching school climate, maintaining a safe, supportive, and emotionally healthy campus environment is a top priority for KECSD. To ensure all students have access to the socio-emotional support necessary to thrive academically and behaviorally, the district will provide comprehensive mental health services and proactive school culture initiatives. Our current Dashboard is encouraging as our suspension category is in the Green performance tier, with only 3% being suspended, so we are on the right track with decreasing our suspension rates.<br><br>Because student well-being is foundational to academic success and reducing suspension rates, this action provides dedicated counseling personnel and mental health resources to support the broad student body. Our comprehensive approach to mental health and school climate includes:<br>As part of a comprehensive needs assessment, KECSD looked into LEA-level Red indicators and found a common need among English Learners, Foster Youth, and Students with Disabilities student groups in the area of suspension. A common need of these subgroups is additional social-emotional support. To meet the needs of English Learners, Foster Youth, and Students with Disabilities and reduce suspension rates, KECSD will implement MTSS/RTI at all sites, providing all students, including English Learners, Foster Youth, and Students with Disabilities with social-emotional learning and mental health support. This will be accomplished through counselors and behavioral support systems that address all students and through the SST process that identifies the needs of the whole child and connects the students with interventions for any academic, behavioral, social-emotional, or mental health needs.<br><br>To address the Red for Students with Disabilities in Suspension, Lincoln will provide the following: | | |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | A. Develop Individualized Behavior Plans: Work with the IEP team to develop BPs that address the specific behavioral challenges of each student. These plans should outline strategies for preventing and managing challenging behaviors in the classroom.<br>B. PBIS: Continue to implement and refine our school-wide PBIS program, focusing on promoting positive behaviors and creating a supportive learning environment for all students. This may involve teaching and reinforcing expected behaviors, providing incentives for positive behavior, and using proactive strategies to prevent problem behaviors.<br>C. Functional Behavior Assessment: Conduct FBAs to identify the underlying causes of a student's challenging behavior. This can help determine why the behavior is occurring and inform the development of effective interventions.<br>D. Use Visual Supports: Utilize visual supports, such as visual schedules, behavior charts, and social stories, to help students understand expectations and navigate daily routines more effectively.<br>E. Provide Sensory Supports: For students with sensory processing issues, provide sensory supports in the classroom, such as sensory breaks, fidget tools, and quiet areas, to help them regulate their sensory experiences and reduce stress.<br>F. Collaborate with Families: Involve families in the process by maintaining open communication, sharing information about their child's behavior and progress, and seeking input on strategies that have been effective at home.<br>G. Provide Staff Training: Ensure that all staff members receive training on how to effectively support students with disabilities, including understanding their unique needs, implementing behavior interventions, and de-escalating challenging situations.<br>H. Monitor and Adjust Interventions: Continuously monitor the effectiveness of interventions and make adjustments as needed based on ongoing data collection and analysis. Regularly review and revise behavior plans to ensure they remain relevant and effective.<br><br>On the 2023 Dashboard, all Students, English Learners, Hispanic, Low-Income, and Students with Disabilities at Rafer Johnson Junior High were red for suspension. A needs assessment revealed a common need among these student groups for increased mentorship. | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | To address this need, Rafer Johnson will establish a mentorship program where students are paired with supportive staff or community members who can provide guidance and support, fostering a sense of belonging and reducing the likelihood of behavioral issues leading to suspensions.<br><br>This action will address the following red (lowest performance level) indicators on the 2023 CA Dashboard.<br>LEA-Level<br>EL, FY, and SWD: Suspension<br><br>School-Level<br>Lincoln Elementary: SWD: Suspension<br>Rafer Johnson: All Students, EL, Hispanic, LI, and SWD: Suspension | | |
| **4.2** | MTSS and RTI | The current CA Dashboard indicates that our Low-Income and English Learners perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Also, 59.4% of our LTELS are making progress on the ELPI. Based on a local needs assessment and a root cause analysis Kingsburg has found that our English learners and low income students encounter significant challenges accessing learning due to a variety of environmental factors impacting their decision-making, behavior, social-emotional and mental health. Also, more collaboration between the special education department and general education was brought up as a need. To address this need the district will provide additional support in the way of a BCBA, as our EL and LI students need early intervention with learning behavior needs to provide support before the achievement gap widens. The SELPA was consulted through our Director of Pupil Services who also serves as the Director of Special Education. Through this consultation, the need for more collaboration between the special education department and general education teachers was also identified, along with additional resources to support students with disabilities above and beyond in mainstream contexts. More consistent collaboration between special education teachers and general education teachers will take place, so that general education teachers have specific strategies to support their special education students. | $919,073.69 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The district will implement a Multi-tiered System of Support (MTSS) at all sites, providing students with social-emotional learning and mental health support principally directed to our most vulnerable students. We will maintain our Board Certified Behavior Analyst (BCBA) to assist our district with assessing our students that have behavioral and emotional disorders, so we can create an individualized treatment plan, so that each student will be successful.<br><br>A district Multi-Tiered System of Support (MTSS) is a comprehensive framework designed to address the academic, behavioral, and social-emotional needs of all students through a tiered approach. The design elements of a district MTSS system typically include the following components:<br>1 Tiered Levels of Support:<br>-Tier 1 - Universal Support: This level includes high-quality, evidence-based instruction and interventions provided to all students within the general education setting. It focuses on preventing academic and behavioral difficulties through effective core instruction and positive behavior supports.<br>-Tier 2 - Targeted Support: Students who require additional support beyond Tier 1 receive targeted interventions and supports. These interventions are more focused and may be provided in small groups or individually, depending on students' needs as identified through data analysis and progress monitoring.<br>-Tier 3 - Intensive Support: Students who continue to struggle despite Tier 1 and Tier 2 interventions receive intensive, individualized interventions. These interventions are highly structured, intensive, and may involve specialized assessments and interventions to meet the specific needs of these students.<br>2 Screening and Assessment:<br>-Universal Screening: Implement a universal screening process to identify students who may need additional support in academic, behavioral, or social-emotional domains. Screening tools should be reliable, valid, and administered to all students at regular intervals.<br>-Progress Monitoring: Use frequent progress monitoring assessments to assess students' response to interventions and to adjust supports as needed. Progress monitoring data should inform decision-making at each tier of support. | | |

| Action # | Title | Description | Total Funds | Contributing |
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| | | 3 Data-Driven Decision Making:<br>-Use a data team or similar collaborative structure to analyze screening and progress monitoring data.<br>-Make informed decisions about the selection, implementation, and effectiveness of interventions based on data collected at each tier.<br>4 Family and Community Engagement:<br>-Involve families and caregivers in the MTSS process by providing information about interventions, progress monitoring, and ways they can support their child's learning and behavior at home.<br>-Establish partnerships with community organizations and resources to enhance support for students and families, especially for those requiring intensive interventions.<br><br>A multi-tiered approach to the early identification and support of students with learning and behavior needs, otherwise known as Response to Intervention or RTI will also continue to be implemented as part of the academic component of MTSS. RTI: Primarily focuses on academic interventions, particularly in the areas of reading, math, and sometimes behavior. RTI: Generally focuses more narrowly on academic interventions to improve student achievement. RTI ensures struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. The district will assist in providing supplemental resources and materials when a need is determined to be impacting a student's academic achievement. For example, a student needing reading fluency support, an additional reading fluency program could be purchased to remedy this problem. Support staff such as the addition of paraprofessionals will provide physical and academic assistance to EL and LI students who need additional services, since these students lack the needed access to behavior supports they need to further engage in learning.<br><br>The EL and LI students will receive quality and appropriate intervention to ensure equity for all subgroups. The district will provide intervention materials to support MTSS and RTI at all grade levels and professional development/coaching to support differentiated instruction principally directed towards meeting the needs of EL and LI students. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Student well-being is foundational to academic success. While dealing with stress is a normal part of life, for some students, stress can adversely affect their physical, emotional, and psychological health. A multi-tiered system of support will ensure EL and LI students get help that they may not otherwise access promptly within their general education setting.<br><br>Though this action is principally directed to meet the academic and behavioral needs of our Low-Income, Foster Youth, and English Learners, we expect that all students will benefit from this systemic approach, and it will be provided on an LEA-wide basis.<br><br>We expect that the implementation of these robust MTSS and RTI frameworks will result in a measurable decrease in our Suspension Rate on the CA Dashboard, as well as a decrease in the Distance from Standard on statewide ELA and Math assessments for our Low-Income and English Learner subgroups. Progress will be monitored using state Dashboard indicators and local diagnostic assessment data. | | |
| **4.3** | Learning Directors | The current CA Dashboard indicates that our Low-Income students had more suspensions as compared to our All-Student group. A child’s regular attendance at school sets the stage for academic success and graduation. According to the California Dashboard for Suspension Rate, the district's EL students decreased more than the ALL-student group decreased. LI decreased too, but saw less decreases than the ALL-student group.<br><br>To see continued decreases in suspensions, Kingsburg will provide additional administrative staff to implement proactive behavior management strategies and Positive Behavior Intervention Systems, (PBIS) tailored to the needs of LI and EL students. These strategies may include positive behavior interventions, restorative practices, and culturally responsive approaches that foster a supportive learning environment, which will in turn help to close their achievement gaps. Our learning directors will facilitate SEL programs to develop students' social skills, emotional regulation, and conflict resolution abilities, addressing behavioral barriers that impede academic progress. | $612,047.44 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | To assist with this poor behavior choices and to reduce suspension, and also provide for the academic needs of our students, our district will maintain their learning directors, and each school site will implement the PBIS model and move from a punitive model to a positive restorative model that teaches students life skills on how to make better choices and reduce and manage conflict.<br><br>The implementation of PBIS is designed to decrease suspensions for all students and keep students in school. PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It supports EL and LI students, and creates a systematic approach and framework where these students can be successful. The attributes of PBIS include the following:<br>Tailored Interventions: Use data to develop targeted interventions that address the specific behavioral challenges faced by LI, FY, and EL students.<br>Targeted Interventions (Tier 2): Provide small group interventions for students who need additional support, such as social skills training or academic support groups, particularly for LI and EL students.<br>Safe and Supportive Environment: Create a school environment that is safe, welcoming, and supportive for all students, particularly those who are LI and EL.<br>Recognition and Rewards: Implement systems to recognize and reward positive behavior, ensuring that rewards are meaningful and accessible to LI and EL students.<br><br>The Learning Directors, counselors, BSAs, BCBA and other members of the pupil services department will provide extra support principally directed toward the district's EL and Low-income subgroups, as well as assist with the implementation of PBIS to establish a climate in which appropriate behavior is the norm, suspensions are decreased and students spend more time in class.<br><br>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | We expect that our Low-Income and English Learners Distance will see a decrease on the California School Dashboard in suspension rates as compared to the All student group. | | |
| **4.4** | Attendance | School/Community Liaison:  Maintain Budget for SARB Prevention of Truancies/Absences and provide support for students at risk of dropping out of school and widening achievement gaps.<br><br>A child's regular attendance at school sets the stage for academic success and graduation. The district's home/foster youth community liaisons will work with SARB and the school community to educate families on the importance of being in school. This team, now known as "The Home Team" also includes a behavioral interventionist, attendance specialist, counselors, and a local resource center. Together, the "Home Team" works to address the needs of families, making it easier for their students to attend school. Services include helping families with meal delivery, technology, academics, transportation, and home visits.<br><br>With the support of SARB and The Home Team, according to the current California Dashboard, the LI subgroup was in the "Blue" level, and the EL subgroup was in the "Blue" level, as per the current CA School Dashboard. Foster Youth had no performance color due to fewer than 11 students. The expected outcome will be the implementation of SARB resulting in fewer absences, leading to increased instructional time for students, higher achievement, and improved social-emotional wellness. | $320,568.38 | No |
| **4.5** | Health Aides and (District Nurse-80.15% S&C) | The current CA Dashboard indicates that our Low-Income have higher chronic absenteeism rates as compared to our All-Student group. Foster Youth had no performance color due to fewer than 11 students. We conducted a root cause analysis and determined a root cause of the higher chronic absenteeism for the Low-Income and Foster Youth groups as compared to all students, was that students and/or parents don't realize the financial impact it has on the the funds available to support their children in school. Another root cause is that parents don't realize they can actually request with the doctor's office on what time their child's appointment is scheduled and thus take the child to the doctor or clinic | $356,528.95 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
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| | | after school hours. Another root cause is that parents don't understand what chronic absenteeism is, how it is calculated, how to make up days, etc. One final root cause is that students are dealing with physical and emotional issues. All of these root causes can be addressed by health aides by being instructed to follow up with absences at a certain point. Our liaisons will work in collaboration with health aides to support our families, and connect them with services to support our students.<br><br>Our experience and the outcome of conducting a needs assessment indicate that students with chronic absences due to medical appointments, health issues, or other concerns could benefit from additional school based health services because not attending school has a direct impact on their learning. Students that have a higher rate of sick day absences due to physical or emotional issues will have these needs met by the district providing additional health aide and a district nurse. We expect that additional health support to provide the individual medical care by health aides and a district nurse to help these students stay healthy, which in return will have them in class on a more consistent basis, therefore helping to expedite the closing of achievement gaps, and improve attendance rates.<br><br>The district will provide health aides at each site, and additional district nurse time to enhance the overall well being of our students, which in turn will increase the attendance rates for our students. The School Nurse will have additional time to supervise additional health aides. By increasing the number of health aides, the school nurse would have more time to identify students with chronic health conditions that are missing school. The school nurse will help case manage those students, thus improving chronic absentee rates in the district.<br><br>The main design elements of this service include the following:<br>1. Individual Health Plans: Develop individualized health plans in collaboration with families and educators for FY and LI students. These plans will address specific health needs and conditions, such as asthma management, dietary restrictions, or mental health support, to promote regular school attendance and overall well-being.<br>2. Family and Community Engagement: Strengthen relationships with FY, and LI families through regular communication and collaboration on health- | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | related matters. Encourage family involvement in healthcare decisions and promote a shared responsibility for student well-being and attendance.<br><br>Though this action is principally directed to meet the needs of our Low-Income and Foster Youth we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.<br><br>We expect to see a decrease in chronic absenteeism for the district's LI and FY population. | | |
| **4.6** | Parent Involvement | The current CA Dashboard indicates that our Low-Income and English Learners perform lower on state ELA and Math assessments in Distance from Standard as compared to our All-Student group. Our experience and the outcome of conducting a root cause analysis indicate that these students would benefit from having parents that are trained in how to support their children at home with their academics.<br><br>Our needs assessment identified a need for additional opportunities for parents to engage and participate in their children's school activities. In our experience, LI parents in the district have multiple jobs and work all hours of the day. EL parents have the same challenges and also have the language barriers to deal with. In our experience, parents that are actively involved in the school are associated with student improvement in a variety of areas including academic performance, attitudes and behavior, attendance, student engagement, and graduation rates. As a result of the District English Language Advisory Committee (DELAC) and other district meetings, a request for parent workshops focusing on ESL and technology was voiced. Parents want to understand how students are using technology in the classroom so they can support their students at home.<br><br>The district will provide a variety of parent workshop opportunities to meet the needs of our school population and encourage parents to become partners with the district in their child's education, resulting in increased communication, engagement, and higher levels of student achievement.<br>1. Provide bilingual staff and translators at all parent meetings and events to ensure clear communication and understanding, enabling non-English speaking parents to share their input and express their needs effectively. | $59,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 2. Multilingual Materials: Distribute all communication materials, including invitations, newsletters, and informational handouts, in multiple languages to ensure parents receive and comprehend important information about their child's education.<br>3. Multiple Meeting Times: Schedule parent meetings and events at various times, including evenings, to accommodate parents' diverse work schedules and availability.<br>4. Virtual Participation Options: Offer virtual meeting options using video conferencing tools to allow parents to participate remotely if they are unable to attend in person due to time constraints or other commitments.<br>5. Childcare Services: Provide on-site childcare during parent meetings and events, allowing parents to attend without worrying about finding care for their children.<br>6. Family Meals: Offer family meals or snacks at events scheduled around meal times, reducing the burden on parents who need to feed their children dinner and creating a welcoming, inclusive atmosphere.<br>7. Parent Liaisons: Employ dedicated parent liaisons who can conduct targeted outreach to LI and EL families, building trust and encouraging their active involvement in school activities.<br>8. Community Partnerships: Collaborate with local community organizations to offer additional support services such as parenting workshops, health clinics, and financial literacy classes that address the broader needs of LI and EL families, empowering them to participate more fully in their children's education.<br>9. Parent Education Programs: Implement educational programs for parents that focus on navigating the school system, understanding academic expectations, and supporting their children's learning at home.<br>10. Leadership Opportunities: Create leadership opportunities for parents through advisory committees and parent councils, encouraging them to take an active role in school decision-making processes and fostering a sense of ownership and empowerment.<br><br>The ability to communicate in English will enable non-English speaking parents to share their input and express their needs more effectively at school functions. The district will address this concern with the implementation of a series of parenting classes. We have partnered with Fresno State's Parent University, which offers classes in the following areas: Digital Literacy, English Conversation, Financial Literacy, Health | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and Wellness, Parenting and Social Media, Pathway to College, Small Business Development, Social and Emotional Wellness and Spanish Conversation.<br><br>The district will elicit the support of its academic coaches, classified staff, and the county office to help facilitate these special services for families. Childcare (suggested in DELAC meetings) will be provided to ease the stress of families after the regular workday for district events. Light meals or snacks may be provided during parent meeting/events so they can stay engaged and attentive, to encourage parent participation and maximize the time devoted to focus on the goals of the meeting/event, to alleviate some of the stress and time constraints faced by parents related to needing to prepare meals for their family, and to allow them to focus more on how they can support their students at home.<br><br>The district will also continue the WATCH D.O.G.S. (Dads of Great Students) Program. This program, was developed by the National Center for Fathering has made a positive impact on millions of children by volunteering hours in their local schools. Father figures volunteer and serve at least one day a year in a variety of school activities as assigned by school and district administrators. The National Center for Fathers established this program to provide positive role models for students, build partnerships and enhance safety. The district believes increased parent/caregiver interaction builds confidence in both students and their families and will impact their overall health and well-being, and decision making skills.<br>1. Cultural and Linguistic Representation: Efforts will be made to ensure that father figures from diverse cultural and linguistic backgrounds participate, providing EL students with role models who share similar cultural experiences and languages.<br>2. Safety Patrols: Incorporate father figures into school safety patrols, where they can help monitor school grounds, assist with student transitions, and contribute to a secure and welcoming school environment.<br>3. Inclusive Communication: Ensure all communication about the program is available in multiple languages and accessible formats, encouraging greater participation from non-English speaking families. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Raising Highly Capable Kids (RHCK) is an evidence-based parenting program developed to build stronger families by empowering parents with the confidence, tools, and skills they need to raise healthy, caring, and responsible children. The goal of RHCK is to increase parents' knowledge and skill level of the 40 Developmental Assets, which are proven to increase childhood resiliency and academic achievement.<br>1. Multilingual Resources: Provide program materials, workshops, and communication in multiple languages to ensure that non-English speaking parents can fully participate and benefit from the program.<br>2. Childcare Services: Provide on-site childcare during RHCK sessions, allowing parents to focus on the program without worrying about their children's care.<br>3. Family Meals: Offer meals or snacks during sessions, especially for evening programs, to make it easier for families to attend without having to manage dinner preparation.<br>4. Skill-Building Workshops: Conduct hands-on workshops that focus on practical parenting skills, tailored to the unique challenges faced by LI, FY, and EL families, such as managing stress, fostering resilience, and supporting academic success.<br>5. Peer Support Networks: Create opportunities for parents to connect with each other, share experiences, and build supportive networks that reinforce the principles of the RHCK program.<br>6. Access to Additional Resources: Provide information and referrals to additional community resources and services, such as mental health support, financial assistance, and educational programs, to address the broader needs of LI, FY, and EL families.<br><br>Though this action is principally directed to meet the needs of our Low-Income and English Learners, we expect that all students will benefit from this action, and it will be provided on an LEA-wide basis.<br><br>We expect that our Low-Income, and English Learners Distance from Standard on statewide ELA and Math assessments on the CA Dashboard will decrease as compared to our All-Student group. We expect that our local indicators for priority 3 will remain high. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | By 2027, KECSD will provide a positive, safe, and welcoming school climate for the students at Island Community Day School as measured by an increase of 5% in our local attendance data (P2 report) for all students, alongside providing comprehensive mental health, physical education, and academic recovery supports. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

KECSD conducted a needs assessment including educational partner engagement with the staff at Island Community Day School and a parent and family survey. Through the educational partner feedback specific to Island Community Day School, KECSD realizes how important it is to reach our students that have had disciplinary and academic challenges in the past. In an effort to help these students become the best version of themselves, our district recognizes the need for consistent school attendance and to feel as though they are part of a warm and welcoming school community in order for them to succeed. Students must feel safe, valued, and have a sense of belonging. Supportive, responsive environments have tremendous benefits, including strengthening student engagement, increasing daily attendance, increase in academic success and building positive relationships. Since our students at this site have a 87.31% average daily attendance rate, our district has decided to continue to concentrate on this area after consulting with the school's educational partners. It is believed that this will also help improve the suspension rate at the site. Currently, these severe behavioral challenges are reflected in a disproportionately high suspension rate, with 50% of the site's students having been suspended for at least one day. This goal is focused on Island Community Day School. Due to the size of the student population at Island Community Day School, subgroup data is not reportable. Therefore this goal will focus on decreased absenteeism for all students.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Attendance Rates: Island Community Day School | Data Year: 2023<br>Data Source: CA Dashboard<br><br>50% | Data Year: 2024<br>Data Source: CA Dashboard<br><br>50% | Data Year: 2025<br>Data Source: CA Dashboard<br><br>N/A | 45% | N/A |
| 5.2 | Suspension Rate | Data Year: 2023 | Data Year: 2024 | Data Year: 2025 | 45% | An increase of 35% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: CA Dashboard<br><br>15% | Data Source: CA Dashboard<br><br>33.3% | Data Source: CA Dashboard<br><br>50% | | |
| 5.3 | Local Attendance Rates | | Data Year: 2024<br>Data Source: P2<br><br>87.71% | Data Year: 2025<br>Data Source: P2<br><br>87.31% | 90% | Decrease of .40% |

# 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, the implementation of Goal Five was singularly focused on deploying specialized Equity Multiplier funds to support the unique, at-risk student population at Island Community Day School. Because this site serves students with severe past disciplinary and attendance barriers, highlighted by a baseline reality where 50% of the students had been suspended at least one day, the district executed a single, highly integrated action designed to completely revitalize the campus environment. The core implementation strategy relied on using physical activity and structured play as a gateway to improve mental health, academic focus, and overall daily attendance as measured by our P2 data.

Implementation: The district successfully procured and installed updated, engaging Physical Education (PE) facilities and specialized equipment at the Island Community Day School campus. Site administration and staff purposefully integrated these new physical activities into the daily master schedule. Drawing on CDC and NIH research, these PE blocks were utilized not merely as recreation, but as structured, therapeutic interventions to teach emotional regulation, improve cognitive focus, and provide a healthy outlet for students to process trauma and excess energy.

Successes: The addition of the new PE facilities served as a massive, tangible motivator for our students, directly contributing to stabilized daily attendance rates (as monitored via local P2 reporting). Furthermore, providing students with a structured, highly active physical outlet successfully reduced in-class restlessness and localized behavioral disruptions. Staff utilized the PE environment to proactively model sportsmanship and restorative conflict resolution, which successfully prevented several minor peer disputes from escalating into suspendable offenses.

Challenges: Implementing a robust, highly active PE program for a student population prone to severe behavioral dysregulation presented immediate operational challenges. In the fall semester, competitive physical activities frequently triggered peer-to-peer conflicts. To maintain a safe climate and ensure the new equipment was used effectively, the site had to deploy an "all-hands-on-deck" approach. Administrators

and mental health support staff had to actively push into the PE blocks to maintain extremely low adult-to-student ratios, allowing them to immediately mediate disputes and teach necessary self-regulation skills in real-time.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal Five supported the progress toward meeting the goal of providing a positive, safe and welcoming school climate for the students at Island Community Day School as measured by an increase in daily attendance by 3% for all students.
Students will be able to attend school on a consistent basis due to the safe and welcoming environment provided at Island Community Day School.
Action 1 - Mental Health, School Culture, Academics, Climate & Physical Education
Implementation Status: 5 – Full Implementation and Sustainability. KECSD has committed to provide a more welcoming environment at Island, combined with outdoor areas which will provide for more ways to conduct physical fitness for their EL, LI and FY students.
Implementation Status: 5 - Full Implementation and Sustainability.
No substantive difference in planned action compared to 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.

The District spent more than what was projected in order to increase the attendance rates for students attending Island Community Day School. More appealing equipment was purchased and a new sports area was poured to increase the physical activity which ties directly to mental health.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Five helped make progress towards the LEA's goal: By 2027, KECSD will provide a positive, safe, and welcoming school climate for the students at Island Community Day School as measured by an increase of 5% in our local attendance data (P2 report) for all students, alongside providing comprehensive mental health, physical education, and academic recovery supports.
Action(s): Action 1: Mental Health, School Culture, Academics, Climate & Physical Education
Effectiveness of Action(s): Somewhat Effective
Metric(s): Local Attendance Rates
1. All students remained at 87%
KECSD maintained progress towards maintaining our attendance rates as indicated on our P2 Local Attendance Rates.
1. 87.31% Average Daily Attendance
KECSD acknowledges that sustainable change in attendance rates will take multiple years, particularly given the intensive needs of the students served. With continued implementation and refinement of supports, we anticipate that the daily attendance rate will begin to increase over time as student trust, connectedness, and consistency improve. Despite the local attendance rate remaining at 87%, we

consider this action somewhat effective based on a comprehensive review of both educational partner input and the contextual challenges facing this student population. The student population at Island Community Day School represents a uniquely high-needs group, including students with histories of truancy, disciplinary placement, and social-emotional challenges. Maintaining the rate at 87%, rather than seeing an decrease, is itself a sign of stabilization and progress in an environment where absenteeism has historically been difficult to address.

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

Based on an ongoing analysis of our local P2 attendance data, behavioral metrics, and a comprehensive reflection on the first-year implementation of our Equity Multiplier initiatives, KECSD has determined that the broad intent of Goal 5 and its target outcomes remain absolutely critical to the rehabilitation of the students at Island Community Day School. Therefore, the overarching goal and its established metrics, specifically targeting a 3% increase in local P2 attendance data and a significant reduction in the baseline 50% suspension rate, will remain unchanged for the coming year.

However, reflecting on the localized implementation challenges and the "Somewhat Effective" rating identified during our annual review, the district is making the following strategic and operational refinements to Action 5.1 (Mental Health, School Culture, Academics, Climate & Physical Education) to ensure maximum impact in the upcoming school year: Action 5.1 - Instructional Refinement (Structured Cooperative Play):

Reflection: While the introduction of new physical activities successfully motivated students to attend school, our reflection on practice revealed that unstructured or highly competitive physical activities frequently triggered severe peer-to-peer conflicts among this dysregulated student population, requiring intense, reactive adult mediation to prevent suspendable offenses.

Change for the Coming Year: To directly combat the site's high suspension rate, the instructional delivery of the PE blocks will be fundamentally restructured. Site staff and mental health personnel will utilize the new equipment to facilitate highly structured, cooperative physical activities. These blocks will actively embed socio-emotional learning (SEL) and restorative justice practices directly into the gameplay. By explicitly teaching emotional regulation, teamwork, and peer-to-peer conflict resolution through guided physical activity, the district aims to proactively neutralize behavioral triggers before they escalate, thereby maximizing instructional seat time and sustaining the positive upward trend in our P2 attendance data.

**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** | Mental Health, School Culture, | The current CA School Dashboard indicates a critical need for behavioral and engagement interventions at Island Community Day School, with 50% of the students having been suspended for at least one day. Furthermore, | $51,697.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Academics, Climate & Physical Education | because standard chronic absenteeism metrics often skew the data for highly transient alternative environments, the district relies on local attendance data via the P2 (Second Principal Apportionment) report to accurately measure real-time student engagement.<br><br>Since the students attending Island Community Day School have had severe past disciplinary, attendance, and/or academic issues, our district recognizes the absolute importance of consistent daily attendance. These students must be present to receive the intensive instruction and systemic restorative support they require to complete their program and successfully return to their home school. Input from educational partners through our local needs assessment indicates that motivation to attend school consistently, and engage positively with peers, can be significantly increased by providing a more dynamic, physically engaging learning and social environment.<br><br>To directly address these behavioral and attendance barriers, KECSD will utilize Equity Multiplier funding to develop updated Physical Education (PE) facilities and procure specialized equipment at Island Community Day School. This action is rooted in evidence-based research:<br><br>Attendance and Behavior (CDC): According to the CDC (cdc.gov), students who are physically active tend to have better school attendance, as well as better grades, cognitive performance (e.g., memory), and classroom behaviors (e.g., on-task behavior).<br><br>Academic Achievement (NIH): According to the National Institutes of Health (NIH), students who engage in physically active lessons, on average, improved their academic achievement by 6 percent.<br><br>By adding these specialized PE facilities and equipment, KECSD will foster greater motivation to attend school, increase physical activity while students are on campus, and provide a structured, healthy outlet for emotional regulation. We expect this intervention will directly aid in decreasing the behavioral incidents that lead to our 50% suspension rate, while simultaneously driving a measurable 3% increase in daily attendance as tracked by our local P2 reporting. | | |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | | | |

# 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 |
|---|---|
| $$6,195,705 | $628,701 |

**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 |
|---|---|---|---|
| 25.047% | 4.227% | $1,022,236.02 | 29.274% |

**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:**<br>Closing the Achievement Gap<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | See action language for applicable description. | See action language for applicable description. |

| 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 |
|---|---|---|---|
| **1.3** | **Action:**<br>Transportation<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | See action language for applicable description. | See action language for applicable description. |
| **2.1** | **Action:**<br>Preservice Days for Classified and Certificated Staff<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | See action language for applicable description. | See action language for applicable description. |
| **2.2** | **Action:**<br>Academic Coaches and Training for Staff<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | See action language for applicable description. | See action language for applicable description. |
| **2.3** | **Action:**<br>Professional Development<br><br>**Need:**<br>See action language for applicable description. | See action language for applicable description. | See action language for applicable description. |

| 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:**<br>LEA-wide | | |
| **2.6** | **Action:**<br>Summer Programs<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | See action language for applicable description. | See action language for applicable description. |
| **2.7** | **Action:**<br>Paraprofessionals<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | See action language for applicable description. | See action language for applicable description. |
| **2.8** | **Action:**<br>Intervention and (After-School Intervention), Enrichment Programs and Teacher Training<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | See action language for applicable description. | See action language for applicable description. |
| **3.1** | **Action:**<br>Technology/21st Century Learning | See action language for applicable description. | See action language for applicable description. |

| 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 |
|---|---|---|---|
| | **Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | | |
| **4.2** | **Action:**<br>MTSS and RTI<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | See action language for applicable description. | See action language for applicable description. |
| **4.3** | **Action:**<br>Learning Directors<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | See action language for applicable description. | See action language for applicable description. |
| **4.5** | **Action:**<br>Health Aides and (District Nurse-80.15% S&C)<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | See action language for applicable description. | See action language for applicable description. |

| 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 |
|---|---|---|---|
| **4.6** | **Action:**<br>Parent Involvement<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>LEA-wide | See action language for applicable description. | See action language for applicable description. |

### *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 |
|---|---|---|---|
| **2.4** | **Action:**<br>Interpreters EL<br><br>**Need:**<br>See action language for applicable description.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | See action language for applicable description. | See action language for applicable description. |
| **2.5** | **Action:**<br>Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs<br><br>**Need:**<br>See action language for applicable description. | See action language for applicable description. | See action language for applicable description. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Limited to Unduplicated Student Group(s) | | |

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

N/A

## Additional Concentration Grant Funding

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

All of the school sites in KECSD have a high concentration (over 55%) of foster youth, English learners, and low-income students. Paraprofessionals will be provided to each of our sites to provide extra support and mental health services to our students. The additional concentration money will be used for two academic coach/intervention teachers that will work specifically with our TK-K and 1st grade level.

Goal and Action Numbers in the LCAP that KECSD is implementing to provide direct services to students at schools with an enrollment of EL, FY, and/or LI students that is greater than 55%:
LCAP Goal 2.2: Academic Coaches
LCAP Goal 2.7: Paraprofessionals to provide targeted instructional support LEA-wide.
LCAP Goal 2.8: CTE Instructor

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

# 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 | $24,735,907 | $6,195,705 | 25.047% | 4.227% | 29.274% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $28,802,475.42 | $10,110,143.26 | $60,523.21 | $1,751,600.38 | $40,724,742.27 | $32,458,990.14 | $8,265,752.13 |

| 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 | Closing the Achievement Gap | Low Income | Yes | LEA-wide | Low Income | All Schools | 2024-2027 | $0.00 | $2,506,300.52 | $1,644,083.87 | $840,744.31 | | $21,472.34 | $2,506,300.52 | 0% |
| 1 | 1.2 | Supervisor of Operations | All | No | | | All Schools | 2024-2027 | $145,855.31 | $0.00 | $145,855.31 | | | | $145,855.31 | |
| 1 | 1.3 | Transportation | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2024-2027 | $0.00 | $724,533.71 | $646,834.23 | $77,199.48 | | $500.00 | $724,533.71 | 0% |
| 1 | 1.4 | Staffing | All | No | | | All Schools | 2024-2027 | $12,907,720.10 | $0.00 | $12,907,720.10 | | | | $12,907,720.10 | |
| 1 | 1.5 | Special Education | All | No | | | All Schools | 2024-2027 | $3,397,407.34 | $33,571.03 | $201,613.14 | $2,235,362.49 | | $994,002.74 | $3,430,978.37 | |
| 1 | 1.6 | Basic Services | All | No | | | All Schools | 2024-2027 | $2,935,020.86 | $0.00 | $2,189,825.00 | $743,353.65 | | $1,842.21 | $2,935,020.86 | |
| 1 | 1.7 | Facilities | All | No | | | All Schools | 2024-2027 | $3,443,721.03 | $2,182,879.15 | $5,471,628.77 | $154,971.41 | | | $5,626,600.18 | |
| 1 | 1.8 | Preschool | All | No | | | All Schools | 2024-2027 | $522,130.50 | $83,474.50 | | $605,605.00 | | | $605,605.00 | |
| 1 | 1.9 | Lunch Program | All | No | | | All Schools | 2024-2027 | $894,983.95 | $785,241.40 | | $1,680,225.35 | | | $1,680,225.35 | |
| 2 | 2.1 | Preservice Days for Classified and Certificated Staff | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2027 | $201,774.80 | $15,000.00 | $216,774.80 | | | | $216,774.80 | 0% |
| 2 | 2.2 | Academic Coaches and Training for Staff | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2027 | $1,114,315.75 | $0.00 | $634,761.75 | $479,554.00 | | | $1,114,315.75 | 0% |
| 2 | 2.3 | Professional Development | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2027 | $102,570.60 | $900,112.79 | $744,045.00 | $212,056.00 | | $46,582.39 | $1,002,683.39 | 0% |
| 2 | 2.4 | Interpreters EL | English Learners | Yes | Limited to Undupli | English Learners | All Schools | 2024-2027 | $22,677.66 | $0.00 | $18,755.43 | | | $3,922.23 | $22,677.66 | 0% |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | cated Student Group(s) | | | | | | | | | | | |
| 2 | 2.5 | Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2024-2027 | $616,625.90 | $24,884.29 | $467,986.45 | $96,065.40 | | $77,458.34 | $641,510.19 | 0% |
| 2 | 2.6 | Summer Programs | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2027 | $697,191.32 | $131,180.00 | $262,884.00 | $541,392.08 | | $24,095.24 | $828,371.32 | 0% |
| 2 | 2.7 | Paraprofessionals | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2027 | $1,067,374.00 | $0.00 | $648,622.69 | $2,729.20 | $4,456.24 | $411,565.87 | $1,067,374.00 | 0% |
| 2 | 2.8 | Intervention and (After-School Intervention), Enrichment Programs and Teacher Training | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2027 | $1,763,188.50 | $213,732.90 | $840,905.04 | $1,079,949.39 | $56,066.97 | | $1,976,921.40 | 0% |
| 2 | 2.9 | Teacher Induction Program | All | No | | | All Schools | 2024-2027 | $85,000.00 | $0.00 | $85,000.00 | | | | $85,000.00 | |
| 3 | 3.1 | Technology/21st Century Learning | Low Income | Yes | LEA-wide | Low Income | All Schools | 2024-2027 | $0.00 | $337,320.12 | $281,528.95 | $55,791.17 | | | $337,320.12 | 0% |
| 4 | 4.1 | Mental Health and School Culture and Climate | All | No | | | All Schools | 2024-2027 | $508,664.06 | $40,874.72 | $231,962.40 | $276,701.66 | | $40,874.72 | $549,538.78 | |
| 4 | 4.2 | MTSS and RTI | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2027 | $799,073.69 | $120,000.00 | $145,379.36 | $773,315.93 | | $378.40 | $919,073.69 | 0% |
| 4 | 4.3 | Learning Directors | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2027 | $562,047.44 | $50,000.00 | $558,825.49 | | | $53,221.95 | $612,047.44 | 0% |
| 4 | 4.4 | Attendance | All | No | | | All Schools | 2024-2027 | $320,568.38 | $0.00 | $69,174.58 | $182,209.85 | | $69,183.95 | $320,568.38 | |
| 4 | 4.5 | Health Aides and (District Nurse-80.15% S&C) | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | 2024-2027 | $345,578.95 | $10,950.00 | $344,309.06 | $11,219.89 | | $1,000.00 | $356,528.95 | 0% |
| 4 | 4.6 | Parent Involvement | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | 2024-2027 | $5,500.00 | $54,000.00 | $44,000.00 | $10,000.00 | | $5,500.00 | $59,500.00 | 0% |
| 5 | 5.1 | Mental Health, School Culture, Academics, Climate & Physical Education | All | No | | | Specific Schools: Island Community Day School 4-8 | 2024-2027 | $0.00 | $51,697.00 | | $51,697.00 | | | $51,697.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $24,735,907 | $6,195,705 | 25.047% | 4.227% | 29.274% | $7,499,696.12 | 0.000% | 30.319 % | **Total:** | $7,499,696.12 |
| | | | | | | | | **LEA-wide Total:** | $7,012,954.24 |
| | | | | | | | | **Limited Total:** | $486,741.88 |
| | | | | | | | | **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 | Closing the Achievement Gap | Yes | LEA-wide | Low Income | All Schools | $1,644,083.87 | 0% |
| 1 | 1.3 | Transportation | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $646,834.23 | 0% |
| 2 | 2.1 | Preservice Days for Classified and Certificated Staff | Yes | LEA-wide | English Learners Low Income | All Schools | $216,774.80 | 0% |
| 2 | 2.2 | Academic Coaches and Training for Staff | Yes | LEA-wide | English Learners Low Income | All Schools | $634,761.75 | 0% |
| 2 | 2.3 | Professional Development | Yes | LEA-wide | English Learners Low Income | All Schools | $744,045.00 | 0% |
| 2 | 2.4 | Interpreters EL | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $18,755.43 | 0% |
| 2 | 2.5 | Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $467,986.45 | 0% |

| 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 | 2.6 | Summer Programs | Yes | LEA-wide | English Learners Low Income | All Schools | $262,884.00 | 0% |
| 2 | 2.7 | Paraprofessionals | Yes | LEA-wide | English Learners Low Income | All Schools | $648,622.69 | 0% |
| 2 | 2.8 | Intervention and (After-School Intervention), Enrichment Programs and Teacher Training | Yes | LEA-wide | English Learners Low Income | All Schools | $840,905.04 | 0% |
| 3 | 3.1 | Technology/21st Century Learning | Yes | LEA-wide | Low Income | All Schools | $281,528.95 | 0% |
| 4 | 4.2 | MTSS and RTI | Yes | LEA-wide | English Learners Low Income | All Schools | $145,379.36 | 0% |
| 4 | 4.3 | Learning Directors | Yes | LEA-wide | English Learners Low Income | All Schools | $558,825.49 | 0% |
| 4 | 4.5 | Health Aides and (District Nurse-80.15% S&C) | Yes | LEA-wide | Foster Youth Low Income | All Schools | $344,309.06 | 0% |
| 4 | 4.6 | Parent Involvement | Yes | LEA-wide | English Learners Low Income | All Schools | $44,000.00 | 0% |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $40,140,181.82 | $36,184,502.07 |

| 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** | Closing the Achievement Gap | Yes | $1,982,762.25 | $1,000,695.90 |
| **1** | **1.2** | Supervisor of Operations | No | $142,117.03 | $130,179.76 |
| **1** | **1.3** | Transportation | Yes | $660,357.01 | $660,357.01 |
| **1** | **1.4** | Staffing | No | $12,844,750.38 | $12,844,750.38 |
| **1** | **1.5** | Special Education | No | $3,197,910.65 | $3,129,106.26 |
| **1** | **1.6** | Basic Services | No | $3,184,450.80 | $1,758,413 |
| **1** | **1.7** | Facilities | No | $5,676,997.16 | $5,507,045.62 |
| **1** | **1.8** | Preschool | No | $605,605.00 | $544,938.37 |
| **1** | **1.9** | Lunch Program | No | $1,688,577.35 | $1,528,346.50 |
| **2** | **2.1** | Preservice Days for Classified and Certificated Staff | Yes | $216,815.80 | $204,470.93 |
| **2** | **2.2** | Academic Coaches and Training for Staff | Yes | $1,453,445.10 | $978,355.10 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.3 | Professional Development | Yes | $969,710.39 | $725,930.12 |
| 2 | 2.4 | Interpreters EL | Yes | $34,813.85 | $669.83 |
| 2 | 2.5 | Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs | Yes | $602,702.12 | $597,022.45 |
| 2 | 2.6 | Summer Programs | Yes | $558,866.49 | $489,219.46 |
| 2 | 2.7 | Paraprofessionals | Yes | $1,162,990.37 | $1,024,918.73 |
| 2 | 2.8 | Intervention and (After-School Intervention), Enrichment Programs and Teacher Training | Yes | $2,058,866.87 | $1,855,012.51 |
| 2 | 2.9 | Teacher Induction Program | No | $80,904.50 | $92,904.50 |
| 3 | 3.1 | Technology/21st Century Learning | Yes | $334,696.32 | $354,182.12 |
| 4 | 4.1 | Mental Health and School Culture and Climate | No | $531,286.35 | $527,378.85 |
| 4 | 4.2 | MTSS and RTI | Yes | $780,762.40 | $937,923.30 |
| 4 | 4.3 | Learning Directors | Yes | $536,274.86 | $534,853.31 |
| 4 | 4.4 | Attendance | No | $384,032.29 | $307,068.30 |
| 4 | 4.5 | Health Aides and (District Nurse-80.15% S&C) | Yes | $344,219.09 | $340,312.16 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **4** | **4.6** | Parent Involvement | Yes | $55,732.39 | $48,912.11 |
| **5** | **5.1** | Mental Health, School Culture, Academics, Climate & Physical Education | No | $50,535.00 | $61,535.49 |

# 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) |
|---|---|---|---|---|---|---|
| $6,083,049 | $7,513,103.84 | $6,447,646.08 | $1,065,457.76 | 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 | Closing the Achievement Gap | Yes | $1,579,110.32 | $651,468.90 | 0% | |
| 1 | 1.3 | Transportation | Yes | $641,657.53 | $641,657.26 | 0% | |
| 2 | 2.1 | Preservice Days for Classified and Certificated Staff | Yes | $216,815.80 | $204,470.93 | 0% | |
| 2 | 2.2 | Academic Coaches and Training for Staff | Yes | $620,050.10 | 620,050.10 | 0% | |
| 2 | 2.3 | Professional Development | Yes | $711,072.00 | $650,053.12 | 0% | |
| 2 | 2.4 | Interpreters EL | Yes | $32,518.96 | $669.83 | 0% | |
| 2 | 2.5 | Designated and Integrated ELD Instruction, Support, Language Acquisition and Professional Development for ELs and LTELs | Yes | $440,391.48 | $550,086.23 | 0% | |
| 2 | 2.6 | Summer Programs | Yes | $267,884.00 | $225,456.54 | 0% | |
| 2 | 2.7 | Paraprofessionals | Yes | $714,786.14 | $725,506.82 | 0% | |
| 2 | 2.8 | Intervention and (After-School Intervention), Enrichment Programs and Teacher Training | Yes | $981,750.00 | $867,344.38 | 0% | |
| 3 | 3.1 | Technology/21st Century Learning | Yes | $297,350.00 | $320,182.12 | 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) |
|---|---|---|---|---|---|---|---|
| **4** | **4.2** | MTSS and RTI | Yes | $134,826.30 | $134,826.42 | 0% | |
| **4** | **4.3** | Learning Directors | Yes | $490,172.12 | $490,172.12 | 0% | |
| **4** | **4.5** | Health Aides and (District Nurse-80.15% S&C) | Yes | $343,219.09 | $316,789.20 | 0% | |
| **4** | **4.6** | Parent Involvement | Yes | $41,500.00 | $48,912.11 | 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) |
|---|---|---|---|---|---|---|---|---|
| $24,186,137 | $6,083,049 | 5.734% | 30.885% | $6,447,646.08 | 0.000% | 26.658% | $1,022,236.02 | 4.227% |

# 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

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   July 1 Budget, 2026-27

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To approve the July 1 Budget for the 2026-27 school year. Projections were made utilizing FCMAT's LCFF Calculator version 27.1b and the Governor's May Revision.

6. **Financial Impact:**
   N/A

7. **Funding Source:**
   All Funds

8. **Impact on Students:**
   The July 1 Budget affects all programs and departments in the District. Each year the budget dictates expenses for classrooms, salaries, and operational costs.

Submit Completed Request to Maxine Balling

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: 1310 Stroud Ave, Kingsburg, CA 93631

Date: 5/20/2026

Public Hearing:

Place: 1310 Stroud Ave, Kingsburg, CA 93631

Date: 5/26/2026

Time: 4:00 p.m.

Adoption Date: 6/8/2026

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Karyll Smith Quinn Title: Clerk

Contact person for additional information on the budget reports:

Name: Bobby Rodriguez

Title: Assistant Superintendent, Business Services

Telephone: 559-897-2331

E-mail: brodriguez@kesd.org

**Criteria and Standards Review Summary**

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

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

| | | | | |
|---|---|---|---|---|
| 9a | Fund Balance | Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years. | X | |
| 9b | Cash Balance | Projected general fund cash balance will be positive at the end of the current fiscal year. | X | |
| 10 | Reserves | Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years. | X | |
| **SUPPLEMENTAL INFORMATION** | | | **No** | **Yes** |
| S1 | Contingent Liabilities | Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? | | X |
| S2 | Using One-time Revenues to Fund Ongoing Expenditures | Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources? | | X |
| S3 | Using Ongoing Revenues to Fund One-time Expenditures | Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues? | X | |
| S4 | Contingent Revenues | Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? | X | |
| S5 | Contributions | Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years? | | X |
| **SUPPLEMENTAL INFORMATION (continued)** | | | **No** | **Yes** |
| S6 | Long-term Commitments | Does the district have long-term (multiyear) commitments or debt agreements? | | X |
| | | • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment? | | X |
| S7a | Postemployment Benefits Other than Pensions | Does the district provide postemployment benefits other than pensions (OPEB)? | | X |
| | | • If yes, are they lifetime benefits? | | X |
| | | • If yes, do benefits continue beyond age 65? | | X |
| | | • If yes, are benefits funded by pay-as-you-go? | | X |
| S7b | Other Self-insurance Benefits | Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)? | X | |
| S8 | Status of Labor Agreements | Are salary and benefit negotiations still open for: | | |
| | | • Certificated? (Section S8A, Line 1) | X | |
| | | • Classified? (Section S8B, Line 1) | X | |
| | | • Management/supervisor/confidential? (Section S8C, Line 1) | n/a | |
| S9 | Local Control and Accountability Plan (LCAP) | • Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? | | X |
| | | • Adoption date of the LCAP or an update to the LCAP: | 06/08/2026 | |
| S10 | LCAP Expenditures | Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template? | | X |
| **ADDITIONAL FISCAL INDICATORS** | | | **No** | **Yes** |
| A1 | Negative Cash Flow | Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund? | X | |
| A2 | Independent Position Control | Is personnel position control independent from the payroll system? | | X |
| A3 | Declining Enrollment | Is enrollment decreasing in both the prior fiscal year and budget year? | X | |
| A4 | New Charter Schools Impacting District Enrollment | Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year? | X | |
| A5 | Salary Increases Exceed COLA | Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | X | |
| **ADDITIONAL FISCAL INDICATORS (continued)** | | | **No** | **Yes** |
| A6 | Uncapped Health Benefits | Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | X | |
| A7 | Independent Financial System | Is the district's financial system independent from the county office system? | X | |

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

G = General Ledger Data; S = Supplemental Data

| Form | Description | Data Supplied For: 2025-26 Estimated Actuals | 2026-27 Budget |
|---|---|---|---|
| 01 | General Fund/County School Service Fund | GS | GS |
| 08 | Student Activity Special Revenue Fund | G | G |
| 09 | Charter Schools Special Revenue Fund | | |
| 10 | Special Education Pass-Through Fund | | |
| 11 | Adult Education Fund | | |
| 12 | Child Development Fund | G | G |
| 13 | Cafeteria Special Revenue Fund | G | G |
| 14 | Deferred Maintenance Fund | | |
| 15 | Pupil Transportation Equipment Fund | | |
| 17 | Special Reserve Fund for Other Than Capital Outlay Projects | G | G |
| 18 | School Bus Emissions Reduction Fund | | |
| 19 | Foundation Special Revenue Fund | | |
| 20 | Special Reserve Fund for Postemployment Benefits | | |
| 21 | Building Fund | G | G |
| 25 | Capital Facilities Fund | G | G |
| 30 | State School Building Lease-Purchase Fund | | |
| 35 | County School Facilities Fund | | |
| 40 | Special Reserve Fund for Capital Outlay Projects | | |
| 49 | Capital Project Fund for Blended Component Units | | |
| 51 | Bond Interest and Redemption Fund | G | G |
| 52 | Debt Service Fund for Blended Component Units | | |
| 53 | Tax Override Fund | | |
| 56 | Debt Service Fund | | |
| 57 | Foundation Permanent Fund | | |
| 61 | Cafeteria Enterprise Fund | | |
| 62 | Charter Schools Enterprise Fund | | |
| 63 | Other Enterprise Fund | | |
| 66 | Warehouse Revolving Fund | | |
| 67 | Self-Insurance Fund | | |
| 71 | Retiree Benefit Fund | | |
| 73 | Foundation Private-Purpose Trust Fund | | |
| 76 | Warrant/Pass-Through Fund | | |
| 95 | Student Body Fund | | |
| A | Average Daily Attendance | S | S |
| ASSET | Schedule of Capital Assets | | |
| CASH | Cashflow Worksheet | | S |
| CB | Budget Certification | | S |
| CC | Workers' Compensation Certification | | S |
| CEA | Current Expense Formula/Minimum Classroom Comp. - Actuals | GS | |
| CEB | Current Expense Formula/Minimum Classroom Comp. - Budget | | GS |
| DEBT | Schedule of Long-Term Liabilities | | |
| ESMOE | Every Student Succeeds Act Maintenance of Effort | GS | |
| ICR | Indirect Cost Rate Worksheet | GS | |

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

| Description | Resource Codes | Object Codes | 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 | 30,603,163.00 | 0.00 | 30,603,163.00 | 31,275,174.00 | 0.00 | 31,275,174.00 | 2.2% |
| 2) Federal Revenue | | 8100-8299 | 88,726.65 | 1,290,769.92 | 1,379,496.57 | 88,726.65 | 1,214,592.00 | 1,303,318.65 | -5.5% |
| 3) Other State Revenue | | 8300-8599 | 455,621.98 | 7,693,934.74 | 8,149,556.72 | 447,343.00 | 6,632,576.09 | 7,079,919.09 | -13.1% |
| 4) Other Local Revenue | | 8600-8799 | 156,730.28 | 1,247,697.37 | 1,404,427.65 | 112,730.28 | 1,205,529.00 | 1,318,259.28 | -6.1% |
| 5) TOTAL, REVENUES | | | 31,304,241.91 | 10,232,402.03 | 41,536,643.94 | 31,923,973.93 | 9,052,697.09 | 40,976,671.02 | -1.3% |
| **B. EXPENDITURES** | | | | | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 13,765,840.48 | 3,568,928.60 | 17,334,769.08 | 11,522,526.47 | 3,610,446.19 | 15,132,972.66 | -12.7% |
| 2) Classified Salaries | | 2000-2999 | 4,813,937.07 | 2,304,571.74 | 7,118,508.81 | 5,036,654.25 | 2,186,250.14 | 7,222,904.39 | 1.5% |
| 3) Employee Benefits | | 3000-3999 | 7,747,565.50 | 3,626,521.40 | 11,374,086.90 | 7,737,552.02 | 3,520,482.93 | 11,258,034.95 | -1.0% |
| 4) Books and Supplies | | 4000-4999 | 1,607,566.38 | 2,446,681.09 | 4,054,247.47 | 921,908.17 | 978,826.02 | 1,900,734.19 | -53.1% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 4,242,429.36 | 3,431,916.42 | 7,674,345.78 | 3,936,051.57 | 2,278,325.68 | 6,214,377.25 | -19.0% |
| 6) Capital Outlay | | 6000-6999 | 999,420.45 | 748,790.95 | 1,748,211.40 | 858,850.00 | 105,000.00 | 963,850.00 | -44.9% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299<br>7400-7499 | 846,546.00 | 17,000.00 | 863,546.00 | 846,546.00 | 27,000.00 | 873,546.00 | 1.2% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | (318,486.88) | 227,555.11 | (90,931.77) | (287,503.65) | 196,571.88 | (90,931.77) | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 33,704,818.36 | 16,371,965.31 | 50,076,783.67 | 30,572,584.83 | 12,902,902.84 | 43,475,487.67 | -13.2% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | (2,400,576.45) | (6,139,563.28) | (8,540,139.73) | 1,351,389.10 | (3,850,205.75) | (2,498,816.65) | -70.7% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | | | | | |
| 1) Interfund Transfers | | | | | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | (2,909,807.59) | 2,909,807.59 | 0.00 | (3,017,142.88) | 3,017,142.88 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | (2,909,807.59) | 2,909,807.59 | 0.00 | (3,017,142.88) | 3,017,142.88 | 0.00 | 0.0% |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | (5,310,384.04) | (3,229,755.69) | (8,540,139.73) | (1,665,753.78) | (833,062.87) | (2,498,816.65) | -70.7% |
| **F. FUND BALANCE, RESERVES** | | | | | | | | | |
| 1) Beginning Fund Balance | | | | | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 19,710,344.80 | 4,062,818.56 | 23,773,163.36 | 20,195,875.49 | 833,062.87 | 21,028,938.36 | -11.5% |
| b) Audit Adjustments | | 9793 | 5,795,914.73 | 0.00 | 5,795,914.73 | 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) | | | 25,506,259.53 | 4,062,818.56 | 29,569,078.09 | 20,195,875.49 | 833,062.87 | 21,028,938.36 | -28.9% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 25,506,259.53 | 4,062,818.56 | 29,569,078.09 | 20,195,875.49 | 833,062.87 | 21,028,938.36 | -28.9% |
| 2) Ending Balance, June 30 (E + F1e) | | | 20,195,875.49 | 833,062.87 | 21,028,938.36 | 18,530,121.71 | 0.00 | 18,530,121.71 | -11.9% |
| Components of Ending Fund Balance | | | | | | | | | |
| a) Nonspendable | | | | | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 833,062.87 | 833,062.87 | 0.00 | 0.00 | 0.00 | -100.0% |
| 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 | 5,221,991.73 | 0.00 | 5,221,991.73 | 5,221,991.73 | 0.00 | 5,221,991.73 | 0.0% |
| e) Unassigned/Unappropriated | | | | | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 14,973,883.76 | 0.00 | 14,973,883.76 | 13,308,129.98 | 0.00 | 13,308,129.98 | -11.1% |
| **G. ASSETS** | | | | | | | | | |
| 1) Cash | | | | | | | | | |
| a) in County Treasury | | 9110 | 0.00 | 0.00 | 0.00 | | | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | 0.00 | 0.00 | | | | |
| b) in Banks | | 9120 | 0.00 | 0.00 | 0.00 | | | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | 0.00 | 0.00 | | | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | 0.00 | 0.00 | | | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | 0.00 | 0.00 | | | | |
| 2) Investments | | 9150 | 0.00 | 0.00 | 0.00 | | | | |
| 3) Accounts Receivable | | 9200 | 0.00 | 0.00 | 0.00 | | | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | 0.00 | 0.00 | | | | |
| 5) Due from Other Funds | | 9310 | 0.00 | 0.00 | 0.00 | | | | |
| 6) Stores | | 9320 | 0.00 | 0.00 | 0.00 | | | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | 0.00 | 0.00 | | | | |
| 8) Other Current Assets | | 9340 | 0.00 | 0.00 | 0.00 | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|
| 9) Lease Receivable | | 9380 | 0.00 | 0.00 | 0.00 | | | | |
| 10) TOTAL, ASSETS | | | 0.00 | 0.00 | 0.00 | | | | |
| **H. DEFERRED OUTFLOWS OF RESOURCES** | | | | | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | 0.00 | 0.00 | | | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | 0.00 | 0.00 | | | | |
| **I. LIABILITIES** | | | | | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | 0.00 | 0.00 | | | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | 0.00 | 0.00 | | | | |
| 3) Due to Other Funds | | 9610 | 0.00 | 0.00 | 0.00 | | | | |
| 4) Current Loans | | 9640 | 0.00 | 0.00 | 0.00 | | | | |
| 5) Unearned Revenue | | 9650 | 0.00 | 0.00 | 0.00 | | | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | 0.00 | 0.00 | | | | |
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | 0.00 | 0.00 | | | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | 0.00 | 0.00 | | | | |
| **K. FUND EQUITY** | | | | | | | | | |
| Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2) | | | 0.00 | 0.00 | 0.00 | | | | |
| **LCFF SOURCES** | | | | | | | | | |
| Principal Apportionment | | | | | | | | | |
| State Aid - Current Year | | 8011 | 20,785,229.00 | 0.00 | 20,785,229.00 | 21,336,860.00 | 0.00 | 21,336,860.00 | 2.7% |
| Education Protection Account State Aid - Current Year | | 8012 | 5,458,983.00 | 0.00 | 5,458,983.00 | 5,579,363.00 | 0.00 | 5,579,363.00 | 2.2% |
| State Aid - Prior Years | | 8019 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Tax Relief Subventions | | | | | | | | | |
| Homeowners' Exemptions | | 8021 | 23,275.00 | 0.00 | 23,275.00 | 23,275.00 | 0.00 | 23,275.00 | 0.0% |
| Timber Yield Tax | | 8022 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Subventions/In-Lieu Taxes | | 8029 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| County & District Taxes | | | | | | | | | |
| Secured Roll Taxes | | 8041 | 3,839,239.00 | 0.00 | 3,839,239.00 | 3,839,239.00 | 0.00 | 3,839,239.00 | 0.0% |
| Unsecured Roll Taxes | | 8042 | 227,616.00 | 0.00 | 227,616.00 | 227,616.00 | 0.00 | 227,616.00 | 0.0% |
| Prior Years' Taxes | | 8043 | 39,755.00 | 0.00 | 39,755.00 | 39,755.00 | 0.00 | 39,755.00 | 0.0% |
| Supplemental Taxes | | 8044 | 68,469.00 | 0.00 | 68,469.00 | 68,469.00 | 0.00 | 68,469.00 | 0.0% |
| Education Revenue Augmentation Fund (ERAF) | | 8045 | (140,101.00) | 0.00 | (140,101.00) | (140,101.00) | 0.00 | (140,101.00) | 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) | |
| Community Redevelopment Funds (SB 617/699/1992) | | 8047 | 298,324.00 | 0.00 | 298,324.00 | 298,324.00 | 0.00 | 298,324.00 | 0.0% |
| Penalties and Interest from Delinquent Taxes | | 8048 | 2,374.00 | 0.00 | 2,374.00 | 2,374.00 | 0.00 | 2,374.00 | 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 | | | 30,603,163.00 | 0.00 | 30,603,163.00 | 31,275,174.00 | 0.00 | 31,275,174.00 | 2.2% |
| LCFF Transfers | | | | | | | | | |
| Unrestricted LCFF Transfers - Current Year | 0000 | 8091 | 0.00 | | 0.00 | 0.00 | | 0.00 | 0.0% |
| All Other LCFF Transfers - Current Year | All Other | 8091 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers to Charter Schools in Lieu of Property Taxes | | 8096 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Property Taxes Transfers | | 8097 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| LCFF Transfers - Prior Years | | 8099 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, LCFF SOURCES | | | 30,603,163.00 | 0.00 | 30,603,163.00 | 31,275,174.00 | 0.00 | 31,275,174.00 | 2.2% |
| **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 | 460,882.00 | 460,882.00 | 0.00 | 460,882.00 | 460,882.00 | 0.0% |
| Special Education Discretionary Grants | | 8182 | 0.00 | 89,073.00 | 89,073.00 | 0.00 | 61,067.00 | 61,067.00 | -31.4% |
| Child Nutrition Programs | | 8220 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Donated Food Commodities | | 8221 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Forest Reserve Funds | | 8260 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Flood Control Funds | | 8270 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Wildlife Reserve Funds | | 8280 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| FEMA | | 8281 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Interagency Contracts Between LEAs | | 8285 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Pass-Through Revenues from Federal Sources | | 8287 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Title I, Part A, Basic | 3010 | 8290 | | 472,518.00 | 472,518.00 | | 465,947.00 | 465,947.00 | -1.4% |
| Title I, Part D, Local Delinquent Programs | 3025 | 8290 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Title II, Part A, Supporting Effective Instruction | 4035 | 8290 | | 65,227.84 | 65,227.84 | | 66,859.00 | 66,859.00 | 2.5% |
| Title III, Immigrant Student Program | 4201 | 8290 | | 3,990.37 | 3,990.37 | | 0.00 | 0.00 | -100.0% |
| Title III, English Learner Program | 4203 | 8290 | | 28,940.33 | 28,940.33 | | 24,562.00 | 24,562.00 | -15.1% |
| Public Charter Schools Grant Program (PCSGP) | 4610 | 8290 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | | | 2026-27 Budget | | | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| | | | Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | |
| Other Every Student Succeeds Act | 3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630 | 8290 | | 121,446.49 | 121,446.49 | | 35,275.00 | 35,275.00 | -71.0% |
| Career and Technical Education | 3500-3599 | 8290 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | All Other | 8290 | 88,726.65 | 48,691.89 | 137,418.54 | 88,726.65 | 100,000.00 | 188,726.65 | 37.3% |
| TOTAL, FEDERAL REVENUE | | | 88,726.65 | 1,290,769.92 | 1,379,496.57 | 88,726.65 | 1,214,592.00 | 1,303,318.65 | -5.5% |
| **OTHER STATE REVENUE** | | | | | | | | | |
| Other State Apportionments | | | | | | | | | |
| Special Education Master Plan | | | | | | | | | |
| Current Year | 6500 | 8311 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Prior Years | 6500 | 8319 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| All Other State Apportionments - Current Year | All Other | 8311 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other State Apportionments - Prior Years | All Other | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Child Nutrition Programs | | 8520 | 0.00 | 89,271.27 | 89,271.27 | 0.00 | 0.00 | 0.00 | -100.0% |
| Mandated Costs Reimbursements | | 8550 | 42,774.00 | 0.00 | 42,774.00 | 45,113.00 | 0.00 | 45,113.00 | 5.5% |
| Lottery - Unrestricted and Instructional Materials | | 8560 | 412,847.98 | 178,176.49 | 591,024.47 | 402,230.00 | 173,594.00 | 575,824.00 | -2.6% |
| 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 | | 2,890,049.00 | 2,890,049.00 | | 2,890,049.00 | 2,890,049.00 | 0.0% |
| After School Education and Safety (ASES) | 6010 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Charter School Facility Grant | 6030 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Drug/Alcohol/Tobacco Funds | 6650, 6690, 6695 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| California Clean Energy Jobs Act | 6230 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Career Technical Education Incentive Grant Program | 6387 | 8590 | | 66,779.29 | 66,779.29 | | 56,426.00 | 56,426.00 | -15.5% |
| Arts and Music in Schools (Prop 28) | 6770 | 8590 | | 409,671.00 | 409,671.00 | | 409,671.00 | 409,671.00 | 0.0% |
| American Indian Early Childhood Education | 7210 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Specialized Secondary | 7370 | 8590 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| All Other State Revenue | All Other | 8590 | 0.00 | 4,059,987.69 | 4,059,987.69 | 0.00 | 3,102,836.09 | 3,102,836.09 | -23.6% |
| TOTAL, OTHER STATE REVENUE | | | 455,621.98 | 7,693,934.74 | 8,149,556.72 | 447,343.00 | 6,632,576.09 | 7,079,919.09 | -13.1% |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | | | 2026-27 Budget | | | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| | | | Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | |
| **OTHER LOCAL REVENUE** | | | | | | | | | |
| Other Local Revenue | | | | | | | | | |
| County and District Taxes | | | | | | | | | |
| Other Restricted Levies | | | | | | | | | |
| Secured Roll | | 8615 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Unsecured Roll | | 8616 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Prior Years' Taxes | | 8617 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Supplemental Taxes | | 8618 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Non-Ad Valorem Taxes | | | | | | | | | |
| Parcel Taxes | | 8621 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other | | 8622 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Community Redevelopment Funds Not Subject to LCFF Deduction | | 8625 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Penalties and Interest from Delinquent Non-LCFF Taxes | | 8629 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Sales | | | | | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Sale of Publications | | 8632 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Food Service Sales | | 8634 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Sales | | 8639 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Leases and Rentals | | 8650 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 82,495.28 | 0.00 | 82,495.28 | 82,495.28 | 0.00 | 82,495.28 | 0.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Fees and Contracts | | | | | | | | | |
| Adult Education Fees | | 8671 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Non-Resident Students | | 8672 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transportation Fees From Individuals | | 8675 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Interagency Services | | 8677 | 0.00 | 67,800.00 | 67,800.00 | 0.00 | 0.00 | 0.00 | -100.0% |
| Mitigation/Developer Fees | | 8681 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Fees and Contracts | | 8689 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Local Revenue | | | | | | | | | |
| Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment | | 8691 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Pass-Through Revenue from Local Sources | | 8697 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Local Revenue | | 8699 | 74,235.00 | 19,828.37 | 94,063.37 | 30,235.00 | 500.00 | 30,735.00 | -67.3% |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | | | 2026-27 Budget | | | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| | | | Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | |
| Tuition | | 8710 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In | | 8781-8783 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers of Apportionments | | | | | | | | | |
| Special Education SELPA Transfers | | | | | | | | | |
| From Districts or Charter Schools | 6500 | 8791 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| From County Offices | 6500 | 8792 | | 1,160,069.00 | 1,160,069.00 | | 1,205,029.00 | 1,205,029.00 | 3.9% |
| 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 | | | 156,730.28 | 1,247,697.37 | 1,404,427.65 | 112,730.28 | 1,205,529.00 | 1,318,259.28 | -6.1% |
| TOTAL, REVENUES | | | 31,304,241.91 | 10,232,402.03 | 41,536,643.94 | 31,923,973.93 | 9,052,697.09 | 40,976,671.02 | -1.3% |
| **CERTIFICATED SALARIES** | | | | | | | | | |
| Certificated Teachers' Salaries | | 1100 | 11,200,982.03 | 1,674,995.24 | 12,875,977.27 | 8,857,864.74 | 1,942,462.39 | 10,800,327.13 | -16.1% |
| Certificated Pupil Support Salaries | | 1200 | 1,223,993.70 | 1,489,529.56 | 2,713,523.26 | 1,269,118.08 | 1,261,247.34 | 2,530,365.42 | -6.7% |
| Certificated Supervisors' and Administrators' Salaries | | 1300 | 1,340,864.75 | 404,403.80 | 1,745,268.55 | 1,395,543.65 | 406,736.46 | 1,802,280.11 | 3.3% |
| Other Certificated Salaries | | 1900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, CERTIFICATED SALARIES | | | 13,765,840.48 | 3,568,928.60 | 17,334,769.08 | 11,522,526.47 | 3,610,446.19 | 15,132,972.66 | -12.7% |
| **CLASSIFIED SALARIES** | | | | | | | | | |
| Classified Instructional Salaries | | 2100 | 1,069,566.89 | 1,297,308.70 | 2,366,875.59 | 1,167,849.74 | 1,128,859.41 | 2,296,709.15 | -3.0% |
| Classified Support Salaries | | 2200 | 1,520,684.11 | 542,362.11 | 2,063,046.22 | 1,597,824.62 | 538,324.90 | 2,136,149.52 | 3.5% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 591,495.61 | 85,634.36 | 677,129.97 | 633,223.86 | 89,285.93 | 722,509.79 | 6.7% |
| Clerical, Technical and Office Salaries | | 2400 | 1,617,190.46 | 379,266.57 | 1,996,457.03 | 1,622,756.03 | 429,779.90 | 2,052,535.93 | 2.8% |
| Other Classified Salaries | | 2900 | 15,000.00 | 0.00 | 15,000.00 | 15,000.00 | 0.00 | 15,000.00 | 0.0% |
| TOTAL, CLASSIFIED SALARIES | | | 4,813,937.07 | 2,304,571.74 | 7,118,508.81 | 5,036,654.25 | 2,186,250.14 | 7,222,904.39 | 1.5% |
| **EMPLOYEE BENEFITS** | | | | | | | | | |
| STRS | | 3101-3102 | 2,255,399.23 | 1,933,574.15 | 4,188,973.38 | 2,259,480.39 | 1,920,790.75 | 4,180,271.14 | -0.2% |
| PERS | | 3201-3202 | 1,183,370.14 | 623,303.75 | 1,806,673.89 | 1,260,094.91 | 583,296.79 | 1,843,391.70 | 2.0% |
| OASDI/Medicare/Alternative | | 3301-3302 | 525,055.45 | 233,090.58 | 758,146.03 | 554,858.10 | 222,451.04 | 777,309.14 | 2.5% |
| Health and Welfare Benefits | | 3401-3402 | 2,260,853.58 | 693,105.07 | 2,953,958.65 | 2,130,186.55 | 657,108.78 | 2,787,295.33 | -5.6% |
| Unemployment Insurance | | 3501-3502 | 8,091.75 | 3,136.68 | 11,228.43 | 8,247.50 | 2,839.13 | 11,086.63 | -1.3% |
| Workers' Compensation | | 3601-3602 | 380,827.52 | 140,311.17 | 521,138.69 | 390,716.74 | 133,996.44 | 524,713.18 | 0.7% |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | | | 2026-27 Budget | | | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| | | | Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | |
| OPEB, Allocated | | 3701-3702 | 1,113,552.40 | 0.00 | 1,113,552.40 | 1,113,552.40 | 0.00 | 1,113,552.40 | 0.0% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 20,415.43 | 0.00 | 20,415.43 | 20,415.43 | 0.00 | 20,415.43 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 7,747,565.50 | 3,626,521.40 | 11,374,086.90 | 7,737,552.02 | 3,520,482.93 | 11,258,034.95 | -1.0% |
| **BOOKS AND SUPPLIES** | | | | | | | | | |
| Approved Textbooks and Core Curricula Materials | | 4100 | 535,012.41 | 633,821.11 | 1,168,833.52 | 0.00 | 163,344.00 | 163,344.00 | -86.0% |
| Books and Other Reference Materials | | 4200 | 15,941.10 | 0.00 | 15,941.10 | 15,200.00 | 0.00 | 15,200.00 | -4.6% |
| Materials and Supplies | | 4300 | 884,738.19 | 1,109,399.96 | 1,994,138.15 | 738,436.29 | 705,340.12 | 1,443,776.41 | -27.6% |
| Noncapitalized Equipment | | 4400 | 171,874.68 | 703,460.02 | 875,334.70 | 168,271.88 | 110,141.90 | 278,413.78 | -68.2% |
| Food | | 4700 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 1,607,566.38 | 2,446,681.09 | 4,054,247.47 | 921,908.17 | 978,826.02 | 1,900,734.19 | -53.1% |
| **SERVICES AND OTHER OPERATING EXPENDITURES** | | | | | | | | | |
| Subagreements for Services | | 5100 | 898,965.03 | 37,000.00 | 935,965.03 | 862,899.45 | 60,000.00 | 922,899.45 | -1.4% |
| Travel and Conferences | | 5200 | 74,759.06 | 68,356.18 | 143,115.24 | 68,044.06 | 36,913.62 | 104,957.68 | -26.7% |
| Dues and Memberships | | 5300 | 30,742.18 | 0.00 | 30,742.18 | 32,885.00 | 0.00 | 32,885.00 | 7.0% |
| Insurance | | 5400 - 5499 | 257,641.15 | 0.00 | 257,641.15 | 257,641.15 | 0.00 | 257,641.15 | 0.0% |
| Operations and Housekeeping Services | | 5500 | 1,226,257.97 | 0.00 | 1,226,257.97 | 1,231,257.97 | 0.00 | 1,231,257.97 | 0.4% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 196,016.79 | 132,946.12 | 328,962.91 | 174,270.93 | 85,806.03 | 260,076.96 | -20.9% |
| Transfers of Direct Costs | | 5710 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Professional/Consulting Services and Operating Expenditures | | 5800 - 5899 | 1,430,880.84 | 3,181,914.12 | 4,612,794.96 | 1,161,886.67 | 2,083,906.03 | 3,265,792.70 | -29.2% |
| Communications | | 5900 | 127,166.34 | 11,700.00 | 138,866.34 | 127,166.34 | 11,700.00 | 138,866.34 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 4,242,429.36 | 3,431,916.42 | 7,674,345.78 | 3,936,051.57 | 2,278,325.68 | 6,214,377.25 | -19.0% |
| **CAPITAL OUTLAY** | | | | | | | | | |
| Land | | 6100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 999,420.45 | 610,425.11 | 1,609,845.56 | 858,850.00 | 80,000.00 | 938,850.00 | -41.7% |
| 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 | 138,365.84 | 138,365.84 | 0.00 | 25,000.00 | 25,000.00 | -81.9% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Lease Assets | | 6600 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Subscription Assets | | 6700 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | | | 2026-27 Budget | | | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| | | | Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | |
| TOTAL, CAPITAL OUTLAY | | | 999,420.45 | 748,790.95 | 1,748,211.40 | 858,850.00 | 105,000.00 | 963,850.00 | -44.9% |
| **OTHER OUTGO (excluding Transfers of Indirect Costs)** | | | | | | | | | |
| Tuition | | | | | | | | | |
| Tuition for Instruction Under Interdistrict | | | | | | | | | |
| Attendance Agreements | | 7110 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| State Special Schools | | 7130 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Tuition, Excess Costs, and/or Deficit Payments | | | | | | | | | |
| Payments to Districts or Charter Schools | | 7141 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Payments to County Offices | | 7142 | 63,899.00 | 17,000.00 | 80,899.00 | 63,899.00 | 27,000.00 | 90,899.00 | 12.4% |
| Payments to JPAs | | 7143 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers of Pass-Through Revenues | | | | | | | | | |
| To Districts or Charter Schools | | 7211 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To County Offices | | 7212 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To JPAs | | 7213 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Special Education SELPA Transfers of Apportionments | | | | | | | | | |
| To Districts or Charter Schools | 6500 | 7221 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| To County Offices | 6500 | 7222 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| To JPAs | 6500 | 7223 | | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| Other Transfers of Apportionments | All Other | 7221-7223 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers | | 7281-7283 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | | | | | |
| Debt Service - Interest | | 7438 | 454,000.00 | 0.00 | 454,000.00 | 454,000.00 | 0.00 | 454,000.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 328,647.00 | 0.00 | 328,647.00 | 328,647.00 | 0.00 | 328,647.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 846,546.00 | 17,000.00 | 863,546.00 | 846,546.00 | 27,000.00 | 873,546.00 | 1.2% |
| **OTHER OUTGO - TRANSFERS OF INDIRECT COSTS** | | | | | | | | | |
| Transfers of Indirect Costs | | 7310 | (227,555.11) | 227,555.11 | 0.00 | (196,571.88) | 196,571.88 | 0.00 | 0.0% |
| Transfers of Indirect Costs - Interfund | | 7350 | (90,931.77) | 0.00 | (90,931.77) | (90,931.77) | 0.00 | (90,931.77) | 0.0% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | (318,486.88) | 227,555.11 | (90,931.77) | (287,503.65) | 196,571.88 | (90,931.77) | 0.0% |
| TOTAL, EXPENDITURES | | | 33,704,818.36 | 16,371,965.31 | 50,076,783.67 | 30,572,584.83 | 12,902,902.84 | 43,475,487.67 | -13.2% |
| **INTERFUND TRANSFERS** | | | | | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | | | | | |
| From: Special Reserve Fund | | 8912 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |

| 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 |
|---|---|---|---|---|---|---|---|---|---|
| From: Bond Interest and Redemption Fund | | 8914 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS OUT** | | | | | | | | | |
| To: Child Development Fund | | 7611 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To: Special Reserve Fund | | 7612 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To State School Building Fund/County School Facilities Fund | | 7613 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| To: Cafeteria Fund | | 7616 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | | | | | |
| **SOURCES** | | | | | | | | | |
| State Apportionments | | | | | | | | | |
| Emergency Apportionments | | 8931 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Proceeds | | | | | | | | | |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Sources | | | | | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | | | | | |
| Proceeds from Certificates of Participation | | 8971 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Proceeds from Leases | | 8972 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Proceeds from Lease Revenue Bonds | | 8973 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Proceeds from SBITAs | | 8974 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | (2,909,807.59) | 2,909,807.59 | 0.00 | (3,017,142.88) | 3,017,142.88 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | (2,909,807.59) | 2,909,807.59 | 0.00 | (3,017,142.88) | 3,017,142.88 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | | | 2026-27 Budget | | | % Diff Column C & F |
|---|---|---|---|---|---|---|---|---|---|
| | | | Unrestricted (A) | Restricted (B) | Total Fund col. A + B (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E (F) | |
| **TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)** | | | (2,909,807.59) | 2,909,807.59 | 0.00 | (3,017,142.88) | 3,017,142.88 | 0.00 | 0.0% |

| 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) | |
| **A. REVENUES** | | | | | | | | | |
| 1) LCFF Sources | | 8010-8099 | 30,603,163.00 | 0.00 | 30,603,163.00 | 31,275,174.00 | 0.00 | 31,275,174.00 | 2.2% |
| 2) Federal Revenue | | 8100-8299 | 88,726.65 | 1,290,769.92 | 1,379,496.57 | 88,726.65 | 1,214,592.00 | 1,303,318.65 | -5.5% |
| 3) Other State Revenue | | 8300-8599 | 455,621.98 | 7,693,934.74 | 8,149,556.72 | 447,343.00 | 6,632,576.09 | 7,079,919.09 | -13.1% |
| 4) Other Local Revenue | | 8600-8799 | 156,730.28 | 1,247,697.37 | 1,404,427.65 | 112,730.28 | 1,205,529.00 | 1,318,259.28 | -6.1% |
| 5) TOTAL, REVENUES | | | 31,304,241.91 | 10,232,402.03 | 41,536,643.94 | 31,923,973.93 | 9,052,697.09 | 40,976,671.02 | -1.3% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | | | | | |
| 1) Instruction | 1000-1999 | | 18,076,177.18 | 8,934,373.13 | 27,010,550.31 | 15,027,382.44 | 7,223,194.79 | 22,250,577.23 | -17.6% |
| 2) Instruction - Related Services | 2000-2999 | | 5,042,390.75 | 2,557,598.10 | 7,599,988.85 | 5,236,973.96 | 1,903,968.45 | 7,140,942.41 | -6.0% |
| 3) Pupil Services | 3000-3999 | | 1,856,062.66 | 2,164,887.39 | 4,020,950.05 | 1,823,225.21 | 1,927,920.80 | 3,751,146.01 | -6.7% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 3,106,475.99 | 445,757.73 | 3,552,233.72 | 3,060,313.60 | 425,836.86 | 3,486,150.46 | -1.9% |
| 8) Plant Services | 8000-8999 | | 4,775,165.78 | 2,252,348.96 | 7,027,514.74 | 4,578,143.62 | 1,394,981.94 | 5,973,125.56 | -15.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 848,546.00 | 17,000.00 | 865,546.00 | 846,546.00 | 27,000.00 | 873,546.00 | 0.9% |
| 10) TOTAL, EXPENDITURES | | | 33,704,818.36 | 16,371,965.31 | 50,076,783.67 | 30,572,584.83 | 12,902,902.84 | 43,475,487.67 | -13.2% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | (2,400,576.45) | (6,139,563.28) | (8,540,139.73) | 1,351,389.10 | (3,850,205.75) | (2,498,816.65) | -70.7% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | | | | | |
| 1) Interfund Transfers | | | | | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | (2,909,807.59) | 2,909,807.59 | 0.00 | (3,017,142.88) | 3,017,142.88 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | (2,909,807.59) | 2,909,807.59 | 0.00 | (3,017,142.88) | 3,017,142.88 | 0.00 | 0.0% |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | (5,310,384.04) | (3,229,755.69) | (8,540,139.73) | (1,665,753.78) | (833,062.87) | (2,498,816.65) | -70.7% |
| **F. FUND BALANCE, RESERVES** | | | | | | | | | |
| 1) Beginning Fund Balance | | | | | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 19,710,344.80 | 4,062,818.56 | 23,773,163.36 | 20,195,875.49 | 833,062.87 | 21,028,938.36 | -11.5% |

| 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 | 5,795,914.73 | 0.00 | 5,795,914.73 | 0.00 | 0.00 | 0.00 | -100.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 25,506,259.53 | 4,062,818.56 | 29,569,078.09 | 20,195,875.49 | 833,062.87 | 21,028,938.36 | -28.9% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 25,506,259.53 | 4,062,818.56 | 29,569,078.09 | 20,195,875.49 | 833,062.87 | 21,028,938.36 | -28.9% |
| 2) Ending Balance, June 30 (E + F1e) | | | 20,195,875.49 | 833,062.87 | 21,028,938.36 | 18,530,121.71 | 0.00 | 18,530,121.71 | -11.9% |
| Components of Ending Fund Balance | | | | | | | | | |
| a) Nonspendable | | | | | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 833,062.87 | 833,062.87 | 0.00 | 0.00 | 0.00 | -100.0% |
| 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 | 5,221,991.73 | 0.00 | 5,221,991.73 | 5,221,991.73 | 0.00 | 5,221,991.73 | 0.0% |
| e) Unassigned/Unappropriated | | | | | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 14,973,883.76 | 0.00 | 14,973,883.76 | 13,308,129.98 | 0.00 | 13,308,129.98 | -11.1% |

| Resource | Description | 2025-26 Estimated Actuals | 2026-27 Budget |
|---|---|---|---|
| 6770 | Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28) | 375,000.00 | 0.00 |
| 7435 | Learning Recovery Emergency Block Grant | 447,993.31 | 0.00 |
| 9010 | Other Restricted Local | 10,069.56 | 0.00 |
| Total, Restricted Balance | | 833,062.87 | 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 | 276,211.21 | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | 276,211.21 | 0.00 | -100.0% |
| **B. EXPENDITURES** | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 214,120.63 | 9,178.44 | -95.7% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 191,576.46 | 0.00 | -100.0% |
| 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 | | | 405,697.09 | 9,178.44 | -97.7% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | (129,485.88) | (9,178.44) | -92.9% |
| **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)** | | | (129,485.88) | (9,178.44) | -92.9% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 241,574.32 | 9,178.44 | -96.2% |
| b) Audit Adjustments | | 9793 | (102,910.00) | 0.00 | -100.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 138,664.32 | 9,178.44 | -93.4% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 138,664.32 | 9,178.44 | -93.4% |
| 2) Ending Balance, June 30 (E + F1e) | | | 9,178.44 | 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 | 9,178.44 | 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 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |
| **G. ASSETS** | | | | | |
| 1) Cash | | | | | |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) Lease Receivable | | 9380 | 0.00 | | |
| 10) TOTAL, ASSETS | | | 0.00 | | |
| **H. DEFERRED OUTFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| **I. LIABILITIES** | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | 0.00 | | |
| 5) Unearned Revenues | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| **K. FUND EQUITY** | | | | | |
| Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| **REVENUES** | | | | | |
| Sale of Equipment and Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| All Other Sales | | 8639 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 0.00 | 0.00 | 0.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| All Other Fees and Contracts | | 8689 | 0.00 | 0.00 | 0.0% |
| All Other Local Revenue | | 8699 | 276,211.21 | 0.00 | -100.0% |
| TOTAL, REVENUES | | | 276,211.21 | 0.00 | -100.0% |
| **CERTIFICATED SALARIES** | | | | | |
| Certificated Teachers' Salaries | | 1100 | 0.00 | 0.00 | 0.0% |
| Certificated Pupil Support Salaries | | 1200 | 0.00 | 0.00 | 0.0% |
| Certificated Supervisors' and Administrators' Salaries | | 1300 | 0.00 | 0.00 | 0.0% |
| Other Certificated Salaries | | 1900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CERTIFICATED SALARIES | | | 0.00 | 0.00 | 0.0% |
| **CLASSIFIED SALARIES** | | | | | |
| Classified Instructional Salaries | | 2100 | 0.00 | 0.00 | 0.0% |
| Classified Support Salaries | | 2200 | 0.00 | 0.00 | 0.0% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 0.00 | 0.00 | 0.0% |
| Clerical, Technical and Office Salaries | | 2400 | 0.00 | 0.00 | 0.0% |
| Other Classified Salaries | | 2900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CLASSIFIED SALARIES | | | 0.00 | 0.00 | 0.0% |
| **EMPLOYEE BENEFITS** | | | | | |
| STRS | | 3101-3102 | 0.00 | 0.00 | 0.0% |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| PERS | | 3201-3202 | 0.00 | 0.00 | 0.0% |
| OASDI/Medicare/Alternative | | 3301-3302 | 0.00 | 0.00 | 0.0% |
| Health and Welfare Benefits | | 3401-3402 | 0.00 | 0.00 | 0.0% |
| Unemployment Insurance | | 3501-3502 | 0.00 | 0.00 | 0.0% |
| Workers' Compensation | | 3601-3602 | 0.00 | 0.00 | 0.0% |
| OPEB, Allocated | | 3701-3702 | 0.00 | 0.00 | 0.0% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 0.00 | 0.00 | 0.0% |
| **BOOKS AND SUPPLIES** | | | | | |
| Materials and Supplies | | 4300 | 211,120.63 | 9,178.44 | -95.7% |
| Noncapitalized Equipment | | 4400 | 3,000.00 | 0.00 | -100.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 214,120.63 | 9,178.44 | -95.7% |
| **SERVICES AND OTHER OPERATING EXPENDITURES** | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Dues and Memberships | | 5300 | 107.00 | 0.00 | -100.0% |
| Insurance | | 5400-5450 | 0.00 | 0.00 | 0.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 10,064.07 | 0.00 | -100.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 0.00 | 0.0% |
| Professional/Consulting Services and Operating Expenditures | | 5800 | 181,405.39 | 0.00 | -100.0% |
| Communications | | 5900 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 191,576.46 | 0.00 | -100.0% |
| **CAPITAL OUTLAY** | | | | | |
| Equipment | | 6400 | 0.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.0% |
| Lease Assets | | 6600 | 0.00 | 0.00 | 0.0% |
| Subscription Assets | | 6700 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 0.00 | 0.00 | 0.0% |
| **OTHER OUTGO - TRANSFERS OF INDIRECT COSTS** | | | | | |
| Transfers of Indirect Costs - Interfund | | 7350 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 405,697.09 | 9,178.44 | -97.7% |
| **INTERFUND TRANSFERS** | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS OUT** | | | | | |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | |
| **SOURCES** | | | | | |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.0% |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Proceeds from Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from SBITAs | | 8974 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | 0.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |

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

| Description | Function Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 276,211.21 | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | 276,211.21 | 0.00 | -100.0% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 405,697.09 | 9,178.44 | -97.7% |
| 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 | | | 405,697.09 | 9,178.44 | -97.7% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | (129,485.88) | (9,178.44) | -92.9% |
| **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)** | | | (129,485.88) | (9,178.44) | -92.9% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 241,574.32 | 9,178.44 | -96.2% |
| b) Audit Adjustments | | 9793 | (102,910.00) | 0.00 | -100.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 138,664.32 | 9,178.44 | -93.4% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 138,664.32 | 9,178.44 | -93.4% |
| 2) Ending Balance, June 30 (E + F1e) | | | 9,178.44 | 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 | 9,178.44 | 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 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2025-26 Estimated Actuals | 2026-27 Budget |
|---|---|---|---|
| 8210 | Student Activity Funds | 9,178.44 | 0.00 |
| Total, Restricted Balance | | 9,178.44 | 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 | 956,150.77 | 665,563.00 | -30.4% |
| 4) Other Local Revenue | | 8600-8799 | 350.00 | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | 956,500.77 | 665,563.00 | -30.4% |
| **B. EXPENDITURES** | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 205,200.50 | 203,882.60 | -0.6% |
| 2) Classified Salaries | | 2000-2999 | 144,074.02 | 169,531.00 | 17.7% |
| 3) Employee Benefits | | 3000-3999 | 173,601.33 | 166,311.64 | -4.2% |
| 4) Books and Supplies | | 4000-4999 | 319,234.93 | 386,327.97 | 21.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 105,434.07 | 26,850.07 | -74.5% |
| 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 | 34,656.56 | 34,656.56 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 982,201.41 | 987,559.84 | 0.5% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | (25,700.64) | (321,996.84) | 1,152.9% |
| **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)** | | | (25,700.64) | (321,996.84) | 1,152.9% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 347,697.48 | 321,996.84 | -7.4% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 347,697.48 | 321,996.84 | -7.4% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 347,697.48 | 321,996.84 | -7.4% |
| 2) Ending Balance, June 30 (E + F1e) | | | 321,996.84 | 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 | 321,996.84 | 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 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |
| **G. ASSETS** | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) Lease Receivable | | 9380 | 0.00 | | |
| 10) TOTAL, ASSETS | | | 0.00 | | |
| **H. DEFERRED OUTFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| **I. LIABILITIES** | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| **K. FUND EQUITY** | | | | | |
| (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| **FEDERAL REVENUE** | | | | | |
| 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 | 0.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 0.00 | 0.00 | 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 | 919,190.77 | 665,563.00 | -27.6% |
| Arts and Music in Schools (Prop 28) | 6770 | 8590 | 0.00 | 0.00 | 0.0% |
| All Other State Revenue | All Other | 8590 | 36,960.00 | 0.00 | -100.0% |
| TOTAL, OTHER STATE REVENUE | | | 956,150.77 | 665,563.00 | -30.4% |
| **OTHER LOCAL REVENUE** | | | | | |
| Other Local Revenue | | | | | |
| Sales | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Food Service Sales | | 8634 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 350.00 | 0.00 | -100.0% |
| 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 | 0.00 | 0.00 | 0.0% |
| 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 | | | 350.00 | 0.00 | -100.0% |
| TOTAL, REVENUES | | | 956,500.77 | 665,563.00 | -30.4% |
| **CERTIFICATED SALARIES** | | | | | |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| Certificated Teachers' Salaries | | 1100 | 133,742.10 | 129,044.20 | -3.5% |
| Certificated Pupil Support Salaries | | 1200 | 0.00 | 0.00 | 0.0% |
| Certificated Supervisors' and Administrators' Salaries | | 1300 | 71,458.40 | 74,838.40 | 4.7% |
| Other Certificated Salaries | | 1900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CERTIFICATED SALARIES | | | 205,200.50 | 203,882.60 | -0.6% |
| **CLASSIFIED SALARIES** | | | | | |
| Classified Instructional Salaries | | 2100 | 144,074.02 | 169,531.00 | 17.7% |
| 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 | | | 144,074.02 | 169,531.00 | 17.7% |
| **EMPLOYEE BENEFITS** | | | | | |
| STRS | | 3101-3102 | 26,411.85 | 25,514.55 | -3.4% |
| PERS | | 3201-3202 | 70,898.16 | 77,714.12 | 9.6% |
| OASDI/Medicare/Alternative | | 3301-3302 | 22,739.16 | 27,992.79 | 23.1% |
| Health and Welfare Benefits | | 3401-3402 | 15,750.00 | 16,092.00 | 2.2% |
| Unemployment Insurance | | 3501-3502 | 174.67 | 183.26 | 4.9% |
| Workers' Compensation | | 3601-3602 | 8,244.29 | 8,814.92 | 6.9% |
| OPEB, Allocated | | 3701-3702 | 29,383.20 | 10,000.00 | -66.0% |
| 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 | | | 173,601.33 | 166,311.64 | -4.2% |
| **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 | 269,396.78 | 386,327.97 | 43.4% |
| Noncapitalized Equipment | | 4400 | 49,838.15 | 0.00 | -100.0% |
| Food | | 4700 | 0.00 | 0.00 | 0.0% |
| TOTAL, BOOKS AND SUPPLIES | | | 319,234.93 | 386,327.97 | 21.0% |
| **SERVICES AND OTHER OPERATING EXPENDITURES** | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 1,000.00 | 1,000.00 | 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 | 850.07 | 850.07 | 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 | 103,484.00 | 25,000.00 | -75.8% |
| Communications | | 5900 | 100.00 | 0.00 | -100.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 105,434.07 | 26,850.07 | -74.5% |
| **CAPITAL OUTLAY** | | | | | |
| Land | | 6100 | 0.00 | 0.00 | 0.0% |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 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 | 34,656.56 | 34,656.56 | 0.0% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | 34,656.56 | 34,656.56 | 0.0% |
| TOTAL, EXPENDITURES | | | 982,201.41 | 987,559.84 | 0.5% |
| **INTERFUND TRANSFERS** | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | |
| From: General Fund | | 8911 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS OUT** | | | | | |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | |
| **SOURCES** | | | | | |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | |
| Proceeds from Certificates of Participation | | 8971 | 0.00 | 0.00 | 0.0% |
| Proceeds from Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from SBITAs | | 8974 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | **0.00** | **0.00** | **0.0%** |
| Contributions from Restricted Revenues | | 8990 | **0.00** | **0.00** | **0.0%** |
| (e) TOTAL, CONTRIBUTIONS | | | **0.00** | **0.00** | **0.0%** |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 0.00 | 0.00 | 0.0% |

| Description | Function Codes | Object Codes | 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 | 956,150.77 | 665,563.00 | -30.4% |
| 4) Other Local Revenue | | 8600-8799 | 350.00 | 0.00 | -100.0% |
| 5) TOTAL, REVENUES | | | 956,500.77 | 665,563.00 | -30.4% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 796,057.97 | 828,702.72 | 4.1% |
| 2) Instruction - Related Services | 2000-2999 | | 147,448.48 | 124,200.56 | -15.8% |
| 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 | | 34,656.56 | 34,656.56 | 0.0% |
| 8) Plant Services | 8000-8999 | | 4,038.40 | 0.00 | -100.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 982,201.41 | 987,559.84 | 0.5% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | (25,700.64) | (321,996.84) | 1,152.9% |
| **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)** | | | (25,700.64) | (321,996.84) | 1,152.9% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 347,697.48 | 321,996.84 | -7.4% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 347,697.48 | 321,996.84 | -7.4% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 347,697.48 | 321,996.84 | -7.4% |
| 2) Ending Balance, June 30 (E + F1e) | | | 321,996.84 | 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 | 321,996.84 | 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 | 0.00 | 0.00 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2025-26 Estimated Actuals | 2026-27 Budget |
|---|---|---|---|
| 6130 | Early Education: Center-Based Reserve Account | 91,174.84 | 0.00 |
| 7810 | Other Restricted State | 230,822.00 | 0.00 |
| Total, Restricted Balance | | 321,996.84 | 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 | 1,051,432.35 | 1,051,432.35 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 636,145.00 | 636,145.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 1,000.00 | 1,000.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 1,688,577.35 | 1,688,577.35 | 0.0% |
| **B. EXPENDITURES** | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 575,202.23 | 593,178.94 | 3.1% |
| 3) Employee Benefits | | 3000-3999 | 309,120.85 | 313,593.46 | 1.4% |
| 4) Books and Supplies | | 4000-4999 | 1,300,093.25 | 853,839.29 | -34.3% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 129,662.88 | 114,662.88 | -11.6% |
| 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 | 56,275.21 | 56,275.21 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 2,370,354.42 | 1,931,549.78 | -18.5% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | (681,777.07) | (242,972.43) | -64.4% |
| **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)** | | | (681,777.07) | (242,972.43) | -64.4% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 1,031,409.08 | 460,117.76 | -55.4% |
| b) Audit Adjustments | | 9793 | 110,485.75 | 110,485.75 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 1,141,894.83 | 570,603.51 | -50.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 1,141,894.83 | 570,603.51 | -50.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 460,117.76 | 327,631.08 | -28.8% |
| 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 | 228,933.78 | 327,631.08 | 43.1% |
| 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 | 231,183.98 | 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 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) Lease Receivable | | 9380 | 0.00 | | |
| 10) TOTAL, ASSETS | | | 0.00 | | |
| **H. DEFERRED OUTFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| **I. LIABILITIES** | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| **K. FUND EQUITY** | | | | | |
| (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| **FEDERAL REVENUE** | | | | | |
| Child Nutrition Programs | | 8220 | 1,051,432.35 | 1,051,432.35 | 0.0% |
| Donated Food Commodities | | 8221 | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | | 8290 | 0.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 1,051,432.35 | 1,051,432.35 | 0.0% |
| **OTHER STATE REVENUE** | | | | | |
| Child Nutrition Programs | | 8520 | 636,145.00 | 636,145.00 | 0.0% |
| All Other State Revenue | | 8590 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 636,145.00 | 636,145.00 | 0.0% |
| **OTHER LOCAL REVENUE** | | | | | |
| Other Local Revenue | | | | | |
| Sales | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Food Service Sales | | 8634 | 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 | | | | | |
| Interagency Services | | 8677 | 0.00 | 0.00 | 0.0% |
| Other Local Revenue | | | | | |
| All Other Local Revenue | | 8699 | 1,000.00 | 1,000.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 1,000.00 | 1,000.00 | 0.0% |
| TOTAL, REVENUES | | | 1,688,577.35 | 1,688,577.35 | 0.0% |
| **CERTIFICATED SALARIES** | | | | | |
| Certificated Supervisors' and Administrators' Salaries | | 1300 | 0.00 | 0.00 | 0.0% |
| Other Certificated Salaries | | 1900 | 0.00 | 0.00 | 0.0% |
| TOTAL, CERTIFICATED SALARIES | | | 0.00 | 0.00 | 0.0% |
| **CLASSIFIED SALARIES** | | | | | |
| Classified Support Salaries | | 2200 | 436,868.80 | 444,994.50 | 1.9% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 92,568.00 | 97,608.00 | 5.4% |
| Clerical, Technical and Office Salaries | | 2400 | 36,850.46 | 41,316.29 | 12.1% |
| Other Classified Salaries | | 2900 | 8,914.97 | 9,260.15 | 3.9% |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| TOTAL, CLASSIFIED SALARIES | | | 575,202.23 | 593,178.94 | 3.1% |
| **EMPLOYEE BENEFITS** | | | | | |
| STRS | | 3101-3102 | 0.00 | 0.00 | 0.0% |
| PERS | | 3201-3202 | 150,185.15 | 152,849.30 | 1.8% |
| OASDI/Medicare/Alternative | | 3301-3302 | 43,944.15 | 45,319.37 | 3.1% |
| Health and Welfare Benefits | | 3401-3402 | 32,184.00 | 32,184.00 | 0.0% |
| Unemployment Insurance | | 3501-3502 | 287.22 | 296.21 | 3.1% |
| Workers' Compensation | | 3601-3602 | 13,220.33 | 13,644.58 | 3.2% |
| OPEB, Allocated | | 3701-3702 | 69,300.00 | 69,300.00 | 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 | | | 309,120.85 | 313,593.46 | 1.4% |
| **BOOKS AND SUPPLIES** | | | | | |
| Books and Other Reference Materials | | 4200 | 0.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 70,871.27 | 295,876.78 | 317.5% |
| Noncapitalized Equipment | | 4400 | 526,440.64 | 0.00 | -100.0% |
| Food | | 4700 | 702,781.34 | 557,962.51 | -20.6% |
| TOTAL, BOOKS AND SUPPLIES | | | 1,300,093.25 | 853,839.29 | -34.3% |
| **SERVICES AND OTHER OPERATING EXPENDITURES** | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.0% |
| Travel and Conferences | | 5200 | 5,000.00 | 5,000.00 | 0.0% |
| Dues and Memberships | | 5300 | 1,000.00 | 1,000.00 | 0.0% |
| Insurance | | 5400-5450 | 55,412.88 | 55,412.88 | 0.0% |
| Operations and Housekeeping Services | | 5500 | 0.00 | 0.00 | 0.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 38,000.00 | 38,000.00 | 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 | 15,000.00 | -50.0% |
| Communications | | 5900 | 250.00 | 250.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 129,662.88 | 114,662.88 | -11.6% |
| **CAPITAL OUTLAY** | | | | | |
| Buildings and Improvements of Buildings | | 6200 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 0.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.0% |
| Lease Assets | | 6600 | 0.00 | 0.00 | 0.0% |
| Subscription Assets | | 6700 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 0.00 | 0.00 | 0.0% |
| **OTHER OUTGO (excluding Transfers of Indirect Costs)** | | | | | |
| Debt Service | | | | | |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.0% |
| **OTHER OUTGO - TRANSFERS OF INDIRECT COSTS** | | | | | |
| Transfers of Indirect Costs - Interfund | | 7350 | 56,275.21 | 56,275.21 | 0.0% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | 56,275.21 | 56,275.21 | 0.0% |
| TOTAL, EXPENDITURES | | | 2,370,354.42 | 1,931,549.78 | -18.5% |
| **INTERFUND TRANSFERS** | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | |
| From: General Fund | | 8916 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS OUT** | | | | | |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | |
| **SOURCES** | | | | | |
| Other Sources | | | | | |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | |
| Proceeds from Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from SBITAs | | 8974 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | **0.00** | **0.00** | **0.0%** |
| Contributions from Restricted Revenues | | 8990 | **0.00** | **0.00** | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | **0.00** | 0.00 | **0.0%** |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 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 | 1,051,432.35 | 1,051,432.35 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 636,145.00 | 636,145.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 1,000.00 | 1,000.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 1,688,577.35 | 1,688,577.35 | 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 | | 2,314,079.21 | 1,875,274.57 | -19.0% |
| 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 | | 56,275.21 | 56,275.21 | 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 | | | 2,370,354.42 | 1,931,549.78 | -18.5% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | (681,777.07) | (242,972.43) | -64.4% |
| **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)** | | | (681,777.07) | (242,972.43) | -64.4% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 1,031,409.08 | 460,117.76 | -55.4% |
| b) Audit Adjustments | | 9793 | 110,485.75 | 110,485.75 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 1,141,894.83 | 570,603.51 | -50.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 1,141,894.83 | 570,603.51 | -50.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 460,117.76 | 327,631.08 | -28.8% |
| 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 | 228,933.78 | 327,631.08 | 43.1% |
| 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 | 231,183.98 | 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 |
|---|---|---|---|
| 5310 | Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students) | 228,933.78 | 327,631.08 |
| Total, Restricted Balance | | 228,933.78 | 327,631.08 |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 0.00 | 0.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 0.00 | 0.00 | 0.0% |
| **B. EXPENDITURES** | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 0.00 | 0.00 | 0.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 0.00 | 0.00 | 0.0% |
| 6) Capital Outlay | | 6000-6999 | 0.00 | 0.00 | 0.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 0.00 | 0.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | 0.00 | 0.00 | 0.0% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 0.00 | 0.00 | 0.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 2,867,252.80 | 2,867,252.80 | 0.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 2,867,252.80 | 2,867,252.80 | 0.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 2,867,252.80 | 2,867,252.80 | 0.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 2,867,252.80 | 2,867,252.80 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 2,867,252.80 | 2,867,252.80 | 0.0% |
| e) Unassigned/Unappropriated Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |
| **G. ASSETS** | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) Lease Receivable | | 9380 | 0.00 | | |
| 10) TOTAL, ASSETS | | | 0.00 | | |
| **H. DEFERRED OUTFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| **I. LIABILITIES** | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| **K. FUND EQUITY** | | | | | |
| (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| **OTHER LOCAL REVENUE** | | | | | |
| Other Local Revenue | | | | | |
| Sales | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 0.00 | 0.00 | 0.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 0.00 | 0.00 | 0.0% |
| TOTAL, REVENUES | | | 0.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS** | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | |
| From: General Fund/CSSF | | 8912 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers In | | 8919 | 0.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 0.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS OUT** | | | | | |
| To: General Fund/CSSF | | 7612 | 0.00 | 0.00 | 0.0% |
| To: State School Building Fund/County School Facilities Fund | | 7613 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | |
| **SOURCES** | | | | | |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 0.00 | 0.00 | 0.0% |

| Description | Function Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 0.00 | 0.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 0.00 | 0.00 | 0.0% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 0.00 | 0.00 | 0.0% |
| 8) Plant Services | 8000-8999 | | 0.00 | 0.00 | 0.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)** | | | 0.00 | 0.00 | 0.0% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 0.00 | 0.00 | 0.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 2,867,252.80 | 2,867,252.80 | 0.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 2,867,252.80 | 2,867,252.80 | 0.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 2,867,252.80 | 2,867,252.80 | 0.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 2,867,252.80 | 2,867,252.80 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 2,867,252.80 | 2,867,252.80 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2025-26 Estimated Actuals | 2026-27 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 0.00 | 0.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 0.00 | 0.00 | 0.0% |
| **B. EXPENDITURES** | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 0.00 | 0.00 | 0.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 0.00 | 0.00 | 0.0% |
| 6) Capital Outlay | | 6000-6999 | 0.00 | 0.00 | 0.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 0.00 | 0.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | 0.00 | 0.00 | 0.0% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 0.00 | 0.00 | 0.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 6,758.70 | 6,758.70 | 0.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 6,758.70 | 6,758.70 | 0.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 6,758.70 | 6,758.70 | 0.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 6,758.70 | 6,758.70 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments | | 9780 | 6,758.70 | 6,758.70 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |
| **G. ASSETS** | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) Lease Receivable | | 9380 | 0.00 | | |
| 10) TOTAL, ASSETS | | | 0.00 | | |
| **H. DEFERRED OUTFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| **I. LIABILITIES** | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | 0.00 | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| **K. FUND EQUITY** | | | | | |
| Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| **FEDERAL REVENUE** | | | | | |
| FEMA | | 8281 | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | | 8290 | 0.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 0.00 | 0.00 | 0.0% |
| **OTHER STATE REVENUE** | | | | | |
| Tax Relief Subventions | | | | | |
| Restricted Levies - Other | | | | | |
| Homeowners' Exemptions | | 8575 | 0.00 | 0.00 | 0.0% |
| Other Subventions/In-Lieu Taxes | | 8576 | 0.00 | 0.00 | 0.0% |
| All Other State Revenue | | 8590 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 0.00 | 0.00 | 0.0% |
| **OTHER LOCAL REVENUE** | | | | | |
| Other Local Revenue | | | | | |
| County and District Taxes | | | | | |
| Other Restricted Levies | | | | | |
| Secured Roll | | 8615 | 0.00 | 0.00 | 0.0% |
| Unsecured Roll | | 8616 | 0.00 | 0.00 | 0.0% |
| Prior Years' Taxes | | 8617 | 0.00 | 0.00 | 0.0% |
| Supplemental Taxes | | 8618 | 0.00 | 0.00 | 0.0% |
| Non-Ad Valorem Taxes | | | | | |
| Parcel Taxes | | 8621 | 0.00 | 0.00 | 0.0% |
| Other | | 8622 | 0.00 | 0.00 | 0.0% |
| Community Redevelopment Funds Not Subject to LCFF Deduction | | 8625 | 0.00 | 0.00 | 0.0% |
| Penalties and Interest from Delinquent Non-LCFF Taxes | | 8629 | 0.00 | 0.00 | 0.0% |
| Sales | | | | | |
| Sale of Equipment/Supplies | | 8631 | 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% |
| Other Local Revenue | | | | | |
| All Other Local Revenue | | 8699 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 0.00 | 0.00 | 0.0% |
| TOTAL, REVENUES | | | 0.00 | 0.00 | 0.0% |
| **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 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 | | | | | |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | |
| Repayment of State School Building Fund Aid - Proceeds from Bonds | | 7435 | 0.00 | 0.00 | 0.0% |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 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** | | | | | |
| 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% |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| **OTHER SOURCES/USES** | | | | | |
| **SOURCES** | | | | | |
| Proceeds | | | | | |
| Proceeds from Sale of Bonds | | 8951 | 0.00 | 0.00 | 0.0% |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.0% |
| Other Sources | | | | | |
| County School Bldg Aid | | 8961 | 0.00 | 0.00 | 0.0% |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | |
| Proceeds from Certificates of Participation | | 8971 | 0.00 | 0.00 | 0.0% |
| Proceeds from Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from Lease Revenue Bonds | | 8973 | 0.00 | 0.00 | 0.0% |
| Proceeds from SBITAs | | 8974 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | 0.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 0.00 | 0.00 | 0.0% |

| Description | Function Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 0.00 | 0.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 0.00 | 0.00 | 0.0% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 0.00 | 0.00 | 0.0% |
| 8) Plant Services | 8000-8999 | | 0.00 | 0.00 | 0.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 0.00 | 0.00 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 0.00 | 0.00 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)** | | | 0.00 | 0.00 | 0.0% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 0.00 | 0.00 | 0.0% |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 0.00 | 0.00 | 0.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 6,758.70 | 6,758.70 | 0.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 6,758.70 | 6,758.70 | 0.0% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 6,758.70 | 6,758.70 | 0.0% |
| 2) Ending Balance, June 30 (E + F1e) | | | 6,758.70 | 6,758.70 | 0.0% |
| Components of Ending Fund Balance | | | | | |
| a) Nonspendable | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | 0.0% |
| Stores | | 9712 | 0.00 | 0.00 | 0.0% |
| Prepaid Items | | 9713 | 0.00 | 0.00 | 0.0% |
| All Others | | 9719 | 0.00 | 0.00 | 0.0% |
| b) Restricted | | 9740 | 0.00 | 0.00 | 0.0% |
| c) Committed | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | 0.0% |
| Other Commitments (by Resource/Object) | | 9760 | 0.00 | 0.00 | 0.0% |
| d) Assigned | | | | | |
| Other Assignments (by Resource/Object) | | 9780 | 6,758.70 | 6,758.70 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2025-26 Estimated Actuals | 2026-27 Budget |
|---|---|---|---|
| Total, Restricted Balance | | 0.00 | 0.00 |

| 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 | 560,433.70 | 560,433.70 | 0.0% |
| 5) TOTAL, REVENUES | | | 560,433.70 | 560,433.70 | 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 | 223,433.70 | 223,433.70 | 0.0% |
| 6) Capital Outlay | | 6000-6999 | 1,262.23 | 1,262.23 | 0.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 337,000.00 | 337,000.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 561,695.93 | 561,695.93 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | (1,262.23) | (1,262.23) | 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)** | | | (1,262.23) | (1,262.23) | 0.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 488,596.46 | 487,334.23 | -0.3% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 488,596.46 | 487,334.23 | -0.3% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 488,596.46 | 487,334.23 | -0.3% |
| 2) Ending Balance, June 30 (E + F1e) | | | 487,334.23 | 486,072.00 | -0.3% |
| 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 | 448,987.50 | 447,725.27 | -0.3% |
| 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 | 38,346.73 | 38,346.73 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |
| **G. ASSETS** | | | | | |
| 1) Cash | | | | | |
| a) in County Treasury | | 9110 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) Lease Receivable | | 9380 | 0.00 | | |
| 10) TOTAL, ASSETS | | | 0.00 | | |
| **H. DEFERRED OUTFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| **I. LIABILITIES** | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | 0.00 | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| **K. FUND EQUITY** | | | | | |
| Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| **OTHER STATE REVENUE** | | | | | |
| Tax Relief Subventions | | | | | |
| Restricted Levies - Other | | | | | |
| Homeowners' Exemptions | | 8575 | 0.00 | 0.00 | 0.0% |
| Other Subventions/In-Lieu Taxes | | 8576 | 0.00 | 0.00 | 0.0% |
| All Other State Revenue | | 8590 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 0.00 | 0.00 | 0.0% |
| **OTHER LOCAL REVENUE** | | | | | |
| Other Local Revenue | | | | | |
| County and District Taxes | | | | | |
| Other Restricted Levies | | | | | |
| Secured Roll | | 8615 | 0.00 | 0.00 | 0.0% |
| Unsecured Roll | | 8616 | 0.00 | 0.00 | 0.0% |
| Prior Years' Taxes | | 8617 | 0.00 | 0.00 | 0.0% |
| Supplemental Taxes | | 8618 | 0.00 | 0.00 | 0.0% |
| Non-Ad Valorem Taxes | | | | | |
| Parcel Taxes | | 8621 | 0.00 | 0.00 | 0.0% |
| Other | | 8622 | 0.00 | 0.00 | 0.0% |
| Community Redevelopment Funds Not Subject to LCFF Deduction | | 8625 | 0.00 | 0.00 | 0.0% |
| Penalties and Interest from Delinquent Non-LCFF Taxes | | 8629 | 0.00 | 0.00 | 0.0% |
| Sales | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 7,000.00 | 7,000.00 | 0.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.0% |
| Fees and Contracts | | | | | |
| Mitigation/Developer Fees | | 8681 | 513,607.12 | 513,607.12 | 0.0% |
| Other Local Revenue | | | | | |
| All Other Local Revenue | | 8699 | 39,826.58 | 39,826.58 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 560,433.70 | 560,433.70 | 0.0% |
| TOTAL, REVENUES | | | 560,433.70 | 560,433.70 | 0.0% |
| **CERTIFICATED SALARIES** | | | | | |
| 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 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% |
| 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 | 223,433.70 | 223,433.70 | 0.0% |
| Communications | | 5900 | 0.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 223,433.70 | 223,433.70 | 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 | 1,262.23 | 1,262.23 | 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 | | | 1,262.23 | 1,262.23 | 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 | 67,000.00 | 67,000.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 270,000.00 | 270,000.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 337,000.00 | 337,000.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 561,695.93 | 561,695.93 | 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** | | | | | |
| 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% |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| **OTHER SOURCES/USES** | | | | | |
| **SOURCES** | | | | | |
| Proceeds | | | | | |
| Proceeds from Disposal of Capital Assets | | 8953 | 0.00 | 0.00 | 0.0% |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | |
| Proceeds from Certificates of Participation | | 8971 | 0.00 | 0.00 | 0.0% |
| Proceeds from Leases | | 8972 | 0.00 | 0.00 | 0.0% |
| Proceeds from Lease Revenue Bonds | | 8973 | 0.00 | 0.00 | 0.0% |
| Proceeds from SBITAs | | 8974 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | **0.00** | **0.00** | **0.0%** |
| Contributions from Restricted Revenues | | 8990 | **0.00** | **0.00** | **0.0%** |
| (e) TOTAL, CONTRIBUTIONS | | | **0.00** | **0.00** | **0.0%** |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 0.00 | 0.00 | 0.0% |

| Description | Function Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| **A. REVENUES** | | | | | |
| 1) LCFF Sources | | 8010-8099 | 0.00 | 0.00 | 0.0% |
| 2) Federal Revenue | | 8100-8299 | 0.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 0.00 | 0.00 | 0.0% |
| 4) Other Local Revenue | | 8600-8799 | 560,433.70 | 560,433.70 | 0.0% |
| 5) TOTAL, REVENUES | | | 560,433.70 | 560,433.70 | 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 | | 1,262.23 | 1,262.23 | 0.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 560,433.70 | 560,433.70 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 561,695.93 | 561,695.93 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)** | | | (1,262.23) | (1,262.23) | 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)** | | | (1,262.23) | (1,262.23) | 0.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 488,596.46 | 487,334.23 | -0.3% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 488,596.46 | 487,334.23 | -0.3% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 488,596.46 | 487,334.23 | -0.3% |
| 2) Ending Balance, June 30 (E + F1e) | | | 487,334.23 | 486,072.00 | -0.3% |
| 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 | 448,987.50 | 447,725.27 | -0.3% |
| 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 | 38,346.73 | 38,346.73 | 0.0% |
| e) Unassigned/Unappropriated | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | 0.0% |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | 0.0% |

| Resource | Description | 2025-26 Estimated Actuals | 2026-27 Budget |
|---|---|---|---|
| 9010 | Other Restricted Local | 448,987.50 | 447,725.27 |
| Total, Restricted Balance | | 448,987.50 | 447,725.27 |

| 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 | 6,313.19 | 6,867.19 | 8.8% |
| 4) Other Local Revenue | | 8600-8799 | 1,158,251.15 | 1,426,805.39 | 23.2% |
| 5) TOTAL, REVENUES | | | 1,164,564.34 | 1,433,672.58 | 23.1% |
| **B. EXPENDITURES** | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 0.00 | 0.00 | 0.0% |
| 2) Classified Salaries | | 2000-2999 | 0.00 | 0.00 | 0.0% |
| 3) Employee Benefits | | 3000-3999 | 0.00 | 0.00 | 0.0% |
| 4) Books and Supplies | | 4000-4999 | 0.00 | 0.00 | 0.0% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 0.00 | 0.00 | 0.0% |
| 6) Capital Outlay | | 6000-6999 | 0.00 | 0.00 | 0.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 1,012,609.51 | 1,012,609.51 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 0.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 1,012,609.51 | 1,012,609.51 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | 151,954.83 | 421,063.07 | 177.1% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 514,697.98 | 514,697.98 | 0.0% |
| b) Uses | | 7630-7699 | 631,733.89 | 585,858.13 | -7.3% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | (117,035.91) | (71,160.15) | -39.2% |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 34,918.92 | 349,902.92 | 902.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 633,282.81 | 668,201.73 | 5.5% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 633,282.81 | 668,201.73 | 5.5% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 633,282.81 | 668,201.73 | 5.5% |
| 2) Ending Balance, June 30 (E + F1e) | | | 668,201.73 | 1,018,104.65 | 52.4% |
| 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 | 668,201.73 | 1,018,104.65 | 52.4% |
| 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 | 0.00 | | |
| 1) Fair Value Adjustment to Cash in County Treasury | | 9111 | 0.00 | | |
| b) in Banks | | 9120 | 0.00 | | |
| c) in Revolving Cash Account | | 9130 | 0.00 | | |
| d) with Fiscal Agent/Trustee | | 9135 | 0.00 | | |
| e) Collections Awaiting Deposit | | 9140 | 0.00 | | |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| 2) Investments | | 9150 | 0.00 | | |
| 3) Accounts Receivable | | 9200 | 0.00 | | |
| 4) Due from Grantor Government | | 9290 | 0.00 | | |
| 5) Due from Other Funds | | 9310 | 0.00 | | |
| 6) Stores | | 9320 | 0.00 | | |
| 7) Prepaid Expenditures | | 9330 | 0.00 | | |
| 8) Other Current Assets | | 9340 | 0.00 | | |
| 9) Lease Receivable | | 9380 | 0.00 | | |
| 10) TOTAL, ASSETS | | | 0.00 | | |
| **H. DEFERRED OUTFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Outflows of Resources | | 9490 | 0.00 | | |
| 2) TOTAL, DEFERRED OUTFLOWS | | | 0.00 | | |
| **I. LIABILITIES** | | | | | |
| 1) Accounts Payable | | 9500 | 0.00 | | |
| 2) Due to Grantor Governments | | 9590 | 0.00 | | |
| 3) Due to Other Funds | | 9610 | 0.00 | | |
| 4) Current Loans | | 9640 | 0.00 | | |
| 5) Unearned Revenue | | 9650 | 0.00 | | |
| 6) TOTAL, LIABILITIES | | | 0.00 | | |
| **J. DEFERRED INFLOWS OF RESOURCES** | | | | | |
| 1) Deferred Inflows of Resources | | 9690 | 0.00 | | |
| 2) TOTAL, DEFERRED INFLOWS | | | 0.00 | | |
| **K. FUND EQUITY** | | | | | |
| Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2) | | | 0.00 | | |
| **FEDERAL REVENUE** | | | | | |
| All Other Federal Revenue | | 8290 | 0.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 0.00 | 0.00 | 0.0% |
| **OTHER STATE REVENUE** | | | | | |
| Tax Relief Subventions | | | | | |
| Voted Indebtedness Levies | | | | | |
| Homeowners' Exemptions | | 8571 | 6,313.19 | 6,867.19 | 8.8% |
| Other Subventions/In-Lieu Taxes | | 8572 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 6,313.19 | 6,867.19 | 8.8% |
| **OTHER LOCAL REVENUE** | | | | | |
| Other Local Revenue | | | | | |
| County and District Taxes | | | | | |
| Voted Indebtedness Levies | | | | | |
| Secured Roll | | 8611 | 708,179.43 | 916,157.73 | 29.4% |
| Unsecured Roll | | 8612 | 75,221.24 | 88,043.92 | 17.0% |
| Prior Years' Taxes | | 8613 | 168,667.99 | 212,619.94 | 26.1% |
| Supplemental Taxes | | 8614 | 192,857.49 | 196,658.80 | 2.0% |
| Penalties and Interest from Delinquent Non-LCFF Taxes | | 8629 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 13,325.00 | 13,325.00 | 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 | | | 1,158,251.15 | 1,426,805.39 | 23.2% |
| TOTAL, REVENUES | | | 1,164,564.34 | 1,433,672.58 | 23.1% |
| **OTHER OUTGO (excluding Transfers of Indirect Costs)** | | | | | |
| Debt Service | | | | | |
| Bond Redemptions | | 7433 | 16.00 | 16.00 | 0.0% |
| Bond Interest and Other Service Charges | | 7434 | 1,390.00 | 1,390.00 | 0.0% |
| Debt Service - Interest | | 7438 | 944,247.67 | 944,247.67 | 0.0% |
| Other Debt Service - Principal | | 7439 | 66,955.84 | 66,955.84 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 1,012,609.51 | 1,012,609.51 | 0.0% |
| TOTAL, EXPENDITURES | | | 1,012,609.51 | 1,012,609.51 | 0.0% |
| **INTERFUND TRANSFERS** | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | |

| Description | Resource Codes | Object Codes | 2025-26 Estimated Actuals | 2026-27 Budget | Percent Difference |
|---|---|---|---|---|---|
| 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 | | 7614 | 0.00 | 0.00 | 0.0% |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | |
| **SOURCES** | | | | | |
| Other Sources | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 514,697.98 | 514,697.98 | 0.0% |
| (c) TOTAL, SOURCES | | | 514,697.98 | 514,697.98 | 0.0% |
| **USES** | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 631,733.89 | 585,858.13 | -7.3% |
| (d) TOTAL, USES | | | 631,733.89 | 585,858.13 | -7.3% |
| **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) | | | (117,035.91) | (71,160.15) | -39.2% |

| 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 | 6,313.19 | 6,867.19 | 8.8% |
| 4) Other Local Revenue | | 8600-8799 | 1,158,251.15 | 1,426,805.39 | 23.2% |
| 5) TOTAL, REVENUES | | | 1,164,564.34 | 1,433,672.58 | 23.1% |
| **B. EXPENDITURES (Objects 1000-7999)** | | | | | |
| 1) Instruction | 1000-1999 | | 0.00 | 0.00 | 0.0% |
| 2) Instruction - Related Services | 2000-2999 | | 0.00 | 0.00 | 0.0% |
| 3) Pupil Services | 3000-3999 | | 0.00 | 0.00 | 0.0% |
| 4) Ancillary Services | 4000-4999 | | 0.00 | 0.00 | 0.0% |
| 5) Community Services | 5000-5999 | | 0.00 | 0.00 | 0.0% |
| 6) Enterprise | 6000-6999 | | 0.00 | 0.00 | 0.0% |
| 7) General Administration | 7000-7999 | | 0.00 | 0.00 | 0.0% |
| 8) Plant Services | 8000-8999 | | 0.00 | 0.00 | 0.0% |
| 9) Other Outgo | 9000-9999 | Except 7600-7699 | 1,012,609.51 | 1,012,609.51 | 0.0% |
| 10) TOTAL, EXPENDITURES | | | 1,012,609.51 | 1,012,609.51 | 0.0% |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)** | | | 151,954.83 | 421,063.07 | 177.1% |
| **D. OTHER FINANCING SOURCES/USES** | | | | | |
| 1) Interfund Transfers | | | | | |
| a) Transfers In | | 8900-8929 | 0.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses | | | | | |
| a) Sources | | 8930-8979 | 514,697.98 | 514,697.98 | 0.0% |
| b) Uses | | 7630-7699 | 631,733.89 | 585,858.13 | -7.3% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | (117,035.91) | (71,160.15) | -39.2% |
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 34,918.92 | 349,902.92 | 902.0% |
| **F. FUND BALANCE, RESERVES** | | | | | |
| 1) Beginning Fund Balance | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 633,282.81 | 668,201.73 | 5.5% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 633,282.81 | 668,201.73 | 5.5% |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 633,282.81 | 668,201.73 | 5.5% |
| 2) Ending Balance, June 30 (E + F1e) | | | 668,201.73 | 1,018,104.65 | 52.4% |
| 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 | 668,201.73 | 1,018,104.65 | 52.4% |
| 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 | 2025-26 Estimated Actuals | | | 2026-27 Budget | | |
|---|---|---|---|---|---|---|
| | P-2 ADA | Annual ADA | Funded ADA | Estimated P-2 ADA | Estimated Annual ADA | Estimated Funded ADA |
| **A. DISTRICT** | | | | | | |
| **1. Total District Regular ADA** Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA) | 2,117.39 | 2,117.39 | 2,147.95 | 2,117.39 | 2,117.39 | 2,134.05 |
| **2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA** Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above) | | | | | | |
| **3. Total Basic Aid Open Enrollment Regular ADA** Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above) | | | | | | |
| **4. Total, District Regular ADA (Sum of Lines A1 through A3)** | 2,117.39 | 2,117.39 | 2,147.95 | 2,117.39 | 2,117.39 | 2,134.05 |
| **5. District Funded County Program ADA** | | | | | | |
| a. County Community Schools | | | | | | |
| b. Special Education-Special Day Class | 2.88 | 2.88 | 2.88 | 2.88 | 2.88 | 2.88 |
| c. Special Education-NPS/LCI | | | | | | |
| d. Special Education Extended Year | | | | | | |
| e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools | | | | | | |
| f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380] | | | | | | |
| **g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)** | 2.88 | 2.88 | 2.88 | 2.88 | 2.88 | 2.88 |
| **6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)** | 2,120.27 | 2,120.27 | 2,150.83 | 2,120.27 | 2,120.27 | 2,136.93 |
| **7. Adults in Correctional Facilities** | | | | | | |
| **8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)** | | | | | | |

| Description | 2025-26 Estimated Actuals | | | 2026-27 Budget | | |
|---|---|---|---|---|---|---|
| | P-2 ADA | Annual ADA | Funded ADA | Estimated P-2 ADA | Estimated Annual ADA | Estimated Funded ADA |
| **B. COUNTY OFFICE OF EDUCATION** | | | | | | |
| **1. County Program Alternative Education Grant ADA** | | | | | | |
| a. County Group Home and Institution Pupils | | | | | | |
| b. Juvenile Halls, Homes, and Camps | | | | | | |
| c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)] | | | | | | |
| **d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **2. District Funded County Program ADA** | | | | | | |
| a. County Community Schools | | | | | | |
| b. Special Education-Special Day Class | | | | | | |
| c. Special Education-NPS/LCI | | | | | | |
| d. Special Education Extended Year | | | | | | |
| e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools | | | | | | |
| f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380] | | | | | | |
| **g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **4. Adults in Correctional Facilities** | | | | | | |
| **5. County Operations Grant ADA** | | | | | | |
| **6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)** | | | | | | |

| Description | 2025-26 Estimated Actuals | | | 2026-27 Budget | | |
|---|---|---|---|---|---|---|
| | P-2 ADA | Annual ADA | Funded ADA | Estimated P-2 ADA | Estimated Annual ADA | Estimated Funded ADA |
| **C. CHARTER SCHOOL ADA** | | | | | | |
| Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. | | | | | | |
| Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA. | | | | | | |
| **FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.** | | | | | | |
| **1. Total Charter School Regular ADA** | | | | | | |
| **2. Charter School County Program Alternative Education ADA** | | | | | | |
| a. County Group Home and Institution Pupils | | | | | | |
| b. Juvenile Halls, Homes, and Camps | | | | | | |
| c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)] | | | | | | |
| **d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **3. Charter School Funded County Program ADA** | | | | | | |
| a. County Community Schools | | | | | | |
| b. Special Education-Special Day Class | | | | | | |
| c. Special Education-NPS/LCI | | | | | | |
| d. Special Education Extended Year | | | | | | |
| e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools | | | | | | |
| **f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.** | | | | | | |
| **5. Total Charter School Regular ADA** | | | | | | |
| **6. Charter School County Program Alternative Education ADA** | | | | | | |
| a. County Group Home and Institution Pupils | | | | | | |
| b. Juvenile Halls, Homes, and Camps | | | | | | |
| c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)] | | | | | | |
| **d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **7. Charter School Funded County Program ADA** | | | | | | |
| a. County Community Schools | | | | | | |
| b. Special Education-Special Day Class | | | | | | |
| c. Special Education-NPS/LCI | | | | | | |
| d. Special Education Extended Year | | | | | | |
| e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools | | | | | | |
| **f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Description | Object | Beginning Balances (Ref. Only) | July | August | September | October | November | December | January | February |
|---|---|---|---|---|---|---|---|---|---|---|
| ESTIMATES THROUGH THE MONTH OF: | JUNE | | | | | | | | | |
| A. BEGINNING CASH | | | 18,492,501.72 | 18,768,050.95 | 16,292,130.57 | 16,750,420.35 | 15,151,702.25 | 13,804,203.28 | 16,001,905.60 | 16,094,628.26 |
| B. RECEIPTS | | | | | | | | | | |
| LCFF Sources | | | | | | | | | | |
| Principal Apportionment | 8010-8019 | | 1,066,843.00 | 1,066,843.00 | 3,315,158.15 | 1,920,317.40 | 1,920,317.40 | 3,315,158.15 | 1,920,317.40 | 1,920,317.40 |
| Property Taxes | 8020-8079 | | 99,219.14 | 9,689.27 | 7,471.65 | 11,054.28 | 1,955.57 | 1,778,657.85 | 439,374.92 | 104,191.92 |
| Miscellaneous Funds | 8080-8099 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Federal Revenue | 8100-8299 | | 7,909.47 | 49,702.34 | 223,177.42 | 402,175.52 | 31,258.33 | 287,521.26 | 54,322.44 | 31,395.90 |
| Other State Revenue | 8300-8599 | | 646,183.78 | 171,959.66 | 1,100,996.93 | 109,657.81 | 367,088.15 | 352,417.61 | 1,395,841.61 | 345,012.91 |
| Other Local Revenue | 8600-8799 | | 81,533.90 | 45,163.07 | 151,833.36 | 40,289.59 | 77,609.11 | 177,187.98 | 82,493.36 | 65,294.12 |
| Interfund Transfers In | 8900-8929 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| All Other Financing Sources | 8930-8979 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL RECEIPTS | | | 1,901,689.29 | 1,343,357.34 | 4,798,637.51 | 2,483,494.60 | 2,398,228.56 | 5,910,942.85 | 3,892,349.73 | 2,466,212.25 |
| C. DISBURSEMENTS | | | | | | | | | | |
| Certificated Salaries | 1000-1999 | | 73,378.63 | 1,386,781.54 | 1,536,061.38 | 1,421,909.87 | 1,420,941.91 | 1,395,527.95 | 1,397,085.64 | 1,438,055.85 |
| Classified Salaries | 2000-2999 | | 332,004.82 | 643,072.18 | 678,773.56 | 657,108.73 | 665,832.79 | 653,031.53 | 643,464.43 | 667,243.34 |
| Employee Benefits | 3000-3999 | | 569,232.20 | 1,003,813.69 | 947,769.27 | 962,249.67 | 910,198.96 | 915,900.20 | 1,061,545.45 | 971,184.44 |
| Books and Supplies | 4000-4999 | | 61,675.05 | 277,001.60 | 215,289.18 | 223,831.49 | 137,713.80 | 80,842.09 | 117,184.03 | 228,996.74 |
| Services | 5000-5999 | | 575,075.50 | 437,955.02 | 510,023.10 | 630,201.21 | 597,798.89 | 554,818.08 | 352,939.32 | 462,619.38 |
| Capital Outlay | 6000-6999 | | 4,834.69 | 64,602.83 | 201,645.00 | 176,018.98 | 2,348.43 | 65,879.74 | 216,515.45 | 84,375.14 |
| Other Outgo | 7000-7499 | | 9,939.17 | 6,050.86 | 250,786.24 | 10,892.75 | 10,892.75 | 47,240.94 | 10,892.75 | 12,277.13 |
| Interfund Transfers Out | 7600-7629 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| Description | Object | Beginning Balances (Ref. Only) | July | August | September | October | November | December | January | February |
|---|---|---|---|---|---|---|---|---|---|---|
| All Other Financing Uses | 7630-7699 | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL DISBURSEMENTS | | | 1,626,140.06 | 3,819,277.72 | 4,340,347.73 | 4,082,212.70 | 3,745,727.53 | 3,713,240.53 | 3,799,627.07 | 3,864,752.02 |
| D. BALANCE SHEET ITEMS | | | | | | | | | | |
| Assets and Deferred Outflows | | | | | | | | | | |
| Cash Not In Treasury | 9111-9199 | | | | | | | | | |
| Accounts Receivable | 9200-9299 | | | | | | | | | |
| Due From Other Funds | 9310 | | | | | | | | | |
| Stores | 9320 | | | | | | | | | |
| Prepaid Expenditures | 9330 | | | | | | | | | |
| Other Current Assets | 9340 | | | | | | | | | |
| Lease Receivable | 9380 | | | | | | | | | |
| Deferred Outflows of Resources | 9490 | | | | | | | | | |
| SUBTOTAL | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Liabilities and Deferred Inflows | | | | | | | | | | |
| Accounts Payable | 9500-9599 | | | | | | | | | |
| Due To Other Funds | 9610 | | | | | | | | | |
| Current Loans | 9640 | | | | | | | | | |
| Unearned Revenues | 9650 | | | | | | | | | |
| Deferred Inflows of Resources | 9690 | | | | | | | | | |
| SUBTOTAL | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Nonoperating | | | | | | | | | | |
| Suspense Clearing | 9910 | | | | | | | | | |
| TOTAL BALANCE SHEET ITEMS | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| E. NET INCREASE/DECREASE (B - C + D) | | | 275,549.23 | (2,475,920.38) | 458,289.78 | (1,598,718.10) | (1,347,498.97) | 2,197,702.32 | 92,722.66 | (1,398,539.77) |
| F. ENDING CASH (A + E) | | | 18,768,050.95 | 16,292,130.57 | 16,750,420.35 | 15,151,702.25 | 13,804,203.28 | 16,001,905.60 | 16,094,628.26 | 14,696,088.49 |
| G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS | | | | | | | | | | |

| Description | Object | March | April | May | June | Accruals | Adjustments | TOTAL | BUDGET |
|---|---|---|---|---|---|---|---|---|---|
| ESTIMATES THROUGH THE MONTH OF: | JUNE | | | | | | | | |
| A. BEGINNING CASH | | 14,696,088.49 | 14,965,669.42 | 14,830,637.66 | 13,778,646.62 | | | | |
| B. RECEIPTS | | | | | | | | | |
| LCFF Sources | | | | | | | | | |
| Principal Apportionment | 8010-8019 | 3,315,158.15 | 1,920,317.40 | 1,920,317.40 | 3,315,158.15 | 0.00 | | 26,916,223.00 | 26,916,223.00 |
| Property Taxes | 8020-8079 | 75,461.52 | 1,447,379.93 | 153,548.73 | 230,946.23 | | | 4,358,951.01 | 4,358,951.00 |
| Miscellaneous Funds | 8080-8099 | 0.00 | 0.00 | 0.00 | 0.00 | | | 0.00 | 0.00 |
| Federal Revenue | 8100-8299 | 95,159.35 | 1,374.14 | 8,299.12 | 111,023.35 | | | 1,303,318.64 | 1,303,318.65 |
| Other State Revenue | 8300-8599 | 557,245.03 | 372,973.38 | 339,595.07 | 1,320,947.15 | | | 7,079,919.09 | 7,079,919.09 |
| Other Local Revenue | 8600-8799 | 206,228.03 | 116,054.19 | 136,380.37 | 138,192.19 | | | 1,318,259.27 | 1,318,259.28 |
| Interfund Transfers In | 8900-8929 | 0.00 | 0.00 | 0.00 | 0.00 | | | 0.00 | 0.00 |
| All Other Financing Sources | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | | | 0.00 | 0.00 |
| TOTAL RECEIPTS | | 4,249,252.08 | 3,858,099.04 | 2,558,140.69 | 5,116,267.07 | 0.00 | 0.00 | 40,976,671.01 | 40,976,671.02 |
| C. DISBURSEMENTS | | | | | | | | | |
| Certificated Salaries | 1000-1999 | 1,436,605.91 | 1,436,583.70 | 1,439,341.93 | 750,698.37 | 0.00 | | 15,132,972.68 | 15,132,972.66 |
| Classified Salaries | 2000-2999 | 668,565.40 | 647,230.49 | 643,205.26 | 323,371.86 | | | 7,222,904.39 | 7,222,904.39 |
| Employee Benefits | 3000-3999 | 921,551.07 | 1,015,085.65 | 905,367.23 | 1,074,137.12 | | | 11,258,034.95 | 11,258,034.95 |
| Books and Supplies | 4000-4999 | 144,907.99 | 176,099.69 | 153,005.45 | 84,187.08 | | | 1,900,734.19 | 1,900,734.19 |
| Services | 5000-5999 | 655,312.43 | 549,904.29 | 437,391.13 | 450,338.89 | | | 6,214,377.24 | 6,214,377.25 |
| Capital Outlay | 6000-6999 | 33,866.85 | 3,340.69 | 19,543.60 | 90,878.59 | | | 963,849.99 | 963,850.00 |
| Other Outgo | 7000-7499 | 118,861.50 | 164,886.29 | 12,277.13 | 127,616.73 | | | 782,614.24 | 782,614.23 |
| Interfund Transfers Out | 7600-7629 | 0.00 | 0.00 | 0.00 | 0.00 | | | 0.00 | 0.00 |
| All Other Financing Uses | 7630-7699 | 0.00 | 0.00 | 0.00 | 0.00 | | | 0.00 | 0.00 |

| Description | Object | March | April | May | June | Accruals | Adjustments | TOTAL | BUDGET |
|---|---|---|---|---|---|---|---|---|---|
| TOTAL DISBURSEMENTS | | 3,979,671.15 | 3,993,130.80 | 3,610,131.73 | 2,901,228.64 | 0.00 | 0.00 | 43,475,487.68 | 43,475,487.67 |
| D. BALANCE SHEET ITEMS | | | | | | | | | |
| Assets and Deferred Outflows | | | | | | | | | |
| Cash Not In Treasury | 9111-9199 | | | | | | | 0.00 | |
| Accounts Receivable | 9200-9299 | | | | | | | 0.00 | |
| Due From Other Funds | 9310 | | | | | | | 0.00 | |
| Stores | 9320 | | | | | | | 0.00 | |
| Prepaid Expenditures | 9330 | | | | | | | 0.00 | |
| Other Current Assets | 9340 | | | | | | | 0.00 | |
| Lease Receivable | 9380 | | | | | | | 0.00 | |
| Deferred Outflows of Resources | 9490 | | | | | | | 0.00 | |
| SUBTOTAL | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Liabilities and Deferred Inflows | | | | | | | | | |
| Accounts Payable | 9500-9599 | | | | | | | 0.00 | |
| Due To Other Funds | 9610 | | | | | | | 0.00 | |
| Current Loans | 9640 | | | | | | | 0.00 | |
| Unearned Revenues | 9650 | | | | | | | 0.00 | |
| Deferred Inflows of Resources | 9690 | | | | | | | 0.00 | |
| SUBTOTAL | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Nonoperating | | | | | | | | | |
| Suspense Clearing | 9910 | | | | | | | 0.00 | |
| TOTAL BALANCE SHEET ITEMS | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| E. NET INCREASE/DECREASE (B - C + D) | | 269,580.93 | (135,031.76) | (1,051,991.04) | 2,215,038.43 | 0.00 | 0.00 | (2,498,816.67) | (2,498,816.65) |
| F. ENDING CASH (A + E) | | 14,965,669.42 | 14,830,637.66 | 13,778,646.62 | 15,993,685.05 | | | | |
| G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS | | | | | | | | 15,993,685.05 | |

| Description | Object | Beginning Balances (Ref. Only) | July | August | September | October | November | December | January | February |
|---|---|---|---|---|---|---|---|---|---|---|
| ESTIMATES THROUGH THE MONTH OF: | JUNE | | | | | | | | | |
| A. BEGINNING CASH | | | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 |
| B. RECEIPTS | | | | | | | | | | |
| LCFF Sources | | | | | | | | | | |
| Principal Apportionment | 8010-8019 | | | | | | | | | |
| Property Taxes | 8020-8079 | | | | | | | | | |
| Miscellaneous Funds | 8080-8099 | | | | | | | | | |
| Federal Revenue | 8100-8299 | | | | | | | | | |
| Other State Revenue | 8300-8599 | | | | | | | | | |
| Other Local Revenue | 8600-8799 | | | | | | | | | |
| Interfund Transfers In | 8900-8929 | | | | | | | | | |
| All Other Financing Sources | 8930-8979 | | | | | | | | | |
| TOTAL RECEIPTS | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C. DISBURSEMENTS | | | | | | | | | | |
| Certificated Salaries | 1000-1999 | | | | | | | | | |
| Classified Salaries | 2000-2999 | | | | | | | | | |
| Employee Benefits | 3000-3999 | | | | | | | | | |
| Books and Supplies | 4000-4999 | | | | | | | | | |
| Services | 5000-5999 | | | | | | | | | |
| Capital Outlay | 6000-6999 | | | | | | | | | |
| Other Outgo | 7000-7499 | | | | | | | | | |
| Interfund Transfers Out | 7600-7629 | | | | | | | | | |

| Description | Object | Beginning Balances (Ref. Only) | July | August | September | October | November | December | January | February |
|---|---|---|---|---|---|---|---|---|---|---|
| All Other Financing Uses | 7630-7699 | | | | | | | | | |
| TOTAL DISBURSEMENTS | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| D. BALANCE SHEET ITEMS | | | | | | | | | | |
| Assets and Deferred Outflows | | | | | | | | | | |
| Cash Not In Treasury | 9111-9199 | | | | | | | | | |
| Accounts Receivable | 9200-9299 | | | | | | | | | |
| Due From Other Funds | 9310 | | | | | | | | | |
| Stores | 9320 | | | | | | | | | |
| Prepaid Expenditures | 9330 | | | | | | | | | |
| Other Current Assets | 9340 | | | | | | | | | |
| Lease Receivable | 9380 | | | | | | | | | |
| Deferred Outflows of Resources | 9490 | | | | | | | | | |
| SUBTOTAL | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Liabilities and Deferred Inflows | | | | | | | | | | |
| Accounts Payable | 9500-9599 | | | | | | | | | |
| Due To Other Funds | 9610 | | | | | | | | | |
| Current Loans | 9640 | | | | | | | | | |
| Unearned Revenues | 9650 | | | | | | | | | |
| Deferred Inflows of Resources | 9690 | | | | | | | | | |
| SUBTOTAL | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Nonoperating | | | | | | | | | | |
| Suspense Clearing | 9910 | | | | | | | | | |
| TOTAL BALANCE SHEET ITEMS | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| E. NET INCREASE/DECREASE (B - C + D) | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| F. ENDING CASH (A + E) | | | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 |
| G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS | | | | | | | | | | |

| Description | Object | March | April | May | June | Accruals | Adjustments | TOTAL | BUDGET |
|---|---|---|---|---|---|---|---|---|---|
| ESTIMATES THROUGH THE MONTH OF: | JUNE | | | | | | | | |
| A. BEGINNING CASH | | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | | | | |
| B. RECEIPTS | | | | | | | | | |
| LCFF Sources | | | | | | | | | |
| Principal Apportionment | 8010-8019 | | | | | | | 0.00 | |
| Property Taxes | 8020-8079 | | | | | | | 0.00 | |
| Miscellaneous Funds | 8080-8099 | | | | | | | 0.00 | |
| Federal Revenue | 8100-8299 | | | | | | | 0.00 | |
| Other State Revenue | 8300-8599 | | | | | | | 0.00 | |
| Other Local Revenue | 8600-8799 | | | | | | | 0.00 | |
| Interfund Transfers In | 8900-8929 | | | | | | | 0.00 | |
| All Other Financing Sources | 8930-8979 | | | | | | | 0.00 | |
| TOTAL RECEIPTS | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| C. DISBURSEMENTS | | | | | | | | | |
| Certificated Salaries | 1000-1999 | | | | | | | 0.00 | |
| Classified Salaries | 2000-2999 | | | | | | | 0.00 | |
| Employee Benefits | 3000-3999 | | | | | | | 0.00 | |
| Books and Supplies | 4000-4999 | | | | | | | 0.00 | |
| Services | 5000-5999 | | | | | | | 0.00 | |
| Capital Outlay | 6000-6999 | | | | | | | 0.00 | |
| Other Outgo | 7000-7499 | | | | | | | 0.00 | |
| Interfund Transfers Out | 7600-7629 | | | | | | | 0.00 | |
| All Other Financing Uses | 7630-7699 | | | | | | | 0.00 | |

| Description | Object | March | April | May | June | Accruals | Adjustments | TOTAL | BUDGET |
|---|---|---|---|---|---|---|---|---|---|
| TOTAL DISBURSEMENTS | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| D. BALANCE SHEET ITEMS | | | | | | | | | |
| Assets and Deferred Outflows | | | | | | | | | |
| Cash Not In Treasury | 9111-9199 | | | | | | | 0.00 | |
| Accounts Receivable | 9200-9299 | | | | | | | 0.00 | |
| Due From Other Funds | 9310 | | | | | | | 0.00 | |
| Stores | 9320 | | | | | | | 0.00 | |
| Prepaid Expenditures | 9330 | | | | | | | 0.00 | |
| Other Current Assets | 9340 | | | | | | | 0.00 | |
| Lease Receivable | 9380 | | | | | | | 0.00 | |
| Deferred Outflows of Resources | 9490 | | | | | | | 0.00 | |
| SUBTOTAL | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Liabilities and Deferred Inflows | | | | | | | | | |
| Accounts Payable | 9500-9599 | | | | | | | 0.00 | |
| Due To Other Funds | 9610 | | | | | | | 0.00 | |
| Current Loans | 9640 | | | | | | | 0.00 | |
| Unearned Revenues | 9650 | | | | | | | 0.00 | |
| Deferred Inflows of Resources | 9690 | | | | | | | 0.00 | |
| SUBTOTAL | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Nonoperating | | | | | | | | | |
| Suspense Clearing | 9910 | | | | | | | 0.00 | |
| TOTAL BALANCE SHEET ITEMS | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| E. NET INCREASE/DECREASE (B - C + D) | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| F. ENDING CASH (A + E) | | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | 15,993,685.05 | | | | |
| G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS | | | | | | | | 15,993,685.05 | |

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: 1310 Stroud Ave, Kingsburg, CA 93631

Date: 5/20/2026

Public Hearing:

Place: 1310 Stroud Ave, Kingsburg, CA 93631

Date: 5/26/2026

Time: 4:00 p.m.

Adoption Date: 6/8/2026

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Karyll Smith Quinn Title: Clerk

Contact person for additional information on the budget reports:

Name: Bobby Rodriguez

Title: Assistant Superintendent, Business Services

Telephone: 559-897-2331

E-mail: brodriguez@kesd.org

**Criteria and Standards Review Summary**

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

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

| | | | | |
|---|---|---|---|---|
| 9a | Fund Balance | Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years. | X | |
| 9b | Cash Balance | Projected general fund cash balance will be positive at the end of the current fiscal year. | X | |
| 10 | Reserves | Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years. | X | |
| **SUPPLEMENTAL INFORMATION** | | | **No** | **Yes** |
| S1 | Contingent Liabilities | Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? | | X |
| S2 | Using One-time Revenues to Fund Ongoing Expenditures | Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources? | | X |
| S3 | Using Ongoing Revenues to Fund One-time Expenditures | Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues? | X | |
| S4 | Contingent Revenues | Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? | X | |
| S5 | Contributions | Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years? | | X |
| **SUPPLEMENTAL INFORMATION (continued)** | | | **No** | **Yes** |
| S6 | Long-term Commitments | Does the district have long-term (multiyear) commitments or debt agreements? | | X |
| | | • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment? | | X |
| S7a | Postemployment Benefits Other than Pensions | Does the district provide postemployment benefits other than pensions (OPEB)? | | X |
| | | • If yes, are they lifetime benefits? | | X |
| | | • If yes, do benefits continue beyond age 65? | | X |
| | | • If yes, are benefits funded by pay-as-you-go? | | X |
| S7b | Other Self-insurance Benefits | Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)? | X | |
| S8 | Status of Labor Agreements | Are salary and benefit negotiations still open for: | | |
| | | • Certificated? (Section S8A, Line 1) | X | |
| | | • Classified? (Section S8B, Line 1) | X | |
| | | • Management/supervisor/confidential? (Section S8C, Line 1) | n/a | |
| S9 | Local Control and Accountability Plan (LCAP) | • Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? | | X |
| | | • Adoption date of the LCAP or an update to the LCAP: | 06/08/2026 | |
| S10 | LCAP Expenditures | Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template? | | X |
| **ADDITIONAL FISCAL INDICATORS** | | | **No** | **Yes** |
| A1 | Negative Cash Flow | Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund? | X | |
| A2 | Independent Position Control | Is personnel position control independent from the payroll system? | | X |
| A3 | Declining Enrollment | Is enrollment decreasing in both the prior fiscal year and budget year? | X | |
| A4 | New Charter Schools Impacting District Enrollment | Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year? | X | |
| A5 | Salary Increases Exceed COLA | Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | X | |
| **ADDITIONAL FISCAL INDICATORS (continued)** | | | **No** | **Yes** |
| A6 | Uncapped Health Benefits | Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | X | |
| A7 | Independent Financial System | Is the district's financial system independent from the county office system? | X | |

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

## Annual Certification Regarding Self-Insured Workers' Compensation Claims

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

**To the County Superintendent of Schools:**

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

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

◉ This school district is self-insured for workers' compensation claims through the JPA identified below:

Fresno County Self Insured Group

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

**Signature (Original signature required)**

| | |
|---|---|
| | 06/08/2026 |
| Signature of Clerk/Secretary of the Governing Board | Date of Meeting (Format: MM/DD/YYYY) |
| Karyll Smith Quinn | Clerk |
| Printed Name | Title |

**For additional information on this certification, please contact:**

| | |
|---|---|
| Bobby Rodriguez | Assistant Superintendent, Business Services |
| Name | Title |
| brodriguez@kesd.org | 559-897-2331 |
| Email | Telephone |

| PART I - CURRENT EXPENSE FORMULA | Total Expense for Year (1) | EDP No. | Reductions (See Note 1) (2) | EDP No. | Current Expense of Education (Col 1 - Col 2) (3) | EDP No. | Reductions (Extracted) (See Note 2) (4a) | Reductions (Overrides)* (See Note 2) (4b) | EDP No. | Current Expense-Part II (Col 3 - Col 4) (5) | EDP No. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1000 - Certificated Salaries | 17,334,769.08 | 301 | 1,000.00 | 303 | 17,333,769.08 | 305 | 260,271.00 | | 307 | 17,073,498.08 | 309 |
| 2000 - Classified Salaries | 7,118,508.81 | 311 | 20,000.00 | 313 | 7,098,508.81 | 315 | 31,451.39 | | 317 | 7,067,057.42 | 319 |
| 3000 - Employee Benefits | 11,374,086.90 | 321 | 1,123,267.40 | 323 | 10,250,819.50 | 325 | 42,212.27 | | 327 | 10,208,607.23 | 329 |
| 4000 - Books, Supplies Equip Replace. (6500) | 4,054,247.47 | 331 | 31,107.28 | 333 | 4,023,140.19 | 335 | 893,111.46 | | 337 | 3,130,028.73 | 339 |
| 5000 - Services. . . & 7300 - Indirect Costs | 7,583,414.01 | 341 | 156,852.89 | 343 | 7,426,561.12 | 345 | 1,283,760.81 | | 347 | 6,142,800.31 | 349 |
| | | | | TOTAL | 46,132,798.70 | 365 | | | TOTAL | 43,621,991.77 | 369 |

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

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

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

| PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999) | Object | | EDP No. |
|---|---|---|---|
| 1. Teacher Salaries as Per EC 41011. . . . . | 1100 | 12,762,177.27 | 375 |
| 2. Salaries of Instructional Aides Per EC 41011. . . . . | 2100 | 2,366,875.59 | 380 |
| 3. STRS. . . . . | 3101 & 3102 | 2,926,583.66 | 382 |
| 4. PERS. . . . . | 3201 & 3202 | 622,237.99 | 383 |
| 5. OASDI - Regular, Medicare and Alternative. . . . . | 3301 & 3302 | 335,912.59 | 384 |
| 6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . . | 3401 & 3402 | 1,629,315.00 | 385 |
| 7. Unemployment Insurance. . . . . | 3501 & 3502 | 6,575.26 | 390 |
| 8. Workers' Compensation Insurance. . . . . | 3601 & 3602 | 304,577.61 | 392 |
| 9. OPEB, Active Employees (EC 41372). . . . . | 3751 & 3752 | 0.00 | |
| 10. Other Benefits (EC 22310). . . . . | 3901 & 3902 | 0.00 | 393 |
| 11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . . | | 20,954,254.97 | 395 |
| 12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . . | | 3,341.00 | |
| 13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . . | | 0.00 | 396 |
| b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)* . . . . . | | | 396 |
| 14. TOTAL SALARIES AND BENEFITS. . . . . | | 20,950,913.97 | 397 |
| 15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . . | | 48.03% | |
| 16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . . | | | |

**PART III: DEFICIENCY AMOUNT**

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

| | |
|---|---|
| 1. Minimum percentage required (60% elementary, 55% unified, 50% high) | 60.00% |
| 2. Percentage spent by this district (Part II, Line 15) | 48.03% |
| 3. Percentage below the minimum (Part III, Line 1 minus Line 2) | 11.97% |
| 4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369) | 43,621,991.77 |
| 5. Deficiency Amount (Part III, Line 3 times Line 4) | 5,221,552.41 |

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

| PART I - CURRENT EXPENSE FORMULA | Total Expense for Year (1) | EDP No. | Reductions (See Note 1) (2) | EDP No. | Current Expense of Education (Col 1 - Col 2) (3) | EDP No. | Reductions (Extracted) (See Note 2) (4a) | Reductions (Overrides)* (See Note 2) (4b) | EDP No. | Current Expense-Part II (Col 3 - Col 4) (5) | EDP No. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1000 - Certificated Salaries | 15,132,972.66 | 301 | 10,000.00 | 303 | 15,122,972.66 | 305 | 64,000.00 | | 307 | 15,058,972.66 | 309 |
| 2000 - Classified Salaries | 7,222,904.39 | 311 | 0.00 | 313 | 7,222,904.39 | 315 | 32,923.46 | | 317 | 7,189,980.93 | 319 |
| 3000 - Employee Benefits | 11,258,034.95 | 321 | 1,115,848.40 | 323 | 10,142,186.55 | 325 | 35,415.48 | | 327 | 10,106,771.07 | 329 |
| 4000 - Books, Supplies Equip Replace. (6500) | 1,900,734.19 | 331 | 3,005.77 | 333 | 1,897,728.42 | 335 | 341,587.76 | | 337 | 1,556,140.66 | 339 |
| 5000 - Services. . . & 7300 - Indirect Costs | 6,123,445.48 | 341 | 9,000.00 | 343 | 6,114,445.48 | 345 | 1,197,142.01 | | 347 | 4,917,303.47 | 349 |
| | | | | TOTAL | 40,500,237.50 | 365 | | | TOTAL | 38,829,168.79 | 369 |

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

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

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

| PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999) | Object | | EDP No. |
|---|---|---|---|
| 1. Teacher Salaries as Per EC 41011 | 1100 | 10,675,827.13 | 375 |
| 2. Salaries of Instructional Aides Per EC 41011 | 2100 | 2,296,709.15 | 380 |
| 3. STRS | 3101 & 3102 | 2,938,767.38 | 382 |
| 4. PERS | 3201 & 3202 | 592,488.96 | 383 |
| 5. OASDI - Regular, Medicare and Alternative | 3301 & 3302 | 331,349.64 | 384 |
| 6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans) | 3401 & 3402 | 1,538,380.96 | 385 |
| 7. Unemployment Insurance | 3501 & 3502 | 6,427.26 | 390 |
| 8. Workers' Compensation Insurance | 3601 & 3602 | 303,373.32 | 392 |
| 9. OPEB, Active Employees (EC 41372) | 3751 & 3752 | 0.00 | |
| 10. Other Benefits (EC 22310) | 3901 & 3902 | 0.00 | 393 |

| | | |
|---|---|---|
| 11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10) | 18,683,323.80 | 395 |
| 12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2 | 12,296.00 | |
| 13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted) | 0.00 | 396 |
| b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)* | | 396 |
| 14. TOTAL SALARIES AND BENEFITS | 18,671,027.80 | 397 |
| 15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372 | 48.09% | |
| 16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') | | |

**PART III: DEFICIENCY AMOUNT**

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

| | |
|---|---|
| 1. Minimum percentage required (60% elementary, 55% unified, 50% high) | 60.00% |
| 2. Percentage spent by this district (Part II, Line 15) | 48.09% |
| 3. Percentage below the minimum (Part III, Line 1 minus Line 2) | 11.91% |
| 4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369) | 38,829,168.79 |
| 5. Deficiency Amount (Part III, Line 3 times Line 4) | 4,624,554.00 |

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

| Section I - Expenditures | Funds 01, 09, and 62 Goals | Functions | Objects | 2025-26 Expenditures |
|---|---|---|---|---|
| A. Total state, federal, and local expenditures (all resources) | All | All | 1000-7999 | 50,076,783.67 |
| B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385) | All | All | 1000-7999 | 1,924,822.43 |
| C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B) | | | | |
| 1. Community Services | All | 5000-5999 | 1000-7999 | 0.00 |
| 2. Capital Outlay | All except 7100-7199 | All except 5000-5999 | 6000-6999 except 6600, 6700, 6910, 6920 | 1,748,211.40 |
| 3. Debt Service | All | 9100 | 5400-5450, 5800, 7430-7439 | 784,647.00 |
| 4. Other Transfers Out | All | 9200 | 7200-7299 | 0.00 |
| 5. Interfund Transfers Out | All | 9300 | 7600-7629 | 0.00 |
| 6. All Other Financing Uses | All | 9100<br>9200 | 7699<br>7651 | 0.00 |
| 7. Nonagency | 7100-7199 | All except 5000-5999, 9000-9999 | 1000-7999 | 15,708.51 |
| 8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received) | All | All | 8710 | 0.00 |
| 9. Supplemental expenditures made as a result of a Presidentially declared disaster | Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2. | | | 0.00 |
| 10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9) | | | | 2,548,566.91 |
| D. Plus additional MOE expenditures: | | | | |
| 1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero) | All | All | 1000-7143, 7300-7439 minus 8000-8699 | 681,777.07 |
| 2. Expenditures to cover deficits for student body activities | Manually entered. Must not include expenditures in lines A or D1. | | | 0.00 |
| E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2) | | | | 46,285,171.40 |

| Section II - Expenditures Per ADA | 2025-26 Annual ADA/Exps. Per ADA |
|---|---|
| A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9) | 2,120.27 |
| B. Expenditures per ADA (Line I.E divided by Line II.A) | 21,829.85 |

| Section III - MOE Calculation (For data collection only. Final determination will be done by CDE) | Total | Per ADA |
|---|---|---|
| A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.) | 36,524,203.12 | 17,443.56 |
| 1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV) | 0.00 | 0.00 |
| 2. Total adjusted base expenditure amounts (Line A plus Line A.1) | 36,524,203.12 | 17,443.56 |
| B. Required effort (Line A.2 times 90%) | 32,871,782.81 | 15,699.20 |
| C. Current year expenditures (Line I.E and Line II.B) | 46,285,171.40 | 21,829.85 |
| D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero) | 0.00 | 0.00 |
| E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.) | MOE Met | |

| | | |
|---|---|---|
| F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2027-28 may be reduced by the lower of the two percentages) | 0.00% | 0.00% |

**SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)**

| Description of Adjustments | Total Expenditures | Expenditures Per ADA |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| Total adjustments to base expenditures | 0.00 | 0.00 |

**Part I - General Administrative Share of Plant Services Costs**

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

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

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 7200-7700, goals 0000 and 9000) — 1,122,045.76
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**B. Salaries and Benefits - All Other Activities**

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 33,591,766.63

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 3.34%

**Part II - Adjustments for Employment Separation Costs**

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

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

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

**A. Normal Separation Costs (optional)**

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

**B. Abnormal or Mass Separation Costs (required)**

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

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

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals
   (Functions 7200-7600, objects 1000-5999, minus Line B9) — 2,554,389.71
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 0.00

| | |
|---|---|
| 3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999) | 34,500.00 |
| 4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999) | 0.00 |
| 5. Plant Maintenance and Operations (portion relating to general administrative offices only) | |
| (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C) | 173,146.57 |
| 6. Facilities Rents and Leases (portion relating to general administrative offices only) | |
| (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C) | 0.00 |
| 7. Adjustment for Employment Separation Costs | |
| a. Plus: Normal Separation Costs (Part II, Line A) | 0.00 |
| b. Less: Abnormal or Mass Separation Costs (Part II, Line B) | 0.00 |
| 8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b) | 2,762,036.28 |
| 9. Carry-Forward Adjustment (Part IV, Line F) | (16,788.89) |
| 10. Total Adjusted Indirect Costs (Line A8 plus Line A9) | 2,745,247.38 |
| **B. Base Costs** | |
| 1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100) | 27,010,550.31 |
| 2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100) | 7,599,988.85 |
| 3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100) | 3,064,985.02 |
| 4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100) | 0.00 |
| 5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100) | 0.00 |
| 6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100) | 0.00 |
| 7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4) | 862,944.47 |
| 8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3) | 0.00 |
| 9. Other General Administration (portion charged to restricted resources or specific goals only) | |
| (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, | |
| resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999) | 191,331.31 |
| 10. Centralized Data Processing (portion charged to restricted resources or specific goals only) | |
| (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals | |
| except 0000 and 9000, objects 1000-5999) | 0.00 |
| 11. Plant Maintenance and Operations (all except portion relating to general administrative offices) | |
| (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5) | 5,010,882.38 |
| 12. Facilities Rents and Leases (all except portion relating to general administrative offices) | |
| (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6) | 0.00 |
| 13. Adjustment for Employment Separation Costs | |
| a. Less: Normal Separation Costs (Part II, Line A) | 0.00 |
| b. Plus: Abnormal or Mass Separation Costs (Part II, Line B) | 0.00 |
| 14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100) | 405,697.09 |
| 15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100) | 0.00 |
| 16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100) | 947,544.85 |
| 17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100) | 1,611,297.87 |
| 18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100) | 0.00 |
| 19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a) | 46,705,222.15 |
| **C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment** | |
| **(For information only - not for use when claiming/recovering indirect costs)** | |
| (Line A8 divided by Line B19) | 5.91% |
| **D. Preliminary Proposed Indirect Cost Rate** | |
| **(For final approved fixed-with-carry-forward rate for use in 2027-28 see www.cde.ca.gov/fg/ac/ic)** | |
| (Line A10 divided by Line B19) | 5.88% |

**Part IV - Carry-forward Adjustment**

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

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

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

| | |
|---|---|
| **A. Indirect costs incurred in the current year (Part III, Line A8)** | 2,762,036.28 |
| **B. Carry-forward adjustment from prior year(s)** | |
| 1. Carry-forward adjustment from the second prior year | (588,350.25) |
| 2. Carry-forward adjustment amount deferred from prior year(s), if any | 0.00 |
| **C. Carry-forward adjustment for under- or over-recovery in the current year** | |
| 1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.01%) times Part III, Line B19); zero if negative | 0.00 |
| 2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.01%) times Part III, Line B19) or (the highest rate used to recover costs from any program (4.69%) times Part III, Line B19); zero if positive | (16,788.89) |
| **D. Preliminary carry-forward adjustment (Line C1 or C2)** | (16,788.89) |
| **E. Optional allocation of negative carry-forward adjustment over more than one year** | |
| Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate. | |
| Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation: | 5.88% |
| Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment ($-8394.45) is applied to the current year calculation and the remainder ($-8394.44) is deferred to one or more future years: | 5.90% |
| Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment ($-5596.30) is applied to the current year calculation and the remainder ($-11192.59) is deferred to one or more future years: | 5.90% |
| LEA request for Option 1, Option 2, or Option 3 | 1 |
| **F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)** | (16,788.89) |

Approved indirect cost rate: 5.01%

Highest rate used in any program: 4.69%

| Fund | Resource | Eligible Expenditures (Objects 1000-5999 except 4700 & 5100) | Indirect Costs Charged (Objects 7310 and 7350) | Rate Used |
|---|---|---|---|---|
| 01 | 2600 | 2,529,187.66 | 110,983.23 | 4.39% |
| 01 | 3010 | 676,079.48 | 22,543.71 | 3.33% |
| 01 | 3310 | 841,846.37 | 18,000.00 | 2.14% |
| 01 | 4035 | 62,306.90 | 2,920.94 | 4.69% |
| 01 | 4127 | 119,466.21 | 1,980.28 | 1.66% |
| 01 | 4203 | 27,749.58 | 1,190.75 | 4.29% |
| 01 | 6332 | 1,839,643.04 | 67,311.00 | 3.66% |
| 01 | 6546 | 314,304.22 | 2,625.20 | 0.84% |
| 12 | 6105 | 884,884.21 | 34,656.56 | 3.92% |
| 13 | 5310 | 1,604,146.85 | 56,167.21 | 3.50% |
| 13 | 5320 | 7,151.02 | 108.00 | 1.51% |

| Description | Object Codes | Lottery: Unrestricted (Resource 1100) | Transferred to Other Resources for Expenditure | Lottery: Instructional Materials (Resource 6300)* | Totals |
|---|---|---|---|---|---|
| **A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR** | | | | | |
| 1. Adjusted Beginning Fund Balance | 9791-9795 | 293,853.96 | | 464,957.17 | 758,811.13 |
| 2. State Lottery Revenue | 8560 | 412,847.98 | | 178,176.49 | 591,024.47 |
| 3. Other Local Revenue | 8600-8799 | 0.00 | | 0.00 | 0.00 |
| 4. Transfers from Funds of Lapsed/Reorganized Districts | 8965 | 0.00 | | 0.00 | 0.00 |
| 5. Proceeds from SBITAs | 8974 | 0.00 | | 0.00 | 0.00 |
| 6. Contributions from Unrestricted Resources (Total must be zero) | 8980 | 0.00 | | | 0.00 |
| 7. Total Available (Sum Lines A1 through A6) | | 706,701.94 | 0.00 | 643,133.66 | 1,349,835.60 |
| **B. EXPENDITURES AND OTHER FINANCING USES** | | | | | |
| 1. Certificated Salaries | 1000-1999 | 222,271.00 | | 0.00 | 222,271.00 |
| 2. Classified Salaries | 2000-2999 | 7,000.00 | | 0.00 | 7,000.00 |
| 3. Employee Benefits | 3000-3999 | 13,237.36 | | 0.00 | 13,237.36 |
| 4. Books and Supplies | 4000-4999 | 249,477.80 | | 643,133.66 | 892,611.46 |
| 5. a. Services and Other Operating Expenditures (Resource 1100) | 5000-5999 | 214,715.78 | | | 214,715.78 |
| b. Services and Other Operating Expenditures (Resource 6300) | 5000-5999, except 5100, 5710, 5800 | | | 0.00 | 0.00 |
| c. Duplicating Costs for Instructional Materials (Resource 6300) | 5100, 5710, 5800 | | | 0.00 | 0.00 |
| 6. Capital Outlay | 6000-6999 | 0.00 | | 0.00 | 0.00 |
| 7. Tuition | 7100-7199 | 0.00 | | | 0.00 |
| 8. Interagency Transfers Out | | | | | |
| a. To Other Districts, County Offices, and Charter Schools | 7211, 7212, 7221, 7222, 7281, 7282 | 0.00 | | | 0.00 |
| b. To JPAs and All Others | 7213, 7223, 7283, 7299 | 0.00 | | | 0.00 |
| 9. Transfers of Indirect Costs | 7300-7399 | 0.00 | | | 0.00 |
| 10. Debt Service | 7400-7499 | 0.00 | | | 0.00 |
| 11. All Other Financing Uses | 7630-7699 | 0.00 | | | 0.00 |
| 12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 ) | | 706,701.94 | 0.00 | 643,133.66 | 1,349,835.60 |
| **C. ENDING BALANCE (Must equal Line A7 minus Line B12)** | 979Z | 0.00 | 0.00 | 0.00 | 0.00 |
| **D. COMMENTS:** | | | | | |

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

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

| Description | Object Codes | 2026-27 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2027-28 Projection (C) | % Change (Cols. E-C/C) (D) | 2028-29 Projection (E) |
|---|---|---|---|---|---|---|
| (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted) | | | | | | |
| A. REVENUES AND OTHER FINANCING SOURCES | | | | | | |
| 1. LCFF Sources | 8010-8099 | 31,275,174.00 | 2.60% | 32,088,177.00 | 3.09% | 33,080,133.00 |
| 2. Federal Revenues | 8100-8299 | 88,726.65 | 0.00% | 88,726.65 | 0.00% | 88,726.55 |
| 3. Other State Revenues | 8300-8599 | 447,343.00 | 0.33% | 448,825.00 | 0.32% | 450,264.00 |
| 4. Other Local Revenues | 8600-8799 | 112,730.28 | 18.51% | 133,600.00 | 0.00% | 133,600.00 |
| 5. Other Financing Sources | | | | | | |
| a. Transfers In | 8900-8929 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Sources | 8930-8979 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| c. Contributions | 8980-8999 | (3,017,142.88) | 40.50% | (4,238,995.58) | 34.56% | (5,704,093.10) |
| 6. Total (Sum lines A1 thru A5c) | | 28,906,831.05 | -1.34% | 28,520,333.07 | -1.65% | 28,048,630.45 |
| B. EXPENDITURES AND OTHER FINANCING USES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| a. Base Salaries | | | | 11,522,526.47 | | 11,695,364.37 |
| b. Step & Column Adjustment | | | | 172,837.90 | | 175,430.47 |
| c. Cost-of-Living Adjustment | | | | | | |
| d. Other Adjustments | | | | | | |
| e. Total Certificated Salaries (Sum lines B1a thru B1d) | 1000-1999 | 11,522,526.47 | 1.50% | 11,695,364.37 | 1.50% | 11,870,794.84 |
| 2. Classified Salaries | | | | | | |
| a. Base Salaries | | | | 5,036,654.25 | | 5,112,204.06 |
| b. Step & Column Adjustment | | | | 75,549.81 | | 76,683.06 |
| c. Cost-of-Living Adjustment | | | | | | |
| d. Other Adjustments | | | | | | |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 5,036,654.25 | 1.50% | 5,112,204.06 | 1.50% | 5,188,887.12 |
| 3. Employee Benefits | 3000-3999 | 7,737,552.02 | 5.00% | 8,124,429.62 | 5.00% | 8,530,651.10 |
| 4. Books and Supplies | 4000-4999 | 921,908.17 | 5.76% | 975,000.00 | 1.03% | 985,000.00 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 3,936,051.57 | 5.08% | 4,136,051.57 | 1.55% | 4,200,000.00 |
| 6. Capital Outlay | 6000-6999 | 858,850.00 | 45.54% | 1,250,000.00 | 0.00% | 1,250,000.00 |
| 7. Other Outgo (excluding Transfers of Indirect Costs) | 7100-7299, 7400-7499 | 846,546.00 | 0.00% | 846,546.00 | 0.00% | 846,546.00 |
| 8. Other Outgo - Transfers of Indirect Costs | 7300-7399 | (287,503.65) | 0.00% | (287,503.65) | 0.00% | (287,503.65) |
| 9. Other Financing Uses | | | | | | |
| a. Transfers Out | 7600-7629 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Uses | 7630-7699 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 10. Other Adjustments (Explain in Section F below) | | | | | | |
| 11. Total (Sum lines B1 thru B10) | | 30,572,584.83 | 4.19% | 31,852,091.97 | 2.30% | 32,584,375.41 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11) | | (1,665,753.78) | | (3,331,758.90) | | (4,535,744.96) |

| Description | Object Codes | 2026-27 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2027-28 Projection (C) | % Change (Cols. E-C/C) (D) | 2028-29 Projection (E) |
|---|---|---|---|---|---|---|
| D. FUND BALANCE | | | | | | |
| 1. Net Beginning Fund Balance (Form 01, line F1e) | | 20,195,875.49 | | 18,530,121.71 | | 15,198,362.81 |
| 2. Ending Fund Balance (Sum lines C and D1) | | 18,530,121.71 | | 15,198,362.81 | | 10,662,617.85 |
| 3. Components of Ending Fund Balance | | | | | | |
| a. Nonspendable | 9710-9719 | 0.00 | | | | |
| b. Restricted | 9740 | | | | | |
| c. Committed | | | | | | |
| 1. Stabilization Arrangements | 9750 | 0.00 | | | | |
| 2. Other Commitments | 9760 | 0.00 | | | | |
| d. Assigned | 9780 | 5,221,991.73 | | 5,221,991.73 | | 5,221,991.73 |
| e. Unassigned/Unappropriated | | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | 0.00 | | | | |
| 2. Unassigned/Unappropriated | 9790 | 13,308,129.98 | | 9,976,371.08 | | 5,440,626.12 |
| f. Total Components of Ending Fund Balance (Line D3f must agree with line D2) | | 18,530,121.71 | | 15,198,362.81 | | 10,662,617.85 |
| E. AVAILABLE RESERVES | | | | | | |
| 1. General Fund | | | | | | |
| a. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| b. Reserve for Economic Uncertainties | 9789 | 0.00 | | 0.00 | | 0.00 |
| c. Unassigned/Unappropriated | 9790 | 13,308,129.98 | | 9,976,371.08 | | 5,440,626.12 |
| (Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.) | | | | | | |
| 2. Special Reserve Fund - Noncapital Outlay (Fund 17) | | | | | | |
| a. Stabilization Arrangements | 9750 | | | | | |
| b. Reserve for Economic Uncertainties | 9789 | | | | | |
| c. Unassigned/Unappropriated | 9790 | | | | | |
| 3. Total Available Reserves (Sum lines E1a thru E2c) | | 13,308,129.98 | | 9,976,371.08 | | 5,440,626.12 |

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

| Description | Object Codes | 2026-27 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2027-28 Projection (C) | % Change (Cols. E-C/C) (D) | 2028-29 Projection (E) |
|---|---|---|---|---|---|---|
| (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted) | | | | | | |
| A. REVENUES AND OTHER FINANCING SOURCES | | | | | | |
| 1. LCFF Sources | 8010-8099 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 2. Federal Revenues | 8100-8299 | 1,214,592.00 | -14.42% | 1,039,454.00 | 0.00% | 1,039,454.00 |
| 3. Other State Revenues | 8300-8599 | 6,632,576.09 | 0.06% | 6,636,326.15 | -23.04% | 5,107,308.68 |
| 4. Other Local Revenues | 8600-8799 | 1,205,529.00 | 1.53% | 1,223,950.00 | 0.00% | 1,223,950.00 |
| 5. Other Financing Sources | | | | | | |
| a. Transfers In | 8900-8929 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Sources | 8930-8979 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| c. Contributions | 8980-8999 | 3,017,142.88 | 40.50% | 4,238,995.58 | 34.56% | 5,704,093.10 |
| 6. Total (Sum lines A1 thru A5c) | | 12,069,839.97 | 8.86% | 13,138,725.73 | -0.49% | 13,074,805.78 |
| B. EXPENDITURES AND OTHER FINANCING USES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| a. Base Salaries | | | | 3,610,446.19 | | 3,664,602.88 |
| b. Step & Column Adjustment | | | | 54,156.69 | | 54,969.04 |
| c. Cost-of-Living Adjustment | | | | | | |
| d. Other Adjustments | | | | | | |
| e. Total Certificated Salaries (Sum lines B1a thru B1d) | 1000-1999 | 3,610,446.19 | 1.50% | 3,664,602.88 | 1.50% | 3,719,571.92 |
| 2. Classified Salaries | | | | | | |
| a. Base Salaries | | | | 2,186,250.14 | | 2,219,043.89 |
| b. Step & Column Adjustment | | | | 32,793.75 | | 33,285.66 |
| c. Cost-of-Living Adjustment | | | | | | |
| d. Other Adjustments | | | | | | |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 2,186,250.14 | 1.50% | 2,219,043.89 | 1.50% | 2,252,329.55 |
| 3. Employee Benefits | 3000-3999 | 3,520,482.93 | 5.00% | 3,696,507.08 | 5.00% | 3,881,332.43 |
| 4. Books and Supplies | 4000-4999 | 978,826.02 | -1.92% | 960,000.00 | -11.67% | 848,000.00 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 2,278,325.68 | -2.34% | 2,225,000.00 | -10.11% | 2,000,000.00 |
| 6. Capital Outlay | 6000-6999 | 105,000.00 | 42.86% | 150,000.00 | 0.00% | 150,000.00 |
| 7. Other Outgo (excluding Transfers of Indirect Costs) | 7100-7299, 7400-7499 | 27,000.00 | 0.00% | 27,000.00 | 0.00% | 27,000.00 |
| 8. Other Outgo - Transfers of Indirect Costs | 7300-7399 | 196,571.88 | 0.00% | 196,571.88 | 0.00% | 196,571.88 |
| 9. Other Financing Uses | | | | | | |
| a. Transfers Out | 7600-7629 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Uses | 7630-7699 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 10. Other Adjustments (Explain in Section F below) | | | | | | |
| 11. Total (Sum lines B1 thru B10) | | 12,902,902.84 | 1.83% | 13,138,725.73 | -0.49% | 13,074,805.78 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11) | | (833,062.87) | | 0.00 | | 0.00 |

| Description | Object Codes | 2026-27 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2027-28 Projection (C) | % Change (Cols. E-C/C) (D) | 2028-29 Projection (E) |
|---|---|---|---|---|---|---|
| D. FUND BALANCE | | | | | | |
| 1. Net Beginning Fund Balance (Form 01, line F1e) | | 833,062.87 | | 0.00 | | 0.00 |
| 2. Ending Fund Balance (Sum lines C and D1) | | 0.00 | | 0.00 | | 0.00 |
| 3. Components of Ending Fund Balance | | | | | | |
| a. Nonspendable | 9710-9719 | 0.00 | | | | |
| b. Restricted | 9740 | 0.00 | | | | |
| c. Committed | | | | | | |
| 1. Stabilization Arrangements | 9750 | | | | | |
| 2. Other Commitments | 9760 | | | | | |
| d. Assigned | 9780 | | | | | |
| e. Unassigned/Unappropriated | | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | | | | | |
| 2. Unassigned/Unappropriated | 9790 | 0.00 | | 0.00 | | 0.00 |
| f. Total Components of Ending Fund Balance (Line D3f must agree with line D2) | | 0.00 | | 0.00 | | 0.00 |
| E. AVAILABLE RESERVES | | | | | | |
| 1. General Fund | | | | | | |
| a. Stabilization Arrangements | 9750 | | | | | |
| b. Reserve for Economic Uncertainties | 9789 | | | | | |
| c. Unassigned/Unappropriated | 9790 | | | | | |
| (Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.) | | | | | | |
| 2. Special Reserve Fund - Noncapital Outlay (Fund 17) | | | | | | |
| a. Stabilization Arrangements | 9750 | | | | | |
| b. Reserve for Economic Uncertainties | 9789 | | | | | |
| c. Unassigned/Unappropriated | 9790 | | | | | |
| 3. Total Available Reserves (Sum lines E1a thru E2c) | | | | | | |

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

| Description | Object Codes | 2026-27 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2027-28 Projection (C) | % Change (Cols. E-C/C) (D) | 2028-29 Projection (E) |
|---|---|---|---|---|---|---|
| (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted) | | | | | | |
| A. REVENUES AND OTHER FINANCING SOURCES | | | | | | |
| 1. LCFF Sources | 8010-8099 | 31,275,174.00 | 2.60% | 32,088,177.00 | 3.09% | 33,080,133.00 |
| 2. Federal Revenues | 8100-8299 | 1,303,318.65 | -13.44% | 1,128,180.65 | 0.00% | 1,128,180.55 |
| 3. Other State Revenues | 8300-8599 | 7,079,919.09 | 0.07% | 7,085,151.15 | -21.56% | 5,557,572.68 |
| 4. Other Local Revenues | 8600-8799 | 1,318,259.28 | 2.98% | 1,357,550.00 | 0.00% | 1,357,550.00 |
| 5. Other Financing Sources | | | | | | |
| a. Transfers In | 8900-8929 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Sources | 8930-8979 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| c. Contributions | 8980-8999 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 6. Total (Sum lines A1 thru A5c) | | 40,976,671.02 | 1.67% | 41,659,058.80 | -1.29% | 41,123,436.23 |
| B. EXPENDITURES AND OTHER FINANCING USES | | | | | | |
| 1. Certificated Salaries | | | | | | |
| a. Base Salaries | | | | 15,132,972.66 | | 15,359,967.25 |
| b. Step & Column Adjustment | | | | 226,994.59 | | 230,399.51 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | 0.00 | | 0.00 |
| e. Total Certificated Salaries (Sum lines B1a thru B1d) | 1000-1999 | 15,132,972.66 | 1.50% | 15,359,967.25 | 1.50% | 15,590,366.76 |
| 2. Classified Salaries | | | | | | |
| a. Base Salaries | | | | 7,222,904.39 | | 7,331,247.95 |
| b. Step & Column Adjustment | | | | 108,343.56 | | 109,968.72 |
| c. Cost-of-Living Adjustment | | | | 0.00 | | 0.00 |
| d. Other Adjustments | | | | 0.00 | | 0.00 |
| e. Total Classified Salaries (Sum lines B2a thru B2d) | 2000-2999 | 7,222,904.39 | 1.50% | 7,331,247.95 | 1.50% | 7,441,216.67 |
| 3. Employee Benefits | 3000-3999 | 11,258,034.95 | 5.00% | 11,820,936.70 | 5.00% | 12,411,983.53 |
| 4. Books and Supplies | 4000-4999 | 1,900,734.19 | 1.80% | 1,935,000.00 | -5.27% | 1,833,000.00 |
| 5. Services and Other Operating Expenditures | 5000-5999 | 6,214,377.25 | 2.36% | 6,361,051.57 | -2.53% | 6,200,000.00 |
| 6. Capital Outlay | 6000-6999 | 963,850.00 | 45.25% | 1,400,000.00 | 0.00% | 1,400,000.00 |
| 7. Other Outgo (excluding Transfers of Indirect Costs) | 7100-7299, 7400-7499 | 873,546.00 | 0.00% | 873,546.00 | 0.00% | 873,546.00 |
| 8. Other Outgo - Transfers of Indirect Costs | 7300-7399 | (90,931.77) | 0.00% | (90,931.77) | 0.00% | (90,931.77) |
| 9. Other Financing Uses | | | | | | |
| a. Transfers Out | 7600-7629 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| b. Other Uses | 7630-7699 | 0.00 | 0.00% | 0.00 | 0.00% | 0.00 |
| 10. Other Adjustments | | | | 0.00 | | 0.00 |
| 11. Total (Sum lines B1 thru B10) | | 43,475,487.67 | 3.49% | 44,990,817.70 | 1.49% | 45,659,181.19 |
| C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11) | | (2,498,816.65) | | (3,331,758.90) | | (4,535,744.96) |

| Description | Object Codes | 2026-27 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2027-28 Projection (C) | % Change (Cols. E-C/C) (D) | 2028-29 Projection (E) |
|---|---|---|---|---|---|---|
| D. FUND BALANCE | | | | | | |
| 1. Net Beginning Fund Balance (Form 01, line F1e) | | 21,028,938.36 | | 18,530,121.71 | | 15,198,362.81 |
| 2. Ending Fund Balance (Sum lines C and D1) | | 18,530,121.71 | | 15,198,362.81 | | 10,662,617.85 |
| 3. Components of Ending Fund Balance | | | | | | |
| a. Nonspendable | 9710-9719 | 0.00 | | 0.00 | | 0.00 |
| b. Restricted | 9740 | 0.00 | | 0.00 | | 0.00 |
| c. Committed | | | | | | |
| 1. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| 2. Other Commitments | 9760 | 0.00 | | 0.00 | | 0.00 |
| d. Assigned | 9780 | 5,221,991.73 | | 5,221,991.73 | | 5,221,991.73 |
| e. Unassigned/Unappropriated | | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | 0.00 | | 0.00 | | 0.00 |
| 2. Unassigned/Unappropriated | 9790 | 13,308,129.98 | | 9,976,371.08 | | 5,440,626.12 |
| f. Total Components of Ending Fund Balance (Line D3f must agree with line D2) | | 18,530,121.71 | | 15,198,362.81 | | 10,662,617.85 |
| E. AVAILABLE RESERVES | | | | | | |
| 1. General Fund | | | | | | |
| a. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| b. Reserve for Economic Uncertainties | 9789 | 0.00 | | 0.00 | | 0.00 |
| c. Unassigned/Unappropriated | 9790 | 13,308,129.98 | | 9,976,371.08 | | 5,440,626.12 |
| d. Negative Restricted Ending Balances (Negative resources 2000-9999) | 979Z | | | 0.00 | | 0.00 |
| 2. Special Reserve Fund - Noncapital Outlay (Fund 17) | | | | | | |
| a. Stabilization Arrangements | 9750 | 0.00 | | 0.00 | | 0.00 |
| b. Reserve for Economic Uncertainties | 9789 | 0.00 | | 0.00 | | 0.00 |
| c. Unassigned/Unappropriated | 9790 | 0.00 | | 0.00 | | 0.00 |
| 3. Total Available Reserves - by Amount (Sum lines E1a thru E2c) | | 13,308,129.98 | | 9,976,371.08 | | 5,440,626.12 |
| 4. Total Available Reserves - by Percent (Line E3 divided by Line F3c) | | 30.61% | | 22.17% | | 11.92% |
| F. RECOMMENDED RESERVES | | | | | | |
| 1. Special Education Pass-through Exclusions | | | | | | |
| For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA): | | | | | | |
| a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? | No | | | | | |

| Description | Object Codes | 2026-27 Budget (Form 01) (A) | % Change (Cols. C-A/A) (B) | 2027-28 Projection (C) | % Change (Cols. E-C/C) (D) | 2028-29 Projection (E) |
|---|---|---|---|---|---|---|
| b. If you are the SELPA AU and are excluding special education pass-through funds: | | | | | | |
| 1. Enter the name(s) of the SELPA(s): | | | | | | |
| 2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E) | | 0.00 | | 0.00 | | 0.00 |
| 2. District ADA | | | | | | |
| Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections) | | 2,117.39 | | 2,117.39 | | 2,117.39 |
| 3. Calculating the Reserves | | | | | | |
| a. Expenditures and Other Financing Uses (Line B11) | | 43,475,487.67 | | 44,990,817.70 | | 45,659,181.19 |
| b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No) | | 0.00 | | 0.00 | | 0.00 |
| c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b) | | 43,475,487.67 | | 44,990,817.70 | | 45,659,181.19 |
| d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details) | | 3.00% | | 3.00% | | 3.00% |
| e. Reserve Standard - By Percent (Line F3c times F3d) | | 1,304,264.63 | | 1,349,724.53 | | 1,369,775.44 |
| f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details) | | 0.00 | | 0.00 | | 0.00 |
| g. Reserve Standard (Greater of Line F3e or F3f) | | 1,304,264.63 | | 1,349,724.53 | | 1,369,775.44 |
| h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g) | | YES | | YES | | YES |

| Description | Direct Costs - Interfund Transfers In 5750 | Direct Costs - Interfund Transfers Out 5750 | Indirect Costs - Interfund Transfers In 7350 | Indirect Costs - Interfund Transfers Out 7350 | Interfund Transfers In 8900-8929 | Interfund Transfers Out 7600-7629 | Due From Other Funds 9310 | Due To Other Funds 9610 |
|---|---|---|---|---|---|---|---|---|
| 01 GENERAL FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | (90,931.77) | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 08 STUDENT ACTIVITY SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 09 CHARTER SCHOOLS SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 10 SPECIAL EDUCATION PASS-THROUGH FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | | | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 11 ADULT EDUCATION FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 12 CHILD DEVELOPMENT FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 34,656.56 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 13 CAFETERIA SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 56,275.21 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 14 DEFERRED MAINTENANCE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 15 PUPIL TRANSPORTATION EQUIPMENT FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| 18 SCHOOL BUS EMISSIONS REDUCTION FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |

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

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

| Description | Direct Costs - Interfund Transfers In 5750 | Direct Costs - Interfund Transfers Out 5750 | Indirect Costs - Interfund Transfers In 7350 | Indirect Costs - Interfund Transfers Out 7350 | Interfund Transfers In 8900-8929 | Interfund Transfers Out 7600-7629 | Due From Other Funds 9310 | Due To Other Funds 9610 |
|---|---|---|---|---|---|---|---|---|
| Other Sources/Uses Detail | | | | | | | | |
| Fund Reconciliation | | | | | | | 0.00 | 0.00 |
| TOTALS | 0.00 | 0.00 | 90,931.77 | (90,931.77) | 0.00 | 0.00 | 0.00 | 0.00 |

| Description | Direct Costs - Interfund Transfers In 5750 | Transfers Out 5750 | Indirect Costs - Interfund Transfers In 7350 | Transfers Out 7350 | Interfund Transfers In 8900-8929 | Interfund Transfers Out 7600-7629 | Due From Other Funds 9310 | Due To Other Funds 9610 |
|---|---|---|---|---|---|---|---|---|
| 01 GENERAL FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | (90,931.77) | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 08 STUDENT ACTIVITY SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 09 CHARTER SCHOOLS SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 10 SPECIAL EDUCATION PASS-THROUGH FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | | | | |
| Fund Reconciliation | | | | | | | | |
| 11 ADULT EDUCATION FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 12 CHILD DEVELOPMENT FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 34,656.56 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 13 CAFETERIA SPECIAL REVENUE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 56,275.21 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 14 DEFERRED MAINTENANCE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 15 PUPIL TRANSPORTATION EQUIPMENT FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 18 SCHOOL BUS EMISSIONS REDUCTION FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |

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

| Description | Direct Costs - Interfund Transfers In 5750 | Transfers Out 5750 | Indirect Costs - Interfund Transfers In 7350 | Transfers Out 7350 | Interfund Transfers In 8900-8929 | Interfund Transfers Out 7600-7629 | Due From Other Funds 9310 | Due To Other Funds 9610 |
|---|---|---|---|---|---|---|---|---|
| 56 DEBT SERVICE FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 57 FOUNDATION PERMANENT FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 61 CAFETERIA ENTERPRISE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 62 CHARTER SCHOOLS ENTERPRISE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | 0.00 | 0.00 | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 63 OTHER ENTERPRISE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 66 WAREHOUSE REVOLVING FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 67 SELF-INSURANCE FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | 0.00 | | |
| Fund Reconciliation | | | | | | | | |
| 71 RETIREE BENEFIT FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | | | |
| Fund Reconciliation | | | | | | | | |
| 73 FOUNDATION PRIVATE-PURPOSE TRUST FUND | | | | | | | | |
| Expenditure Detail | 0.00 | 0.00 | | | | | | |
| Other Sources/Uses Detail | | | | | 0.00 | | | |
| Fund Reconciliation | | | | | | | | |
| 76 WARRANT/PASS-THROUGH FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | | | | |
| Fund Reconciliation | | | | | | | | |
| 95 STUDENT BODY FUND | | | | | | | | |
| Expenditure Detail | | | | | | | | |
| Other Sources/Uses Detail | | | | | | | | |
| Fund Reconciliation | | | | | | | | |
| TOTALS | 0.00 | 0.00 | 90,931.77 | (90,931.77) | 0.00 | 0.00 | | |

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

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

## CRITERIA AND STANDARDS

### 1. CRITERION: Average Daily Attendance

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

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

| | |
|---|---|
| District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): | 2,117 |
| **District's ADA Standard Percentage Level:** | **1.0%** |

### 1A. Calculating the District's ADA Variances

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

| Fiscal Year | Original Budget Funded ADA (Form A, Lines A4 and C4) | Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4) | ADA Variance Level (If Budget is greater than Actuals, else N/A) | Status |
|---|---|---|---|---|
| Third Prior Year (2023-24) | | | | |
| District Regular | 2,182 | 2,187 | | |
| Charter School | | | | |
| **Total ADA** | **2,182** | **2,187** | **N/A** | **Met** |
| Second Prior Year (2024-25) | | | | |
| District Regular | 2,147 | 2,151 | | |
| Charter School | | | | |
| **Total ADA** | **2,147** | **2,151** | **N/A** | **Met** |
| First Prior Year (2025-26) | | | | |
| District Regular | 2,120 | 2,148 | | |
| Charter School | | 0 | | |
| **Total ADA** | **2,120** | **2,148** | **N/A** | **Met** |
| Budget Year (2026-27) | | | | |
| District Regular | 2,134 | | | |
| Charter School | 0 | | | |
| **Total ADA** | **2,134** | | | |

## 1B. Comparison of District ADA to the Standard

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

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

**Explanation:**
(required if NOT met)

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

**Explanation:**
(required if NOT met)

**2. CRITERION: Enrollment**

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

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

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 2,117

**District's Enrollment Standard Percentage Level:** **1.0%**

**2A. Calculating the District's Enrollment Variances**

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

| Fiscal Year | Enrollment Budget | Enrollment CALPADS Actual | Enrollment Variance Level (If Budget is greater than Actual, else N/A) | Status |
|---|---|---|---|---|
| Third Prior Year (2023-24) | | | | |
| District Regular | 2,151 | 2,151 | | |
| Charter School | | | | |
| **Total Enrollment** | **2,151** | **2,151** | **0.0%** | **Met** |
| Second Prior Year (2024-25) | | | | |
| District Regular | 2,100 | 2,100 | | |
| Charter School | | | | |
| **Total Enrollment** | **2,100** | **2,100** | **0.0%** | **Met** |
| First Prior Year (2025-26) | | | | |
| District Regular | 2,135 | 2,135 | | |
| Charter School | | | | |
| **Total Enrollment** | **2,135** | **2,135** | **0.0%** | **Met** |
| Budget Year (2026-27) | | | | |
| District Regular | 2,135 | | | |
| Charter School | | | | |
| **Total Enrollment** | **2,135** | | | |

**2B. Comparison of District Enrollment to the Standard**

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

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

**Explanation:**
(required if NOT met)

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

**Explanation:**
(required if NOT met)

3. **CRITERION: ADA to Enrollment**

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

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

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

| Fiscal Year | P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4) | Enrollment CALPADS Actual (Criterion 2, Item 2A) | Historical Ratio of ADA to Enrollment |
|---|---|---|---|
| Third Prior Year (2023-24) | | | |
| District Regular | 2,147 | 2,151 | |
| Charter School | | 0 | |
| **Total ADA/Enrollment** | **2,147** | **2,151** | **99.8%** |
| Second Prior Year (2024-25) | | | |
| District Regular | 2,091 | 2,100 | |
| Charter School | 0 | | |
| **Total ADA/Enrollment** | **2,091** | **2,100** | **99.6%** |
| First Prior Year (2025-26) | | | |
| District Regular | 2,117 | 2,135 | |
| Charter School | | | |
| **Total ADA/Enrollment** | **2,117** | **2,135** | **99.2%** |
| | | Historical Average Ratio: | 99.5% |
| | | **District's ADA to Enrollment Standard (historical average ratio plus 0.5%):** | **100.0%** |

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

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

| Fiscal Year | Estimated P-2 ADA Budget (Form A, Lines A4 and C4) | Enrollment Budget/Projected (Criterion 2, Item 2A) | Ratio of ADA to Enrollment | Status |
|---|---|---|---|---|
| Budget Year (2026-27) | | | | |
| District Regular | 2,117 | 2,135 | | |
| Charter School | 0 | | | |
| **Total ADA/Enrollment** | **2,117** | **2,135** | **99.2%** | **Met** |
| 1st Subsequent Year (2027-28) | | | | |
| District Regular | 2,117 | 0 | | |
| Charter School | | | | |
| **Total ADA/Enrollment** | **2,117** | **0** | **0.0%** | **Met** |
| 2nd Subsequent Year (2028-29) | | | | |
| District Regular | 2,117 | 0 | | |
| Charter School | | | | |
| **Total ADA/Enrollment** | **2,117** | **0** | **0.0%** | **Met** |

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

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

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

**Explanation:**
(required if NOT met)

**4. CRITERION: LCFF Revenue**

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

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

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

## 4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

## 4A1. Calculating the District's LCFF Revenue Standard

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

**Projected LCFF Revenue**

| | | Prior Year (2025-26) | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|---|---|
| Step 1 - Change in Population | | | | | |
| a. | ADA (Funded) (Form A, lines A6 and C4) | 2,150.83 | 2,136.93 | 2,136.93 | 2,136.93 |
| b. | Prior Year ADA (Funded) | | 2,150.83 | 2,136.93 | 2,136.93 |
| c. | Difference (Step 1a minus Step 1b) | | (13.90) | 0.00 | 0.00 |
| d. | Percent Change Due to Population (Step 1c divided by Step 1b) | | (.65%) | 0.00% | 0.00% |
| Step 2 - Change in Funding Level | | | | | |
| a. | Prior Year LCFF Funding | | 31,275,174.00 | 32,088,177.00 | 33,080,133.00 |
| b1. | COLA percentage | | 2.87% | 3.06% | 3.34% |
| b2. | COLA amount (proxy for purposes of this criterion) | | 897,597.49 | 981,898.22 | 1,104,876.44 |
| c. | Percent Change Due to Funding Level (Step 2b2 divided by Step 2a) | | 2.87% | 3.06% | 3.34% |
| Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c) | | | 2.22% | 3.06% | 3.34% |
| | **LCFF Revenue Standard (Step 3, plus/minus 1%):** | | **1.22% to 3.22%** | **2.06% to 4.06%** | **2.34% to 4.34%** |

## 4A2. Alternate LCFF Revenue Standard - Basic Aid

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

**Basic Aid District Projected LCFF Revenue**

| | Prior Year (2025-26) | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|---|
| Projected Local Property Taxes (Form 01, Objects 8021 - 8089) | 4,358,951.00 | 4,358,951.00 | 4,358,951.00 | 4,358,951.00 |
| Percent Change from Previous Year | | **N/A** | **N/A** | **N/A** |
| **Basic Aid Standard (percent change from previous year, plus/minus 1%):** | | **N/A** | **N/A** | **N/A** |

## 4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| **Necessary Small School Standard (COLA Step 2c, plus/minus 1%):** | **N/A** | **N/A** | **N/A** |

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

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

| | Prior Year (2025-26) | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|---|
| LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089) | 30,603,163.00 | 31,275,174.00 | 32,088,177.00 | 33,080,133.00 |
| District's Projected Change in LCFF Revenue: | | 2.20% | 2.60% | 3.09% |
| **LCFF Revenue Standard** | | **1.22% to 3.22%** | **2.06% to 4.06%** | **2.34% to 4.34%** |
| **Status:** | | Met | Met | Met |

## 4C. Comparison of District LCFF Revenue to the Standard

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

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

**Explanation:**
(required if NOT met)

**5. CRITERION: Salaries and Benefits**

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

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

DATA ENTRY: All data are extracted or calculated.

| Fiscal Year | Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) | Total Expenditures (Form 01, Objects 1000-7499) | Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures |
|---|---|---|---|
| Third Prior Year (2023-24) | 21,467,694.68 | 25,552,641.03 | 84.0% |
| Second Prior Year (2024-25) | 22,375,963.80 | 27,876,786.09 | 80.3% |
| First Prior Year (2025-26) | 26,327,343.05 | 33,704,818.36 | 78.1% |
| | | Historical Average Ratio: | 80.8% |

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| District's Reserve Standard Percentage (Criterion 10B, Line 4): | 3.0% | 3.0% | 3.0% |
| **District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):** | **77.8% to 83.8%** | **77.8% to 83.8%** | **77.8% to 83.8%** |

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

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

| Fiscal Year | Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3) | Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10) | Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures | Status |
|---|---|---|---|---|
| Budget Year (2026-27) | 24,296,732.74 | 30,572,584.83 | 79.5% | Met |
| 1st Subsequent Year (2027-28) | 24,931,998.05 | 31,852,091.97 | 78.3% | Met |
| 2nd Subsequent Year (2028-29) | 25,590,333.06 | 32,584,375.41 | 78.5% | Met |

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

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

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

**Explanation:**
(required if NOT met)

6. **CRITERION: Other Revenues and Expenditures**

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

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

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

DATA ENTRY: All data are extracted or calculated.

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 1. District's Change in Population and Funding Level (Criterion 4A1, Step 3): | 2.22% | 3.06% | 3.34% |
| **2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):** | **-7.78% to 12.22%** | **-6.94% to 13.06%** | **-6.66% to 13.34%** |
| 3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%): | -2.78% to 7.22% | -1.94% to 8.06% | -1.66% to 8.34% |

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

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

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

| Object Range / Fiscal Year | Amount | Percent Change Over Previous Year | Change Is Outside Explanation Range |
|---|---|---|---|
| **Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)** | | | |
| First Prior Year (2025-26) | 1,379,496.57 | | |
| Budget Year (2026-27) | 1,303,318.65 | (5.52%) | Yes |
| 1st Subsequent Year (2027-28) | 1,128,180.65 | (13.44%) | Yes |
| 2nd Subsequent Year (2028-29) | 1,128,180.55 | 0.00% | No |

**Explanation:** (required if Yes)
The federal revenue for special education reduced, causing the decrease in the projected amount. The District is projecting flat funding from 2027-28 to 2028-29 due to the unknown of federal programs.

| | | | |
|---|---|---|---|
| **Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)** | | | |
| First Prior Year (2025-26) | 8,149,556.72 | | |
| Budget Year (2026-27) | 7,079,919.09 | (13.13%) | Yes |
| 1st Subsequent Year (2027-28) | 7,085,151.15 | .07% | No |
| 2nd Subsequent Year (2028-29) | 5,557,572.68 | (21.56%) | Yes |

**Explanation:** (required if Yes)
The one-time money was removed from the 2026-27 budget year, as well as for the 2028-29 school year, the District will no longer be under the CCSPP grant; therefore, the revenue is not being recognized in the MYP.

| | | | |
|---|---|---|---|
| **Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)** | | | |
| First Prior Year (2025-26) | 1,404,427.65 | | |
| Budget Year (2026-27) | 1,318,259.28 | (6.14%) | Yes |
| 1st Subsequent Year (2027-28) | 1,357,550.00 | 2.98% | No |
| 2nd Subsequent Year (2028-29) | 1,357,550.00 | 0.00% | No |

**Explanation:** (required if Yes)
The other local revenue decreased as the amount designated for special education reduced.

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

| | | | |
|---|---|---|---|
| First Prior Year (2025-26) | 4,054,247.47 | | |
| Budget Year (2026-27) | 1,900,734.19 | (53.12%) | Yes |
| 1st Subsequent Year (2027-28) | 1,935,000.00 | 1.80% | No |
| 2nd Subsequent Year (2028-29) | 1,833,000.00 | (5.27%) | Yes |

**Explanation:** (required if Yes)
The one-time money will end and the reduction of supplies will be needed in order to accommodate the budget. The same can be said for the difference in 27-28 and 28-29.

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

| | | | |
|---|---|---|---|
| First Prior Year (2025-26) | 7,674,345.78 | | |
| Budget Year (2026-27) | 6,214,377.25 | (19.02%) | Yes |
| 1st Subsequent Year (2027-28) | 6,361,051.57 | 2.36% | No |
| 2nd Subsequent Year (2028-29) | 6,200,000.00 | (2.53%) | Yes |

**Explanation:** (required if Yes)
The District is actively looking to decrease the services and other operating expenditures and have done so from 25-26 to the current budget year of 27-28. From 27-28 to 28-29, the CCSPP contracts will not be available; thus, the reduction of expenditures.

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

DATA ENTRY: All data are extracted or calculated.

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

| Object Range / Fiscal Year | Amount | Percent Change Over Previous Year | Status |
|---|---|---|---|
| First Prior Year (2025-26) | 10,933,480.94 | | |
| Budget Year (2026-27) | 9,701,497.02 | (11.27%) | Not Met |
| 1st Subsequent Year (2027-28) | 9,570,881.80 | (1.35%) | Met |
| 2nd Subsequent Year (2028-29) | 8,043,303.23 | (15.96%) | Not Met |

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

| | | | |
|---|---|---|---|
| First Prior Year (2025-26) | 11,728,593.25 | | |
| Budget Year (2026-27) | 8,115,111.44 | (30.81%) | Not Met |
| 1st Subsequent Year (2027-28) | 8,296,051.57 | 2.23% | Met |
| 2nd Subsequent Year (2028-29) | 8,033,000.00 | (3.17%) | Met |

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

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

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

| | |
|---|---|
| **Explanation:** Federal Revenue (linked from 6B if NOT met) | The federal revenue for special education reduced, causing the decrease in the projected amount. The District is projecting flat funding from 2027-28 to 2028-29 due to the unknown of federal programs. |
| **Explanation:** Other State Revenue (linked from 6B if NOT met) | The one-time money was removed from the 2026-27 budget year, as well as for the 2028-29 school year, the District will no longer be under the CCSPP grant; therefore, the revenue is not being recognized in the MYP. |
| **Explanation:** Other Local Revenue (linked from 6B if NOT met) | The other local revenue decreased as the amount designated for special education reduced. |

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

| | |
|---|---|
| **Explanation:** Books and Supplies (linked from 6B if NOT met) | The one-time money will end and the reduction of supplies will be needed in order to accommodate the budget. The same can be said for the difference in 27-28 and 28-29. |
| **Explanation:** **Services and Other Exps** (linked from 6B if NOT met) | The District is actively looking to decrease the services and other operating expenditures and have done so from 25-26 to the current budget year of 27-28. From 27-28 to 28-29, the CCSPP contracts will not be available; thus, the reduction of expenditures. |

**7. CRITERION: Facilities Maintenance**

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

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

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

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

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

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

| | | | | |
|---|---|---|---|---|
| a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690) | 42,242,583.05 | | | |
| b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No) | | 3% Required Minimum Contribution (Line 2c times 3%) | Budgeted Contribution[1] to the Ongoing and Major Maintenance Account | Status |
| c. Net Budgeted Expenditures and Other Financing Uses | 42,242,583.05 | 1,267,277.49 | 1,267,479.00 | Met |

[1] Fund 01, Resource 8150, Objects 8900-8999

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

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

**Explanation:** (required if NOT met and Other is marked)

**8. CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

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

DATA ENTRY: All data are extracted or calculated.

| | | Third Prior Year (2023-24) | Second Prior Year (2024-25) | First Prior Year (2025-26) |
|---|---|---|---|---|
| 1. | District's Available Reserve Amounts (resources 0000-1999) | | | |
| | a. Stabilization Arrangements (Funds 01 and 17, Object 9750) | 0.00 | 0.00 | 0.00 |
| | b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789) | 0.00 | 0.00 | 0.00 |
| | c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790) | 18,909,375.43 | 19,674,974.80 | 14,973,883.76 |
| | d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) | 0.00 | 0.00 | 0.00 |
| | e. Available Reserves (Lines 1a through 1d) | 18,909,375.43 | 19,674,974.80 | 14,973,883.76 |
| 2. | Expenditures and Other Financing Uses | | | |
| | a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) | 39,336,289.18 | 40,949,714.07 | 50,076,783.67 |
| | b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) | | | 0.00 |
| | c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b) | 39,336,289.18 | 40,949,714.07 | 50,076,783.67 |
| 3. | District's Available Reserve Percentage (Line 1e divided by Line 2c) | 48.1% | 48.0% | 29.9% |
| | **District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):** | **16.0%** | **16.0%** | **10.0%** |

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

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

## 8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

| Fiscal Year | Net Change in Unrestricted Fund Balance (Form 01, Section E) | Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999) | Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A) | Status |
|---|---|---|---|---|
| Third Prior Year (2023-24) | 3,272,224.42 | 25,552,641.03 | N/A | Met |
| Second Prior Year (2024-25) | 772,877.15 | 27,876,786.09 | N/A | Met |
| First Prior Year (2025-26) | (5,310,384.04) | 33,704,818.36 | 15.8% | Not Met |
| Budget Year (2026-27) (Information only) | (1,665,753.78) | 30,572,584.83 | | |

## 8C. Comparison of District Deficit Spending to the Standard

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

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

**Explanation:**
(required if NOT met)

As the District received the bulk of the one-time money, it allowed the District to save general fund unrestricted monies. As one can see as the monies have been spent down, the District is projected to deficit spend.

**9. CRITERION: Fund and Cash Balances**

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

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

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

District Estimated P-2 ADA (Form A, Lines A6 and C4): 2,120

**District's Fund Balance Standard Percentage Level: 1.0%**

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

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

| Fiscal Year | Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget | Estimated/Unaudited Actuals | Beginning Fund Balance Variance Level (If overestimated, else N/A) | Status |
|---|---|---|---|---|
| Third Prior Year (2023-24) | 3,272,224.42 | 15,672,521.01 | N/A | Met |
| Second Prior Year (2024-25) | (3,416,967.07) | 18,937,467.65 | N/A | Met |
| First Prior Year (2025-26) | (2,484,067.01) | 25,506,259.53 | N/A | Met |
| Budget Year (2026-27) (Information only) | 20,195,875.49 | | | |

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

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

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

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

**Explanation:**
(required if NOT met)

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

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

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

| Fiscal Year | Ending Cash Balance General Fund (Form CASH, Line F, June Column) | Status |
|---|---|---|
| Current Year (2026-27) | 15,993,685.05 | Met |

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

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

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

**Explanation:**
(required if NOT met)

**10. CRITERION: Reserves**

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

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

| Percentage Level | District ADA |
|---|---|
| 5% or $90,000 (greater of) | 0 to 300 |
| 4% or $90,000 (greater of) | 301 to 1,000 |
| 3% | 1,001 to 30,000 |
| 2% | 30,001 to 250,000 |
| 1% | 250,001 and over |

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

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

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

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.) | 2,117 | 2,117 | 2,117 |
| **District's Reserve Standard Percentage Level:** | **3%** | **3%** | **3%** |

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

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

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

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? — No

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

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

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) | 0.00 | 0.00 | 0.00 |

**10B. Calculating the District's Reserve Standard**

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

All other data are extracted or calculated.

| | | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|---|
| 1. | Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11) | 43,475,487.67 | 44,990,817.70 | 45,659,181.19 |
| 2. | Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No) | 0.00 | 0.00 | 0.00 |
| 3. | Total Expenditures and Other Financing Uses (Line B1 plus Line B2) | 43,475,487.67 | 44,990,817.70 | 45,659,181.19 |

| | | | | |
|---|---|---|---|---|
| 4. | Reserve Standard Percentage Level | 3% | 3% | 3% |
| 5. | Reserve Standard - by Percent (Line B3 times Line B4) | 1,304,264.63 | 1,349,724.53 | 1,369,775.44 |
| 6. | Reserve Standard - by Amount ($90,000 for districts with 0 to 1,000 ADA, else 0) | 0.00 | 0.00 | 0.00 |
| 7. | **District's Reserve Standard (Greater of Line B5 or Line B6)** | **1,304,264.63** | **1,349,724.53** | **1,369,775.44** |

## 10C. Calculating the District's Budgeted Reserve Amount

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

| Reserve Amounts (Unrestricted resources 0000-1999 except Line 4): | | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|---|
| 1. | General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a) | 0.00 | | |
| 2. | General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b) | 0.00 | | |
| 3. | General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c) | 13,308,129.98 | 9,976,371.08 | 5,440,626.12 |
| 4. | General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d) | 0.00 | 0.00 | 0.00 |
| 5. | Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a) | 0.00 | | |
| 6. | Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b) | 0.00 | | |
| 7. | Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c) | 0.00 | | |
| 8. | District's Budgeted Reserve Amount (Lines C1 thru C7) | 13,308,129.98 | 9,976,371.08 | 5,440,626.12 |
| 9. | District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3) | 30.61% | 22.17% | 11.92% |
| | **District's Reserve Standard (Section 10B, Line 7):** | **1,304,264.63** | **1,349,724.53** | **1,369,775.44** |
| | Status: | Met | Met | Met |

## 10D. Comparison of District Reserve Amount to the Standard

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

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

**Explanation:**
(required if NOT met)

## SUPPLEMENTAL INFORMATION

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

### S1. Contingent Liabilities

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

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

The District has litigation pending

### S2. Use of One-time Revenues for Ongoing Expenditures

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

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

The CCSPP program has employees who are funded out of one-time grant money. When the grant expires, the District plans to fund some positions while others will be absorbed.

### S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? **No**

1b. If Yes, identify the expenditures:

### S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? **No**

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

## S5. Contributions

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

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

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

**District's Contributions and Transfers Standard:** -10.0% to +10.0% or -$20,000 to +$20,000

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

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

| Description / Fiscal Year | Projection | Amount of Change | Percent Change | Status |
|---|---|---|---|---|
| **1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)** | | | | |
| First Prior Year (2025-26) | (2,909,807.59) | | | |
| Budget Year (2026-27) | (3,017,142.88) | 107,335.29 | 3.7% | Met |
| 1st Subsequent Year (2027-28) | (4,238,995.58) | 1,221,852.70 | 40.5% | Not Met |
| 2nd Subsequent Year (2028-29) | (5,704,093.10) | 1,465,097.52 | 34.6% | Not Met |
| **1b. Transfers In, General Fund *** | | | | |
| First Prior Year (2025-26) | 0.00 | | | |
| Budget Year (2026-27) | 0.00 | 0.00 | 0.0% | Met |
| 1st Subsequent Year (2027-28) | 0.00 | 0.00 | 0.0% | Met |
| 2nd Subsequent Year (2028-29) | 0.00 | 0.00 | 0.0% | Met |
| **1c. Transfers Out, General Fund *** | | | | |
| First Prior Year (2025-26) | 0.00 | | | |
| Budget Year (2026-27) | 0.00 | 0.00 | 0.0% | Met |
| 1st Subsequent Year (2027-28) | 0.00 | 0.00 | 0.0% | Met |
| 2nd Subsequent Year (2028-29) | 0.00 | 0.00 | 0.0% | Met |

**1d. Impact of Capital Projects**

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

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

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

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

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

**Explanation:** (required if NOT met)

The contributions are needed to continue to operate programs. As our special education population increases, the need for more assistance to these resources is warranted. The District's CCSPP grant monies expire at the conclusion of the 2027-28 school year; thus, the District has kept the positions in the MYP knowing that the revenue is no longer there. This has caused the increase in contributions from 2027-28 to 2028-29.

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

**Explanation:**
(required if NOT met)

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

**Explanation:**
(required if NOT met)

1d. YES - Capital projects exist that may impact the general fund operational budget. Identify each project, including a description of the project, estimated completion date, original project budget, original source of funding, and estimated fiscal impact on the general fund.

**Project Information:**
(required if YES)

Chiller system at Rafer Johnson Jr. High School - Potentially $250,000, Fall 2026

Painting of Lincoln Elementary - $140,000, Summer 2026

TK Expansion (temporary solution) at Washington Elementary - $200,000, Summer 2026

TK Expansion Building at Washington Elementary - $1,800,000

**S6. Long-term Commitments**

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

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

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

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

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

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

| Type of Commitment | # of Years Remaining | SACS Fund and Object Codes Used For: Funding Sources (Revenues) | Debt Service (Expenditures) | Principal Balance as of July 1, 2026 |
|---|---|---|---|---|
| Leases | 8 | 25-8660/8661/01-8011 | 25-7435/7439, 01-7438/7439 | 1,332,887 |
| Certificates of Participation | 22-25 | 51-8577/8661/8612/8614/8650; 01-8660 | 51-7433/7437/7438/7439 | 20,946,440 |
| General Obligation Bonds | 15-30 | 51-8577/8611/8612/8614/8660 | 51/7433/7437/7438/7439 | 15,604,228 |
| Supp Early Retirement Program | | | | |
| State School Building Loans | | | | |
| Compensated Absences | | | | |
| Other Long-term Commitments (do not include OPEB): | | | | |
| QZAB | 8 | 01-6230/8590; 01-8660 | 01-6230/7439; 01-7439 | 1,202,824 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| TOTAL: | | | | 39,086,379 |

| Type of Commitment (continued) | Prior Year (2025-26) Annual Payment (P & I) | Budget Year (2026-27) Annual Payment (P & I) | 1st Subsequent Year (2027-28) Annual Payment (P & I) | 2nd Subsequent Year (2028-29) Annual Payment (P & I) |
|---|---|---|---|---|
| Leases | 277,119 | 277,119 | 277,119 | 277,119 |
| Certificates of Participation | 634,407 | 2,646,851 | 647,080 | 647,080 |
| General Obligation Bonds | 958,090 | 958,090 | 958,090 | 958,090 |
| Supp Early Retirement Program | | | | |
| State School Building Loans | | | | |
| Compensated Absences | | | | |
| Other Long-term Commitments (continued): | | | | |
| QZAB | 133,647 | 133,647 | 133,647 | 133,647 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total Annual Payments: | 2,003,263 | 4,015,707 | 2,015,936 | 2,015,936 |
| **Has total annual payment increased over prior year (2025-26)?** | | **Yes** | **Yes** | **Yes** |

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

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

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

As per the schedule of payments, the payments will increase annually with premium and interest; therefore, payments will increase. These increases will be funded with energy savings from our most recent solar project.

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

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

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

No

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

**Explanation:**
(required if Yes)

## S7. Unfunded Liabilities

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

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

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

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

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

2. For the district's OPEB:

a. Are they lifetime benefits? — Yes

b. Do benefits continue past age 65? — Yes

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

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

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

| Self-Insurance Fund | Governmental Fund |
|---|---|
| 0 | 0 |

4. OPEB Liabilities

| | |
|---|---|
| a. Total OPEB liability | 22,616,428.00 |
| b. OPEB plan(s) fiduciary net position (if applicable) | 0.00 |
| c. Total/Net OPEB liability (Line 4a minus Line 4b) | 22,616,428.00 |
| d. Is total OPEB liability based on the district's estimate or an actuarial valuation? | Actuarial |
| e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation | 3/7/2025 |

5. OPEB Contributions

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method | 0.00 | 0.00 | 0.00 |
| b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752) | 1,192,852.40 | 1,192,852.40 | 1,192,852.40 |
| c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount) | 1,073,857.00 | 1,073,857.00 | 1,073,857.00 |
| d. Number of retirees receiving OPEB benefits | 70.00 | 70.00 | 70.00 |

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

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

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

No

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

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

| 4. Self-Insurance Contributions | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| a. Required contribution (funding) for self-insurance programs | 0.00 | 0.00 | 0.00 |
| b. Amount contributed (funded) for self-insurance programs | 0.00 | 0.00 | 0.00 |

**S8. Status of Labor Agreements**

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

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

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

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

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

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

| | Prior Year (2nd Interim) (2025-26) | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|---|
| Number of certificated (non-management) full - time - equivalent (FTE) positions | 121.82 | 121.82 | 121.82 | 121.82 |

**Certificated (Non-management) Salary and Benefit Negotiations**

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

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

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

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

Negotiations Settled

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| Is the cost of salary settlement included in the budget and multiyear projections (MYPs)? | | | |
| **One Year Agreement** | | | |
| Total cost of salary settlement | | | |
| % change in salary schedule from prior year | | | |
| or | | | |
| **Multiyear Agreement** | | | |
| Total cost of salary settlement | | | |
| % change in salary schedule from prior year (may enter text, such as "Reopener") | | | |

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

Negotiations Not Settled

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

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 7. Amount included for any tentative salary schedule increases | | | |

| Certificated (Non-management) Health and Welfare (H&W) Benefits | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 1. Are costs of H&W benefit changes included in the budget and MYPs? | | | |
| 2. Total cost of H&W benefits | | | |
| 3. Percent of H&W cost paid by employer | | | |
| 4. Percent projected change in H&W cost over prior year | | | |

**Certificated (Non-management) Prior Year Settlements**

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

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

If Yes, explain the nature of the new costs:

| Certificated (Non-management) Step and Column Adjustments | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 1. Are step & column adjustments included in the budget and MYPs? | | | |
| 2. Cost of step & column adjustments | | | |
| 3. Percent change in step & column over prior year | | | |

| Certificated (Non-management) Attrition (layoffs and retirements) | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 1. Are savings from attrition included in the budget and MYPs? | | | |
| 2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs? | | | |

**Certificated (Non-management) - Other**

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

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

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

| | Prior Year (2nd Interim) (2025-26) | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|---|
| Number of classified(non - management) FTE positions | 108.89 | 108.89 | 108.89 | 108.89 |

**Classified (Non-management) Salary and Benefit Negotiations**

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

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

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

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

Negotiations Settled

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

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

If Yes, date of Superintendent and CBO certification:

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

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| Is the cost of salary settlement included in the budget and multiyear projections (MYPs)? | | | |
| **One Year Agreement** | | | |
| Total cost of salary settlement | | | |
| % change in salary schedule from prior year | | | |
| or | | | |
| **Multiyear Agreement** | | | |
| Total cost of salary settlement | | | |
| % change in salary schedule from prior year (may enter text, such as "Reopener") | | | |

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

Negotiations Not Settled

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

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 7. Amount included for any tentative salary schedule increases | | | |

| **Classified (Non-management) Health and Welfare (H&W) Benefits** | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 1. Are costs of H&W benefit changes included in the budget and MYPs? | | | |
| 2. Total cost of H&W benefits | | | |
| 3. Percent of H&W cost paid by employer | | | |
| 4. Percent projected change in H&W cost over prior year | | | |

**Classified (Non-management) Prior Year Settlements**

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

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

If Yes, explain the nature of the new costs:

| **Classified (Non-management) Step and Column Adjustments** | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 1. Are step & column adjustments included in the budget and MYPs? | | | |
| 2. Cost of step & column adjustments | | | |
| 3. Percent change in step & column over prior year | | | |

| **Classified (Non-management) Attrition (layoffs and retirements)** | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 1. Are savings from attrition included in the budget and MYPs? | | | |
| 2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs? | | | |

**Classified (Non-management) - Other**

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

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

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

| | Prior Year (2nd Interim) (2025-26) | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|---|
| Number of management, supervisor, and confidential FTE positions | 39.94 | 39.94 | 39.94 | 39.94 |

**Management/Supervisor/Confidential**
**Salary and Benefit Negotiations**

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

If Yes, complete question 2.

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

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

Negotiations Settled

2. Salary settlement:

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| Is the cost of salary settlement included in the budget and multiyear projections (MYPs)? | | | |
| Total cost of salary settlement | | | |
| % change in salary schedule from prior year (may enter text, such as "Reopener") | | | |

Negotiations Not Settled

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

| | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 4. Amount included for any tentative salary schedule increases | | | |

| **Management/Supervisor/Confidential Health and Welfare (H&W) Benefits** | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 1. Are costs of H&W benefit changes included in the budget and MYPs? | | | |
| 2. Total cost of H&W benefits | | | |
| 3. Percent of H&W cost paid by employer | | | |
| 4. Percent projected change in H&W cost over prior year | | | |

| **Management/Supervisor/Confidential Step and Column Adjustments** | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 1. Are step & column adjustments included in the budget and MYPs? | | | |
| 2. Cost of step and column adjustments | | | |
| 3. Percent change in step & column over prior year | | | |

| **Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)** | Budget Year (2026-27) | 1st Subsequent Year (2027-28) | 2nd Subsequent Year (2028-29) |
|---|---|---|---|
| 1. Are costs of other benefits included in the budget and MYPs? | | | |
| 2. Total cost of other benefits | | | |
| 3. Percent change in cost of other benefits over prior year | | | |

**S9. Local Control and Accountability Plan (LCAP)**

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

| | |
|---|---|
| 1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? | Yes |
| 2. Adoption date of the LCAP or an update to the LCAP. | Jun 08, 2026 |

**S10. LCAP Expenditures**

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

| | |
|---|---|
| Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template? | Yes |

## ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

| | | |
|---|---|---|
| **A1.** | Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund? | No |
| **A2.** | Is the system of personnel position control independent from the payroll system? | Yes |
| **A3.** | Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No) | No |
| **A4.** | Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year? | No |
| **A5.** | Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | No |
| **A6.** | Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | No |
| **A7.** | Is the district's financial system independent of the county office system? | No |
| **A8.** | Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education) | No |
| **A9.** | Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? | No |

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

**Comments:**
(optional)

**End of School District Budget Criteria and Standards Review**

Budget, July 1
Budget 2026-27
**Technical Review Checks**
Phase - All
Display - Exceptions Only

**Kingsburg Elementary Charter** **Fresno County**

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

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

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Budget, July 1
Budget 2026-27
**Technical Review Checks**
Phase - All
Display - All Technical Checks

**Kingsburg Elementary Charter** **Fresno County**

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

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

## IMPORT CHECKS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## GENERAL LEDGER CHECKS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## SUPPLEMENTAL CHECKS

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

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

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

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

## EXPORT VALIDATION CHECKS

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

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

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

| | |
|---|---|
| **CHK-DEPENDENCY** - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved. | **Passed** |
| **CHK-UNBALANCED-A** - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. | **Passed** |
| **CHK-UNBALANCED-B** - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. | **Passed** |
| **CS-PROVIDE** - (**Fatal**) - The Criteria and Standards Review (Form 01CS) has been provided. | **Passed** |
| **FORM01-PROVIDE** - (**Fatal**) - Form 01 (Form 01I) must be opened and saved. | **Passed** |
| **MYP-PROVIDE** - (**Warning**) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) | **Passed** |
| **VERSION-CHECK** - (**Warning**) - All versions are current. | **Passed** |
| **WK-COMP-CERT-PROVIDE** - (**Fatal**) - Workers' Compensation Certification (Form CC) must be provided. | **Passed** |

Budget, July 1
Estimated Actuals 2025-26
**Technical Review Checks**
Phase - All
Display - Exceptions Only

**Kingsburg Elementary Charter** **Fresno County**

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

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

## SUPPLEMENTAL CHECKS

**DEBT-ACTIVITY** - (**Informational**) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types: **Exception**

| Long-Term Liability Type | Beginning Balance | Ending Balance |
|---|---|---|
| DEBT.GOV.GO.BONDS.9661 | $16,685,739.00 | |
| DEBT.GOV.PENSION.LIAB.9663 | $27,894,234.00 | |
| DEBT.GOV.OPEB.9664 | $22,816,428.00 | |
| DEBT.GOV.COMP.ABS.9665 | $212,740.00 | |
| DEBT.GOV.COPS.9666 | $7,152,800.50 | |
| DEBT.GOV.CAP.LEASES.9667 | $193,355.00 | |
| DEBT.GOV.OTH.DEBT.9669 | $2,258,040.94 | |

Explanation: Form DEBT will be cleared during the UA process.

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

**Kingsburg Elementary Charter** **Fresno County**

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

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**O** - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

## IMPORT CHECKS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## GENERAL LEDGER CHECKS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## SUPPLEMENTAL CHECKS

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

**DEBT-ACTIVITY** - (**Informational**) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types: **Exception**

| Long-Term Liability Type | Beginning Balance | Ending Balance |
|---|---|---|
| DEBT.GOV.GO.BONDS.9661 | $16,685,739.00 | |
| DEBT.GOV.PENSION.LIAB.9663 | $27,894,234.00 | |
| DEBT.GOV.OPEB.9664 | $22,816,428.00 | |
| DEBT.GOV.COMP.ABS.9665 | $212,740.00 | |
| DEBT.GOV.COPS.9666 | $7,152,800.50 | |
| DEBT.GOV.CAP.LEASES.9667 | $193,355.00 | |
| DEBT.GOV.OTH.DEBT.9669 | $2,258,040.94 | |

Explanation: Form DEBT will be cleared during the UA process.

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

## EXPORT VALIDATION CHECKS

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

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

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

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

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

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

Export Log
Period: Budget, July 1
Type of Export: Official

==========

LEA: 10-62240-0000000 Kingsburg Elementary Charter

Official Check for LEA: 10-62240-0000000 is good

---

Export of USER General Ledger started at 6/2/2026, 6:30:39 PM

OFFICIAL Header for LEA: 10-62240-0000000 Kingsburg Elementary Charter
VERSION SACS V15

- Fiscal year: 2025-26
- Type of data: Estimated Actuals
- Number of records exported in group 1: 1077

- Fiscal year: 2026-27
- Type of data: Budget
- Number of records exported in group 2: 947

Export USER General Ledger completed at 6/2/2026, 6:30:39 PM

---

Export of Supplementals (USER ELEMENTs) started at 6/2/2026, 6:30:39 PM

- Fiscal year: 2025-26
- Type of data: Estimated Actuals
- Number of records exported in group 3: 722

- Fiscal year: 2026-27
- Type of data: Budget
- Number of records exported in group 4: 2708

Export of supplementals (USER ELEMENTs) completed at 6/2/2026, 6:30:39 PM

---

Export of TRC Explanations started at 6/2/2026, 6:30:39 PM

- Fiscal year: 2025-26
- Type of data: Estimated Actuals
- Number of records exported in group 5: 56

- Fiscal year: 2026-27
- Type of data: Budget
- Number of records exported in group 6: 0

Export of TRC Explanations completed at 6/2/2026, 6:30:39 PM

---

Export of TRC Log started at 6/2/2026, 6:30:39 PM

- Fiscal year: 2025-26
- Type of data: Estimated Actuals
- Number of records exported in group 7: 56

- Fiscal year: 2026-27
- Type of data: Budget
- Number of records exported in group 8: 57

Export of TRC Log completed at 6/2/2026, 6:30:39 PM

OFFICIAL END for LEA: 10-62240-0000000 Kingsburg Elementary Charter

Exported to file: 10622400000000_BS1_2026-27_H8BUT23U84_OFFICIAL.DAT

End of Official Export Process

**District:** Kingsburg Elementary Charter School District
**CDS #:** 10622400000000

**Adopted Budget**
**2026-27 Budget Attachment**
**Balances in Excess of Minimum Reserve Requirements**

## Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

| Combined Assigned and Unassigned/unappropriated Fund Balances | | | |
|---|---|---|---|
| Form | Fund | 2026-27 Budget | Objects 9780/9789/9790 |
| 01 | General Fund/County School Service Fund | $18,530,121.71 | Form 01 |
| 17 | Special Reserve Fund for Other Than Capital Outlay Projects | $2,867,252.80 | Form 17 |
| | Total Assigned and Unassigned Ending Fund Balances | $21,397,374.51 | |
| | District Standard Reserve Level | 3% | Form 01CS Line 10B-4 |
| | Less District Minimum Reserve for Economic Uncertainties | $1,304,264.63 | Form 01CS Line 10B-7 |
| | Remaining Balance to Substantiate Need | $20,093,109.88 | |

| Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties | | | |
|---|---|---|---|
| **Form** | **Fund** | **2026-27 Budget** | **Description of Need** |
| | | These are samples | |
| 01 | General Fund/County School Service Fund | $10,868,871.92 | Board Fund Balance Policy requiring available reserves of at least 10% but no more than 25% of total general fund expenditures |
| 01 | General Fund/County School Service Fund | $5,221,991.73 | COP for Solar Project - Audit Adjustment |
| 01 | General Fund/County School Service Fund | $1,800,000.00 | TK Expansion Building at Washington Elementary |
| 01 | General Fund/County School Service Fund | $200,000.00 | TK Expansion (temporary) at Washington Elementary |
| 01 | General Fund/County School Service Fund | $1,000,000.00 | Set aside for Capital Outlay Projects - HVAC |
| 01 | General Fund/County School Service Fund | $750,000.00 | Set aside for Capital Purchase - Buses (transportation) |
| 01 | General Fund/County School Service Fund | $252,246.23 | Set aside for Capital Outlay Projects - Painting School |
| | | Insert Lines above as needed | |
| | Total of Substantiated Needs | $20,093,109.88 | |

**Remaining Unsubstantiated Balance** **$0.00** **Balance should be Zero**

**Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.**

# STUDIES/REPORTS INDICATING FISCAL DISTRESS (AB 2756)

**District:** Kingsburg Elementary Charter School District

**Date:** June 8, 2026

**Please check one:**

☒ **The district does not have any reports that show signs of fiscal distress.**

☐ **The district has and is submitting the following reports that show signs of fiscal distress:**

**1) Report Title:** _____

Prepared by: _____

Date: _____ Copy attached ☐

**2) Report Title:** _____

Prepared by: _____

Date: _____ Copy attached ☐

**3) Report Title:** _____

Prepared by: _____

Date: _____ Copy attached ☐

**4) Report Title:** _____

Prepared by: _____

Date: _____ Copy attached ☐

**Signature:** _____ **Date:** June 8, 2026

Chief Business Official

**Please submit this form and any accompanying reports to:**
**your District Assistance Team**
**at the**
**Fresno County Superintendent of Schools**

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   Resolution 26-13 Interfund Borrowing

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets

   *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To approve money held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603.

6. **Financial Impact:**
   N/A

7. **Funding Source:**
   All

8. **Impact on Students:**
   In order to maintain operations, temporary borrowing may be needed from one fund to another.

Submit Completed Request to Maxine Balling

KINGSBURG
ELEMENTARY CHARTER SCHOOL DISTRICT

WESLEY SEVER, ED.D.
Superintendent
MATT STOVALL
Assistant Superintendent,
Curriculum & Instruction
BOBBY RODRIGUEZ
Assistant Superintendent,
Business Services
ERIN PASILLAS
Director of Special Education
& Student Services
SARAH BALLARD
Director of Human Resources

RESOLUTION 26-13

**RESOLUTION TO AUTHORIZE TEMPORARY INTERFUND TRANSFERS OF SPECIAL OR RESTRICTED MONEY**

**WHEREAS**, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

**WHEREAS**, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

**WHEREAS**, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

**NOW THEREFORE, BE IT RESOLVED** that the Governing Board of the Kingsburg Elementary Charter School District, in accordance with the provisions of Education Code Section 42603 adopts the following authorization for the 2026-27 fiscal year to temporarily transfer moneys between the following funds provided that all transfers are approved by the Superintendent or designee;

PASSED AND ADOPTED by the Governing Board on June 8, 2026, by the following vote:

**Ayes:**
**Noes:**
**Abstentions:**
**Absent:**
STATE OF CALIFORNIA )
)ss.
COUNTY OF FRESNO )

I, Karyll Smith Quinn, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED by my hand this 8th day of June, 2026

_____
Clerk, Kingsburg Elementary Charter School District

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   Resolution 26-11 Sole Source - California Teaching Fellows

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets

   *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   The California Teaching Fellows Foundation has all the necessary staff and professional development for said staff to fulfill the District's Expanded Learning Opportunity Program (ELOP) comprehensive after school program Monday - Friday (until 6:00 p.m.) with the 30 intercession days at our school sites.

6. **Financial Impact:**
   Washington - $268,062.93; Roosevelt - $136,818.93; Lincoln - $244,786.44; Reagan - $280,152.80; Rafer Johnson Jr. High School - $118,605.32; Folklorico - $13,454.28; After school sports - $48,089.98
   Total - $1,109,970.68

7. **Funding Source:**
   Resource 26000 - ELOP

8. **Impact on Students:**
   To provide students and families a 9-hour day for students that includes tutoring, enrichment, physical activities, and snacks.

Submit Completed Request to Maxine Balling

KINGSBURG
ELEMENTARY CHARTER SCHOOL DISTRICT

WESLEY SEVER, ED. D.
Superintendent
MATT STOVALL
Assistant Superintendent
BOBBY RODRIGUEZ
Assistant Superintendent
SARAH BALLARD
Director of Human Resources
ERIN PASILLAS
Director, Special Education, Student Services

RESOLUTION 26-11

RESOLUTION OF THE KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT APPROVING A SOLE SOURCE CONTRACT FOR STAFF AND TRAINING FOR THE AFTERSCHOOL PROGRAM WITH THE CALIFORNIA TEACHING FELLOWS FOUNDATION

**WHEREAS**, the Kingsburg Elementary Charter School District ("District") desires to have a comprehensive after school program for the 2026-27 school year; and

**WHEREAS**, the California Teaching Fellows Foundation is the only supplier that can meet the programs needs of Monday-Friday until 6 p.m. with staff members at each site; and

**WHEREAS**, the District and the California Teaching Fellows Foundation desire to enter into a contract for the services for our afterschool program at multiple sites; and

**WHEREAS**, the California courts, in cases such as San Diego Service Authority for Freeway Emergencies v. Superior Court (1988) 198 CalApp3d 1466, have carved out an exception to the competitive bidding requirement when letting a project out to bid would result in no competitive advantage to the public entity.

NOW, THEREFORE, THE BOARD OF THE KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT HEREBRY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

**Section 1:** Findings:

1. The California Teaching Fellows Foundation possesses a unique integrated package consisting of staff and training of said staff for the afterschool program
2. The afterschool program desired by the District cannot be provided by any other supplier were the District to undertake the process and expense of drafting contract specifications, advertising and competitively bidding the purchase, no competitive advantage to the District would result because only the California Teaching Fellows would be capable of submitting a responsive bid.
3. Therefore, the Board finds that this contract fall sunder the exception to the competitive bidding requirements as set forth in San Diego Service Authority for Freeway Emergencies v. Superior Court (1988) 198 CalApp3d 1446, above, and need not be competitively bid.

**Section 2:** Award of Contract: The Board does hereby determine that the California Teaching Fellows Foundation shall be the vendor for the District's afterschool program. The Board does hereby award the contract for the purchase of said services.

**Section 3:** Effective Date: This Resolution shall take effect immediately upon its adoption by the District

KINGSBURG
ELEMENTARY CHARTER SCHOOL DISTRICT

WESLEY SEVER, ED. D.
Superintendent
MATT STOVALL
Assistant Superintendent
BOBBY RODRIGUEZ
Assistant Superintendent
SARAH BALLARD
Director of Human Resources
ERIN PASILLAS
Director, Special Education,
Student Services

APPROVED and ADOPTED this 8th day of June, 2026

Ayes:
Nayes:
Abstain:
Absent:

I, Karyll Smith Quinn, Clerk of the Governing Board of the Kingsburg Elementary Charter School District, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Kingsburg Elementary Charter School District at a regularly called and conducted meeting held on said date.

_____
Clerk of the Governing Board

# QUOTE

CALIFORNIA Teaching Fellows FOUNDATION
Teach · *Lead* · **Succeed**

## PROJECT INFORMATION

| | | | |
|---|---|---|---|
| **Attention** | Laura North | **Project Title** | Washington ES ELO - 26-27 |
| **Title** | Director of Expanded Learning & | **Effective Date** | 8/3/2026 |
| **Client** | Kingsburg Charter Elementary | **Termination Date** | 6/30/2027 |
| **Address** | | **Term** | 2026/2027 |
| **City, State, Zip** | | **Tax ID** | 20-0359353 |

## PROJECT DETAILS

| Item No. | Qty | Description | Unit Price | Other Hours | Total Hours | Cost per TF | Total Cost |
|---|---|---|---|---|---|---|---|
| 1 | 1 | Site Lead | $34.75 | | 1696 | $58,936.00 | $58,936.00 |
| 2 | 1 | Site Lead OT | $52.13 | | 20 | $1,042.60 | $1,042.60 |
| 3 | 1 | Site Lead PD | $42.25 | 66 | 66 | $2,788.50 | $2,788.50 |
| 4 | 1 | Assistant Site Lead | $31.97 | 47 | 1028 | $32,865.16 | $32,865.16 |
| 5 | 1 | Assistant Site Lead OT | $47.96 | | 16 | $767.36 | $767.36 |
| 6 | 1 | Assistant Site Lead PD | $38.87 | 66 | 66 | $2,565.42 | $2,565.42 |
| 7 | 5 | Line Staff | $28.14 | 43 | 754 | $21,217.56 | $106,087.80 |
| 8 | 1 | Line Staff | $28.14 | 43 | 893.5 | $25,143.09 | $25,143.09 |
| 9 | 6 | Line Staff PD | $35.49 | 50 | 50 | $1,774.50 | $10,647.00 |
| 10 | 1 | Full Time Site Lead | $11,220.00 | | 1 | $11,220.00 | $11,220.00 |
| 11 | 1 | Program Supplies | | | 1 | $0.00 | $16,000.00 |

Total **$268,062.93**

*CTFF is incorporated as a not-for-profit 501c3 corporation. To help accomplish our mission, CTFF provides Teaching Fellows with real-world educational experiences at schools in the day and expanded learning programs coupled with personal and professional development. CTFF utilizes a billing rate per hour of Teaching Fellow service reflected on this quote as the "unit price." The unit price includes the Teaching Fellows hourly rate plus applicable payroll taxes and benefits, insurance, and sick pay hours. Teaching Fellows unit price also includes an administrative margin to cover program supports such as but not limited to program planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, payroll, liability insurance(s), and other administrative expenses. CTFF captures all expenses within the unit price but reserves the right to invoice for additional hours owed to our employees as a result of federal, state, or local emergency ordinances such as COVID-19 supplemental sick pay. Within fifteen(15) business days of the execution of the Contract, to secure appropriate funds to cover obligations prior to the initial invoice for services provided by the CTFF, District shall provide a deposit of 15% of the Contract Amount.*

**Quote Note:**

8 Total Teaching Fellows working 8/3/26-6/30/27 (180 total program days). 1 Site Lead working 212 days at 8 hours per day, with 66 hours of Professional Development, and 20 hours of overtime. 1 Assistant Site Lead working 162 days at 5.25 hours per day, 18 days at 7.25 hours per day with 66 hours of Professional Development, with 47 other hours, and 16 hours of overtime. 5 Teaching Fellows working 162 days at 3.75 hours per day, 18 days at 5.75 hours per day with 43 other hours, and 50 hours of Professional Development. 1 Teaching Fellow working 162 days at 4.5 hours per day, 18 days at 6.75 hours per day with 43 other hours, and 50 hours of Professional Development. Program materials budget of $16,000.00.

In partnership,

**Mike Snell, Ed.D., CEO**

7110 N Fresno Street Suite 300, Fresno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us

# QUOTE

CALIFORNIA Teaching Fellows FOUNDATION
Teach · *Lead* · **Succeed**

## PROJECT INFORMATION

| | | | |
|---|---|---|---|
| **Attention** | Laura North | **Project Title** | Roosevelt ES ELO - 26-27 |
| **Title** | Director of Expanded Learning & | **Effective Date** | 8/3/2026 |
| **Client** | Kingsburg Charter Elementary | **Termination Date** | 6/30/2027 |
| **Address** | | **Term** | 2026/2027 |
| **City, State, Zip** | | **Tax ID** | 20-0359353 |

## PROJECT DETAILS

| Item No. | Qty | Description | Unit Price | Other Hours | Total Hours | Cost per TF | Total Cost |
|---|---|---|---|---|---|---|---|
| 1 | 1 | Site Lead | $34.75 | | 1696 | $58,936.00 | $58,936.00 |
| 2 | 1 | Site Lead OT | $52.13 | | 20 | $1,042.60 | $1,042.60 |
| 3 | 1 | Site Lead PD | $42.25 | 66 | 66 | $2,788.50 | $2,788.50 |
| 4 | 1 | Assistant Site Lead | $31.97 | | 32 | $1,023.04 | $1,023.04 |
| 5 | 1 | Assistant Site Lead OT | $47.96 | | 16 | $767.36 | $767.36 |
| 6 | 2 | Line Staff | $28.14 | 43 | 737.25 | $20,746.22 | $41,492.43 |
| 7 | 2 | Line Staff PD | $35.49 | 50 | 50 | $1,774.50 | $3,549.00 |
| 8 | 1 | Full Time Site Lead | $11,220.00 | | 1 | $11,220.00 | $11,220.00 |
| 9 | 1 | Program Supplies | | | 1 | $0.00 | $16,000.00 |

Total: **$136,818.93**

*CTFF is incorporated as a not-for-profit 501c3 corporation. To help accomplish our mission, CTFF provides Teaching Fellows with real-world educational experiences at schools in the day and expanded learning programs coupled with personal and professional development. CTFF utilizes a billing rate per hour of Teaching Fellow service reflected on this quote as the "unit price." The unit price includes the Teaching Fellows hourly rate plus applicable payroll taxes and benefits, insurance, and sick pay hours. Teaching Fellows unit price also includes an administrative margin to cover program supports such as but not limited to program planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, payroll, liability insurance(s), and other administrative expenses. CTFF captures all expenses within the unit price but reserves the right to invoice for additional hours owed to our employees as a result of federal, state, or local emergency ordinances such as COVID-19 supplemental sick pay. Within fifteen(15) business days of the execution of the Contract, to secure appropriate funds to cover obligations prior to the initial invoice for services provided by the CTFF, District shall provide a deposit of 15% of the Contract Amount.*

**Quote Note:**

4 Total Teaching Fellows working 8/3/26-6/30/27 (180 total program days). 1 Site Lead working 212 days at 8 hours per day, with 20 hours of overtime, and 66 hours of Professional Development. 1 Assistant Site Lead working 4 days at 8 regular hours and 4 hours of overtime. 2 Teaching Fellow working 169 days at 3.75 hours per day and 11 days at 5.5 hours per day with 50 hours of Professional Development and 43 other hours. Program supplies budget of $16,000.00.

In partnership,
**Mike Snell, Ed.D., CEO**

7110 N Fresno Street Suite 300, Fresno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us

# QUOTE

CALIFORNIA Teaching Fellows FOUNDATION
Teach · *Lead* · **Succeed**

## PROJECT INFORMATION

| | | | |
|---|---|---|---|
| **Attention** | Laura North | **Project Title** | Lincoln ES ELO - 26-27 |
| **Title** | Director of Expanded Learning & | **Effective Date** | 8/3/2026 |
| **Client** | Kingsburg Charter Elementary | **Termination Date** | 6/30/2027 |
| **Address** | | **Term** | 2026/2027 |
| **City, State, Zip** | | **Tax ID** | 20-0359353 |

## PROJECT DETAILS

| Item No. | Qty | Description | Unit Price | Other Hours | Total Hours | Cost per TF | Total Cost |
|---|---|---|---|---|---|---|---|
| 1 | 1 | Site Lead | $34.75 | | 1696 | $58,936.00 | $58,936.00 |
| 2 | 1 | Site Lead OT | $52.13 | | 20 | $1,042.60 | $1,042.60 |
| 3 | 1 | Site Lead PD | $42.25 | 66 | 66 | $2,788.50 | $2,788.50 |
| 4 | 1 | Assistant Site Lead | $31.97 | | 32 | $1,023.04 | $1,023.04 |
| 5 | 1 | Assistant Site Lead OT | $47.96 | | 16 | $767.36 | $767.36 |
| 6 | 1 | Line Staff | $28.14 | 43 | 628 | $17,671.92 | $17,671.92 |
| 7 | 6 | Line Staff | $28.14 | 43 | 728 | $20,485.92 | $122,915.52 |
| 8 | 7 | Line Staff PD | $35.49 | 50 | 50 | $1,774.50 | $12,421.50 |
| 9 | 1 | Full Time Site Lead | $11,220.00 | | 1 | $11,220.00 | $11,220.00 |
| 10 | 1 | Program Supplies | | | 1 | $0.00 | $16,000.00 |

Total: **$244,786.44**

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**Quote Note:**

9 Total Teaching Fellows working 8/3/26-6/30/27 (180 total program days). 1 Site Lead working 212 days at 8 hours per day and 20 hours of overtime, with 66 hours of Professional Development. 1 Assistant Site Lead working 4 days at 8 regular hours and 4 hours of overtime per day. 1 Teaching Fellow working 180 days at 3.25 hours per day, with 50 hours of Professional Development and 43 other hours. 6 Teaching Fellows working 136 days at 3.5 hours per day, 33 days at 4.25 hours per day, and 11 days at 6.25 hours per day, with 50 hours of Professional Development and 43 other hours.Program Supplies budget of $16,000.00.

In partnership,

**Mike Snell, Ed.D., CEO**

7110 N Fresno Street Suite 300, Fresno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us

# QUOTE

CALIFORNIA Teaching Fellows FOUNDATION
Teach · *Lead* · **Succeed**

## PROJECT INFORMATION

| | | | |
|---|---|---|---|
| **Attention** | Laura North | **Project Title** | Reagan ES ELO - 26-27 |
| **Title** | Director of Expanded Learning & | **Effective Date** | 8/3/2026 |
| **Client** | Kingsburg Charter Elementary | **Termination Date** | 6/30/2027 |
| **Address** | | **Term** | 2026/2027 |
| **City, State, Zip** | | **Tax ID** | 20-0359353 |

## PROJECT DETAILS

| Item No. | Qty | Description | Unit Price | Other Hours | Total Hours | Cost per TF | Total Cost |
|---|---|---|---|---|---|---|---|
| 1 | 1 | Site Lead | $34.75 | | 1696 | $58,936.00 | $58,936.00 |
| 2 | 1 | Site Lead OT | $52.13 | | 20 | $1,042.60 | $1,042.60 |
| 3 | 1 | Site Lead PD | $42.25 | 66 | 66 | $2,788.50 | $2,788.50 |
| 4 | 1 | Assistant Site Lead | $31.97 | 75 | 888.5 | $28,405.35 | $28,405.35 |
| 5 | 1 | Assistant Site Lead OT | $47.96 | | 16 | $767.36 | $767.36 |
| 6 | 1 | Assistant Site Lead PD | $38.87 | 66 | 66 | $2,565.42 | $2,565.42 |
| 7 | 7 | Line Staff | $28.14 | 43 | 642.5 | $18,079.95 | $126,559.65 |
| 8 | 1 | Line Staff | $28.14 | 43 | 628 | $17,671.92 | $17,671.92 |
| 9 | 8 | Line Staff PD | $35.49 | 50 | 50 | $1,774.50 | $14,196.00 |
| 10 | 1 | Full Time Site Lead | $11,220.00 | | 1 | $11,220.00 | $11,220.00 |
| 11 | 1 | Program Supplies | | | 1 | $0.00 | $16,000.00 |

Total **$280,152.80**

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**Quote Note:**

10 Total Teaching Fellows working 8/3/26-6/30/27 (180 total program days). 1 Site Lead working 212 days at 8 hours per day with 20 hours of overtime, and 66 hours of Professional Development. 1 Assistant Site Lead working 136 days at 4 hours per day, 33 days at 6 hours per day, and 11 days at 6.5 hours per day, with 66 hours of professional development, 75 other hours and 16 hours of overtime. 1 Teaching Fellow working 180 days at 3.25 hours per day, with 50 hours of Professional Development, and 43 other hours. 7 Teaching Fellows working 136 days at 2.75 hours per day and 33 days at 5 hours per day, and 11 days at 5.5 hours per day, with 50 hours of Professional Development, and 43 other hours. Program Supplies budget of $16,000.00

In partnership,

**Mike Snell, Ed.D., CEO**

7110 N Fresno Street Suite 300, Fresno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us

# QUOTE

CALIFORNIA Teaching Fellows FOUNDATION
Teach · *Lead* · **Succeed**

## PROJECT INFORMATION

| | | | |
|---|---|---|---|
| **Attention** | Laura North | **Project Title** | Rafer MS ELO - 26-27 |
| **Title** | Director of Expanded Learning & | **Effective Date** | 8/3/2026 |
| **Client** | Kingsburg Charter Elementary | **Termination Date** | 6/30/2027 |
| **Address** | | **Term** | 2026/2027 |
| **City, State, Zip** | | **Tax ID** | 20-0359353 |

## PROJECT DETAILS

| Item No. | Qty | Description | Unit Price | Other Hours | Total Hours | Cost per TF | Total Cost |
|---|---|---|---|---|---|---|---|
| 1 | 1 | Site Lead | $34.75 | | 1696 | $58,936.00 | $58,936.00 |
| 2 | 1 | Site Lead OT | $52.13 | | 20 | $1,042.60 | $1,042.60 |
| 3 | 1 | Site Lead PD | $42.25 | 66 | 66 | $2,788.50 | $2,788.50 |
| 4 | 1 | Assistant Site Lead | $31.97 | | 32 | $1,023.04 | $1,023.04 |
| 5 | 1 | Assistant Site Lead OT | $47.96 | | 16 | $767.36 | $767.36 |
| 6 | 1 | Line Staff | $28.14 | 43 | 634.25 | $17,847.80 | $17,847.80 |
| 7 | 1 | Line Staff | $28.14 | 43 | 193 | $5,431.02 | $5,431.02 |
| 8 | 2 | Line Staff PD | $35.49 | 50 | 50 | $1,774.50 | $3,549.00 |
| 9 | 1 | Full Time Site Lead | $11,220.00 | | 1 | $11,220.00 | $11,220.00 |
| 10 | 1 | Program Supplies | | | 1 | $0.00 | $16,000.00 |

Total: **$118,605.32**

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**Quote Note:**

4 Total Teaching Fellows working 8/3/26-6/30/27 (180 total program days). 1 Site Lead working 212 days at 8 hours per day with 20 hours of overtime and 66 hours of Professional Development. 1 Assistant Site Lead working 4 days at 8 regular hours and 4 hours of overtime per day. 1 Teaching Fellow working 136 days at 2.75 hours per day, 33 days at 4.5 hours per day, and 11 days at 6.25 hours per day, with 43 other hours and 50 hours of Professional Development. 1 Teaching Fellow working 2 days per week, 2 hours per day, for 75 days, with 43 other hours, and 50 hours of Professional Development. Program supplies budget of $16,000.00.

In partnership,

**Mike Snell, Ed.D., CEO**

7110 N Fresno Street Suite 300, Fresno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us

# QUOTE

CALIFORNIA Teaching Fellows FOUNDATION
Teach · *Lead* · **Succeed**

## PROJECT INFORMATION

| | | | |
|---|---|---|---|
| **Attention** | Laura North | **Project Title** | Folklorico |
| **Title** | Director of Expanded Learning & | **Effective Date** | 8/3/2026 |
| **Client** | Kingsburg Charter Elementary | **Termination Date** | 6/3/2027 |
| **Address** | | **Term** | 2026/2027 |
| **City, State, Zip** | | **Tax ID** | 20-0359353 |

## PROJECT DETAILS

| Item No. | Qty | Description | Unit Price | Other Hours | Total Hours | Cost per TF | Total Cost |
|---|---|---|---|---|---|---|---|
| 1 | 2 | Line Staff | $28.14 | 30 | 176 | $4,952.64 | $9,905.28 |
| 2 | 2 | Line Staff PD | $35.49 | 50 | 50 | $1,774.50 | $3,549.00 |

Total: **$13,454.28**

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**Quote Note:**

2 Total Teaching Fellows working 8/3/26-6/3/27. 2 Teaching Fellows working 73 days at 2 hours per day, with 30 other hours for prep/planning, and 50 hours of Professional Development.

In partnership,
**Mike Snell, Ed.D., CEO**

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# QUOTE

CALIFORNIA Teaching Fellows FOUNDATION
Teach · *Lead* · **Succeed**

## PROJECT INFORMATION

| | | | |
|---|---|---|---|
| **Attention** | Laura North | **Project Title** | Reagan Sports |
| **Title** | Director of Expanded Learning & | **Effective Date** | 8/3/2026 |
| **Client** | Kingsburg Charter Elementary | **Termination Date** | 6/3/2027 |
| **Address** | | **Term** | 2026/2027 |
| **City, State, Zip** | | **Tax ID** | 20-0359353 |

## PROJECT DETAILS

| Item No. | Qty | Description | Unit Price | Other Hours | Total Hours | Cost per TF | Total Cost |
|---|---|---|---|---|---|---|---|
| 1 | 7 | Line Staff | $28.14 | 30 | 176 | $4,952.64 | $34,668.48 |
| 2 | 7 | Line Staff PD | $35.49 | 50 | 50 | $1,774.50 | $12,421.50 |
| 3 | 1 | Program Supplies | | | 1 | $0.00 | $1,000.00 |

Total: **$48,089.98**

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**Quote Note:**

7 Total Teaching Fellows working 8/3/26-6/3/27. 7 Teaching Fellows working 73 days at 2 hours per day, with 30 other hours for prep/planning, and 50 hours of Professional Development. Program materials budget of $1,000.00 to cover CPR/First Aid certification.

In partnership,
**Mike Snell, Ed.D., CEO**

7110 N Fresno Street Suite 300, Fresno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   CDW Amplified Google Education Plus Licensing

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets
     *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To approve a 3-year Google Workspace for Education contract for account licensing, increased storage, security features, reporting, priority support responses, and additional end-user features across all of its core apps.

6. **Financial Impact:**
   Year 1 - $11,300.82; Year 2 - $12,874.02; Year 3 - $12,874.02
   Total - $37,048.86

7. **Funding Source:**
   Resource 09000

8. **Impact on Students:**
   Ensures our devices and accounts are functioning properly for students and staff.

Submit Completed Request to Maxine Balling

CDW Education
75 Remittance Drive, Suite 1515
Chicago, IL 60675

Prepared For
Kingsburg Elementary Charter School District
1310
Stroud Avenue
Kingsburg, CA 93631

Estimate Date
05/06/2026

Estimate Number
0130776

| Description | Rate | Qty | Line Total |
|---|---|---|---|
| GOO-WEH-1003<br>GWFE Plus - 3 Year - SUB 10K - Google Workspace for Education Plus - 3 Year - Sub 10k - Students - (10% Offset Year 1): Google Workspace for Education Plus - 3 Year Available for new customers purchasing on or after October 1st, 2025, and for renewals after February 1st, 2026.;<br>Year 1<br>Licensed Domains: kesd.org<br>License Term: 2026-07-21 - 2027-07-20 | $4.31 | 2220 | $9,568.20 |
| GOO-WEH-1001<br>GWFE Plus - 3 Year - SUB 10K - Google Workspace for Education Plus - 3 Year - Sub 10k - Staff - (10% Offset Year 1): Google Workspace for Education Plus - 3 Year Available for new customers purchasing on or after October 1st, 2025, and for renewals after February 1st, 2026.;<br>Year 1<br>Licensed Domains: kesd.org<br>License Term: 2026-07-21 - 2027-07-20 | $4.31 | 402 | $1,732.62 |
| GOO-WEH-1002<br>GWFE Plus - 3 Year - SUB 10K - Google Workspace for Education Plus - 3 Year - Sub 10k - Students: Google Workspace for Education Plus - 3 Year Available for new customers purchasing on or after October 1st, 2025, and for renewals after February 1st, 2026.;<br>Year 2<br>Licensed Domains: kesd.org<br>License Term: 2026-07-21 - 2027-07-20 | $4.91 | 2220 | $10,900.20 |
| GOO-WEH-1000<br>GWFE Plus - 3 Year - SUB 10K - Google Workspace for Education Plus - 3 Year - Sub 10k - Staff: Google Workspace for Education Plus - 3 Year Available for new customers purchasing on or after October 1st, 2025, and for renewals after February 1st, 2026.; | $4.91 | 402 | $1,973.82 |

| | | | |
|---|---|---|---|
| Year 2<br>Licensed Domains: kesd.org<br>License Term: 2026-07-21 - 2027-07-20 | | | |
| GOO-WEH-1002<br>GWFE Plus - 3 Year - SUB 10K - Google Workspace for Education Plus - 3 Year - Sub 10k - Students: Google Workspace for Education Plus - 3 Year Available for new customers purchasing on or after October 1st, 2025, and for renewals after February 1st, 2026.;<br>Year 3<br>Licensed Domains: kesd.org<br>License Term: 2026-07-21 - 2027-07-20 | $4.91 | 2220 | $10,900.20 |
| GOO-WEH-1000<br>GWFE Plus - 3 Year - SUB 10K - Google Workspace for Education Plus - 3 Year - Sub 10k - Staff: Google Workspace for Education Plus - 3 Year Available for new customers purchasing on or after October 1st, 2025, and for renewals after February 1st, 2026.;<br>Year 3<br>Licensed Domains: kesd.org<br>License Term: 2026-07-21 - 2027-07-20 | $4.91 | 402 | $1,973.82 |

| | |
|---|---|
| Subtotal | 37,048.86 |
| Tax | 0.00 |
| Estimate Total (USD) | $37,048.86 |

Notes

A Student Enrollment Verification Letter OR License Verification Letter is required for all first time AND annual renewals of EDU Workspace Standard and Workspace Plus orders that are changing license count. These letters verify that the number of student licenses purchased is equal to, or greater than, your current total student enrollment (representing all students, including full and part time). License Verification Letters must additionally include total staff requiring an active Education Fundamentals license.

CITE - 400-23-CITE

Terms

About Us https://www.cdwg.com/content/cdwg/en/about/overview.html
Privacy Policy https://www.cdwg.com/content/cdwg/en/terms-conditions/privacy-notice.html
Terms and Conditions https://www.cdwg.com/content/cdwg/en/terms-conditions.html

Please send purchase orders to cdwg@amplifiedit.com or fax to 757-585-3550. If possible, please also include a copy of your organization's tax-exempt certificate with your purchase order. An exemption certificate is required to process Google Voice orders.

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# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   Gaggle Web Filter

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets

   *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To continue to provide safety management to all of our student Google accounts,

6. **Financial Impact:**
   $14,175

7. **Funding Source:**
   Resource 09000

8. **Impact on Students:**
   Provides safety management to all of our student Google accounts and alerts staff when needed. This has been a tremendous asset with identifying students who are in need.

Submit Completed Request to Maxine Balling




## Big news! We're introducing the Gaggle Web Filter.

Designed to seamlessly ensure CIPA compliance, Gaggle's Web Filter effectively blocks access to inappropriate websites, providing a safer online environment for your students. Gaggle's Web Filter combines our extensive knowledge of student safety with effective technology that blocks students from accessing inappropriate content online.




Simple




CIPA certified




Modest set up fee



Keeps student safety in focus

Your students' safety is our top priority, and we are proud to partner with you to protect their well-being. We look forward to expanding the impact we're making for students in your district with our new web filter solution.

If you'd like to add our new web filter, please contact us today.

**Gaggle has helped thousands of districts avoid tragedies and save lives.**
During the past five school years, Gaggle was instrumental in helping K-12 districts **save the lives of 5,790 students.**

**Gaggle.Net, Inc.**
P.O. Box 736907
Chicago, IL 60673-6907
800-288-7750
www.gaggle.net

# Gaggle Quote

Kingsburg Elementary Charter School intends to implement and use the Gaggle services as outlined below:

## Service Details

| DESCRIPTION | NOTES | QUANTITY | UNIT PRICE | DISCOUNT | NET UNIT PRICE | NET TOTAL |
|---|---|---|---|---|---|---|
| Gaggle Safety Management - Google - Student | Email and Drive | 2,100 | $7.00 | $0.25 | $6.75 | $14,175.00 |
| Learn More: https://www.gaggle.net/safety-management | | | | | | |
| Gaggle Safety Management - SIS Integration | Aeries | 1 | $0.00 | $0.00 | $0.00 | $0.00 |
| Learn More: https://6210449.fs1.hubspotusercontent-na1.net/hubfs/6210449/Product%20Documents/SIS%20Integration.pdf | | | | | | |
| Gaggle Safety Management: Web Activity Monitor - Chrome | Extension | 2,100 | $0.00 | $0.00 | $0.00 | $0.00 |
| Learn More: https://news.gaggle.net/web-activity-monitoring | | | | | | |
| | | | | | **TOTAL:** | $14,175.00 |

**PRICING TERM:** 12 Month Annual
**SERVICE TERM:** 8/1/2026 - 7/31/2027
**VALID THROUGH:** 7/31/2027
**ADDITIONAL INFO:**

*Does not include any applicable sales tax.

Please send Purchase Orders to accounting@gaggle.net.

While this letter shall not constitute a legal binding license, it is an expression of the intent of both parties to work towards formalizing a legally binding agreement.

Upon the commencement of service; Gaggle's applicable Quote, Invoice, http://www.gaggle.net/terms-conditions, http://www.gaggle.net/service-level-agreement, http://www.gaggle.net/privacy, http://www.gaggle.net/student-data-privacy-notice along with future engagements and renewals of service; are hereby acknowledged and incorporated by reference.

Quote Number: Q-126807

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   Finalsite

2. **Agenda Item Category:**
   - **Consent Agenda**
   - ✓ **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - **Not Applicable**
   - ✓ **To Be Enclosed with Board Packets**
     ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   To approve a 3-year contract with Finalsite to continue the District's website in order to provide our families and community access to our sites and other required documentation.

6. **Financial Impact:**
   Year 1 - $11,900; Year 2 - $12,450; Year 3 - $13,055
   Total - $37,405

7. **Funding Source:**
   Resource 09000

8. **Impact on Students:**
   Allows students and families to have access to site documents and other important information relevant to our families.

Submit Completed Request to Maxine Balling

FINALSITE

Customer: Kingsburg Elementary Charter
Created By: Katy Ruiz
Renewal
5/8/2026
Proposal Valid for 30 days

This Finalsite Order (the 'Order') is entered into by and between Active Internet Technologies, dba Finalsite ('Finalsite') and Kingsburg Elementary Charter ("Customer") and sets forth the terms of Customer's use of the products and services set forth below ("**Pricing Summary**"). This Order, together with the Master Terms and Conditions for Services (the "**Master Terms**") located at https://www.finalsite.com/masterterms/useducationagencies and incorporated herein by this reference, form the entire agreement between the parties in respect of the products and services set forth below. Each of the individuals executing this Order represent and warrant that he or she is authorized to execute this Order on behalf of Customer or Finalsite, as applicable. Unless otherwise specified herein, any capitalized terms used in this Order shall have the meaning defined in the Master Terms. The "**Effective Date**" of this Order is the date on which both parties have signed this Order as reflected in the signature lines below.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt of which are hereby acknowledged, the parties hereby agree as follows:

## *A. Products and Services Pricing Summary*

**** Indicates products added*** ***[x] Indicates products removed***

## CMS Platform

| **Platform** | |
|---|---|
| CMS Core (Website) | |

| **Products Included in CMS Core** | |
|---|---|
| Calendar | Roles & Permissions |
| Posts | Standard Search |
| Forms | People Manager |
| Payments | Resource Manager |
| Faculty Portals | MFA / Authentication |
| Staff Directories | 24/7 Support |
| Crisis Mode | Social Media Feeds (8) |
| Page Pops | Number of Sites (8) |
| Cloud Storage 10 GB/Site | |

## Accessibility

| **Accessibility** | |
|---|---|
| AudioEye Managed | |

## Translation

| **Translation** | |
|---|---|
| Weglot Pro (5 languages, 200K words) | |

The above products, to include but not limited to (modules, integration, design and consulting) will be billed upon contract signature.

**Application Services Subscriptions Costs:**
Total Cost/Year during the Initial Term of this Order, subject to adjustment for any renewal term as provided below.

| Schedule | Amount |
|---|---|
| Period 1 - Sep 20 2026 | $ 11,900 |
| Period 2 - Sep 20 2027 | $ 12,450 |
| Period 3 - Sep 20 2028 | $ 13,055 |

## *B. Additional Terms*

1. **Initial Term: Unless otherwise specified in the Special Provisions above, the Initial Term shall be [3] years**
2. **Unless otherwise specified in the Special Provisions above, this Order Form shall be renewed automatically for successive periods of (3) years (each a "Renewal Term") after the expiration of the Initial Term and any subsequent Renewal Term, unless Customer provides AIT, or AIT provides Customer, with a written notice to the contrary ninety (90) days prior to the end of the Initial Term or Renewal Term, as applicable.**
3. **Effective Date: Upon execution of this Order.**
4. **AIT standard maintenance and support is included in the subscription fees for Application Services set forth in this Order.**
5. **All Upgrades and Updates to the Application Services are included in the subscription fees for Application Services set forth in this Order.**
6. **Fees shall be subject to increase upon notice by AIT for any renewal term, provided that any annual increase in fees shall be limited to the greater of 6% or the increase in US CPI.**
7. **In addition to Customer's obligations to pay the fees described in the fee table above, Customer agrees to reimburse Finalsite for all travel and other out-of-pocket expenses reasonably incurred by Finalsite in rendering any services described in this Order.**

## C. Payment Terms

1. **All fees for the initial year of this Order shall be due upon execution of this Order. Unless otherwise specified, all dollars ($) are United States currency. All fees for subsequent years shall be due upon the annual anniversary of the effective date of this Order.**
2. **Customer shall be invoiced for amounts due in respect of the first year of the Initial Term upon execution of this Order Form.**
3. **Sales Tax: If applicable, a copy of your Sales Tax Direct Pay Certificate or your Sales Tax Exemption Certificate must be returned with this Order Form.**

**Any SOWs to which links are provided above in Section A, "Pricing Summary," are incorporated into this Order by reference, and any professional services described therein are included as part of your software package. By signing below, Finalsite and Customer each agree to the terms and conditions of this Order, the Master Terms, and any SOWs incorporated by reference.**

| **Customer:** Kingsburg Elementary Charter | **Active Internet Technologies ('AIT')** |
|---|---|
| **Signature** | **Signature** |
| **Name (printed)** | **Name (printed)** |
| **Title (printed)** | **Title (printed)** |
| **Date** | **Date** |

## D. Customer Contact Information

Please fill out the following information, which will be used by our deployment & accounting teams.

| **Billing Contact** |
|---|
| **Title** |
| **Address**<br>1310 Stroud Ave |
| **City, State Zip**<br>Kingsburg, CA 93631-1000 |
| **Phone** |
| **Email** |

| **Project Contact** |
|---|
| **Title** |
| **Phone** |
| **Email** |

| ***Executive Sponsor (Head of School, Superintendent, Business Manager/CFO, etc.)** |
|---|
| **Title** |
| **Email** |

* The Executive Sponsor should be separate from the client contact and is typically the Head of School, Business Manager/CFO, etc.

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   Scout Edu, Inc.

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To approve the contract with Scout Edu, Inc. for one year to provide Central Valley Home School with increased support and documentation centered around their independent study program.

6. **Financial Impact:**
   $8,800

7. **Funding Source:**
   General Fund

8. **Impact on Students:**
   Assists with keeping accurate records for our independent study program at CVHS which will help keep us in compliance with new independent study requirements.

Submit Completed Request to Maxine Balling

QUOTE

Valid until Jun 21, 2026

# $8,880.00

**Scout Edu, Inc.**
132 Bowery
Floor 4
New York, New York 10013
United States
support@scoutforschools.com

| | |
|---|---|
| QUOTE NUMBER | QT-GBPNSWBB-0003-2 |
| ISSUE DATE | May 22, 2026 |
| EXPIRATION DATE | Jun 21, 2026 |

QUOTE FOR
**Kingsburg Elementary Charter School District**

Service period: July 1st, 2026 - June 30th, 2027

| DESCRIPTION | QTY | UNIT PRICE | AMOUNT |
|---|---|---|---|
| Scout - 1 year license | 128 | $85.00 | $10,880.00 |
| | Subtotal | | $10,880.00 |
| | Pilot applied as discount to license fee ($2,000.00 off) | | -$2,000.00 |
| | **Total** | | **$8,880.00** |

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   CVHS Math Adoption - Savvas Envision+

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Matt Stovall

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To purchase the Savvas enVision+ Mathematics curriculum for Grades K-8. This comprehensive solution includes a 7-year license for student editions and additional practice workbooks, teacher edition packages, classroom manipulative kits, differentiation libraries, and intervention system packages. The purchase also encompasses professional development.

6. **Financial Impact:**
   $291,539.70

7. **Funding Source:**
   General Fund

8. **Impact on Students:**
   Students will benefit from an updated, comprehensive mathematics curriculum tailored to the new math California standards. By utilizing the included differentiation libraries, intervention systems, and hands-on manipulative kits, students across grades K-8 will receive targeted support and engaging materials to foster mathematical comprehension and growth.

Submit Completed Request to Maxine Balling

SAVVAS LEARNING COMPANY

Kingsburg Elem Charter SD
Quote Number Q-252901

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Matt Stovall
Asst Superintendent of Curriculum
Kingsburg Elem Charter SD
1310 Stroud Ave
Kingsburg, CA 93631-1000

Quote Creation Date: 6/2/2026
Quote Expiration Date: 9/30/2026

## CA enVision+ 2027 K-8 Math 7-Years + Idv Kits
## Price Quote Summary

| Solution | Base Amount | Free Amount | Total |
|---|---|---|---|
| enVision Math | $171,209.00 | $60,240.00 | $171,209.00 |
| enVision+ Mathematics Professional Learning | $1,600.00 | $800.00 | $1,600.00 |
| enVisionmath 6-8 | $97,885.00 | $13,545.00 | $97,885.00 |
| Solution Subtotal: | $270,694.00 | $74,585.00 | $270,694.00 |

| | | |
|---|---|---|
| Shipping and Handling: | | $1,137.89 |
| Estimated Sales Tax: | 7.25% | $19,707.81 |
| Total: | | $291,539.70 |

SAVVAS LEARNING COMPANY

Kingsburg Elem Charter SD
Quote Number Q-252901

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

## Price Quote Detail

### enVision Math

#### enVision+Mathematics California (c) 2027 - Grade K

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213477054 | ENVISION+MATHEMATICS 2027 CLASSROOM MANIPULATIVE KIT GRADE K** | $390.00 | 0 | 1 | $0.00 | $390.00 |
| 9798213468366 | ENVISION+ MATHEMATICS 2027 INTERVENTION SYSTEM PACKAGE GRADES K/3**<br>9798213082906 - ENV+MTH27 MTH MIS BK A GK/3<br>9798213082913 - ENV+MTH27 MTH MIS BK B GK/3<br>9798213082920 - ENV+MTH27 MTH MIS BK C GK/3<br>9798213082937 - ENV+MTH27 MTH MIS BK D GK/3<br>9798213082944 - ENV+MTH27 MTH MIS BK E GK/3 | $206.00 | 5 | 0 | $1,030.00 | $0.00 |
| 9798213468120 | ENVISION+ CALIFORNIA MATH 2027 TEACHER EDITION PACKAGE GRADE K**<br>9798213051261 - ENV+CA27 MTH TE GR. K V1<br>9798213051278 - ENV+CA27 MTH TE GR. K V2<br>9798213051506 - ENV+CA27 MTH PO GR. K/2<br>9798213051568 - ENV+CA27 MTH ASB GR. K | $745.00 | 10 | 25 | $7,450.00 | $18,625.00 |
| 9798213468243 | ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE K**<br>9798213067200 - ENV+MTH27 MATH GAME MATS GK/2<br>9798213067149 - ENV+MTH27 DIFF LIB TG GK<br>9798213067323 - ENV+MTH27 MATH LIT MATS GK | $294.00 | 5 | 0 | $1,470.00 | $0.00 |
| 9798213558780 | ENVISION+ CALIFORNIA MATH 2027 7-YEAR STUDENT EDITION + 7-YEAR LICENSE + 7-YEAR ADDITIONAL PRACTICE WORKBOOK GRADE K**<br>9798213051025 - ENV+CA27 MTH SE GR. K V1<br>9798213051032 - ENV+CA27 MTH SE GR. K V2<br>9798213068968 - ENV+MTH27 ADD PRAC WKBK GK | $202.00 | 0 | 35 | $0.00 | $7,070.00 |
| | enVision+Mathematics California (c) 2027 - Grade K - Subtotal: | | | | $9,950.00 | $26,085.00 |

#### enVision+Mathematics California (c) 2027 - Grade 1

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213468137 | ENVISION+ CALIFORNIA MATH 2027 TEACHER EDITION PACKAGE GRADE 1**<br>9798213051285 - ENV+CA27 MTH TE GR.1 V1<br>9798213051292 - ENV+CA27 MTH TE GR.1 V2<br>9798213051506 - ENV+CA27 MTH PO GR. K/2<br>9798213051575 - ENV+CA27 MTH ASB GR.1 | $745.00 | 10 | 25 | $7,450.00 | $18,625.00 |
| 9798213468366 | ENVISION+ MATHEMATICS 2027 INTERVENTION SYSTEM PACKAGE GRADES K/3**<br>9798213082906 - ENV+MTH27 MTH MIS BK A GK/3<br>9798213082913 - ENV+MTH27 MTH MIS BK B GK/3<br>9798213082920 - ENV+MTH27 MTH MIS BK C GK/3<br>9798213082937 - ENV+MTH27 MTH MIS BK D GK/3<br>9798213082944 - ENV+MTH27 MTH MIS BK E GK/3 | $206.00 | 5 | 0 | $1,030.00 | $0.00 |

SAVVAS LEARNING COMPANY

Kingsburg Elem Charter SD
Quote Number Q-252901

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213477061 | ENVISION+MATHEMATICS 2027 CLASSROOM MANIPULATIVE KIT GRADE 1** | $423.00 | 0 | 1 | $0.00 | $423.00 |
| 9798213468250 | ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 1**<br>9798213067200 - ENV+MTH27 MATH GAME MATS GK/2<br>9798213067156 - ENV+MTH27 DIFF LIB TG G1<br>9798213067330 - ENV+MTH27 MATH LIT MATS G1 | $294.00 | 5 | 0 | $1,470.00 | $0.00 |
| 9798213556797 | ENVISION+ CALIFORNIA MATH 2027 7-YEAR STUDENT EDITION + 7-YEAR LICENSE + 7-YEAR ADDITIONAL PRACTICE WORKBOOK GRADE 1**<br>9798213051049 - ENV+CA27 MTH SE GR.1 V1<br>9798213051056 - ENV+CA27 MTH SE GR.1 V2<br>9798213066975 - ENV+MTH27 ADD PRAC WKBK G1 | $202.00 | 0 | 35 | $0.00 | $7,070.00 |
| | enVision+Mathematics California (c) 2027 - Grade 1 - Subtotal: | | | | $9,950.00 | $26,118.00 |

enVision+Mathematics California (c) 2027 - Grade 2

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213468144 | ENVISION+ CALIFORNIA MATH 2027 TEACHER EDITION PACKAGE GRADE 2**<br>9798213051308 - ENV+CA27 MTH TE GR.2 V1<br>9798213051315 - ENV+CA27 MTH TE GR.2 V2<br>9798213051506 - ENV+CA27 MTH PO GR. K/2<br>9798213051582 - ENV+CA27 MTH ASB GR.2 | $745.00 | 10 | 25 | $7,450.00 | $18,625.00 |
| 9798213468366 | ENVISION+ MATHEMATICS 2027 INTERVENTION SYSTEM PACKAGE GRADES K/3**<br>9798213082906 - ENV+MTH27 MTH MIS BK A GK/3<br>9798213082913 - ENV+MTH27 MTH MIS BK B GK/3<br>9798213082920 - ENV+MTH27 MTH MIS BK C GK/3<br>9798213082937 - ENV+MTH27 MTH MIS BK D GK/3<br>9798213082944 - ENV+MTH27 MTH MIS BK E GK/3 | $206.00 | 5 | 0 | $1,030.00 | $0.00 |
| 9798213477078 | ENVISION+MATHEMATICS 2027 CLASSROOM MANIPULATIVE KIT GRADE 2** | $633.00 | 0 | 1 | $0.00 | $633.00 |
| 9798213468267 | ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 2**<br>9798213067163 - ENV+MTH27 DIFF LIB TG G2<br>9798213067200 - ENV+MTH27 MATH GAME MATS GK/2<br>9798213067347 - ENV+MTH27 MATH LIT MATS G2 | $294.00 | 5 | 0 | $1,470.00 | $0.00 |
| 9798213556803 | ENVISION+ CALIFORNIA MATH 2027 7-YEAR STUDENT EDITION + 7-YEAR LICENSE + 7-YEAR ADDITIONAL PRACTICE WORKBOOK GRADE 2**<br>9798213051063 - ENV+CA27 MTH SE GR.2 V1<br>9798213051070 - ENV+CA27 MTH SE GR.2 V2<br>9798213066982 - ENV+MTH27 ADD PRAC WKBK G2 | $202.00 | 0 | 35 | $0.00 | $7,070.00 |
| | enVision+Mathematics California (c) 2027 - Grade 2 - Subtotal: | | | | $9,950.00 | $26,328.00 |

enVision+Mathematics California (c) 2027 - Grade 3

SAVVAS LEARNING COMPANY

Kingsburg Elem Charter SD
Quote Number Q-252901

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213468151 | ENVISION+ CALIFORNIA MATH 2027 TEACHER EDITION PACKAGE GRADE 3**<br>9798213051322 - ENV+CA27 MTH TE GR.3 V1<br>9798213051339 - ENV+CA27 MTH TE GR.3 V2<br>9798213051537 - ENV+CA27 MTH PO GR. 3/5<br>9798213051599 - ENV+CA27 MTH ASB GR.3 | $745.00 | 10 | 25 | $7,450.00 | $18,625.00 |
| 9798213051681 | ENVISION+ CALIFORNIA 2027 MATH COMMON CORE STANDARDS PRACTICE TEACHER GUIDE GRADE 3** | $18.00 | 10 | 25 | $180.00 | $450.00 |
| 9798213468366 | ENVISION+ MATHEMATICS 2027 INTERVENTION SYSTEM PACKAGE GRADES K/3**<br>9798213082906 - ENV+MTH27 MTH MIS BK A GK/3<br>9798213082913 - ENV+MTH27 MTH MIS BK B GK/3<br>9798213082920 - ENV+MTH27 MTH MIS BK C GK/3<br>9798213082937 - ENV+MTH27 MTH MIS BK D GK/3<br>9798213082944 - ENV+MTH27 MTH MIS BK E GK/3 | $206.00 | 5 | 0 | $1,030.00 | $0.00 |
| 9798213477085 | ENVISION+MATHEMATICS 2027 CLASSROOM MANIPULATIVE KIT GRADE 3** | $558.00 | 0 | 1 | $0.00 | $558.00 |
| 9798213468274 | ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 3**<br>9798213067170 - ENV+MTH27 DIFF LIB TG G3<br>9798213067231 - ENV+MTH27 MATH GAME MATS G3/5<br>9798213067354 - ENV+MTH27 MATH LIT MATS G3 | $294.00 | 5 | 0 | $1,470.00 | $0.00 |
| 9798213556810 | ENVISION+ CALIFORNIA MATH 2027 7-YEAR STUDENT EDITION + 7-YEAR LICENSE + 7-YEAR ADDITIONAL PRACTICE WORKBOOK GRADE 3**<br>9798213051087 - ENV+CA27 MTH SE GR.3 V1<br>9798213051094 - ENV+CA27 MTH SE GR.3 V2<br>9798213068999 - ENV+MTH27 ADD PRAC WKBK G3 | $202.00 | 0 | 35 | $0.00 | $7,070.00 |
| | enVision+Mathematics California (c) 2027 - Grade 3 - Subtotal: | | | | $10,130.00 | $26,703.00 |

enVision+Mathematics California (c) 2027 - Grade 4

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213468168 | ENVISION+ CALIFORNIA MATH 2027 TEACHER EDITION PACKAGE GRADE 4**<br>9798213051346 - ENV+CA27 MTH TE GR.4 V1<br>9798213051353 - ENV+CA27 MTH TE GR.4 V2<br>9798213051537 - ENV+CA27 MTH PO GR. 3/5<br>9798213051605 - ENV+CA27 MTH ASB GR.4 | $745.00 | 10 | 25 | $7,450.00 | $18,625.00 |
| 9798213051698 | ENVISION+ CALIFORNIA 2027 MATH COMMON CORE STANDARDS PRACTICE TEACHER GUIDE GRADE 4** | $18.00 | 10 | 25 | $180.00 | $450.00 |
| 9798213468373 | ENVISION+ MATHEMATICS 2027 INTERVENTION SYSTEM PACKAGE GRADES 4/6**<br>9798213082968 - ENV+MTH27 MTH MIS BK F G4/6<br>9798213082975 - ENV+MTH27 MTH MIS BK G G4/6<br>9798213082982 - ENV+MTH27 MTH MIS BK H G4/6<br>9798213082999 - ENV+MTH27 MTH MIS BK I G4/6<br>9798213083002 - ENV+MTH27 MTH MIS BK J G4/6 | $206.00 | 5 | 0 | $1,030.00 | $0.00 |
| 9798213477092 | ENVISION+MATHEMATICS 2027 CLASSROOM MANIPULATIVE KIT GRADE 4** | $645.00 | 0 | 1 | $0.00 | $645.00 |

SAVVAS LEARNING COMPANY

Kingsburg Elem Charter SD
Quote Number Q-252901

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213468281 | ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 4**<br>9798213067187 - ENV+MTH27 DIFF LIB TG G4<br>9798213067231 - ENV+MTH27 MATH GAME MATS G3/5<br>9798213067361 - ENV+MTH27 MATH LIT MATS G4 | $294.00 | 5 | 0 | $1,470.00 | $0.00 |
| 9798213556827 | ENVISION+ CALIFORNIA MATH 2027 7-YEAR STUDENT EDITION + 7-YEAR LICENSE + 7-YEAR ADDITIONAL PRACTICE WORKBOOK GRADE 4**<br>9798213051100 - ENV+CA27 MTH SE GR.4 V1<br>9798213051117 - ENV+CA27 MTH SE GR.4 V2<br>9798213067002 - ENV+MTH27 ADD PRAC WKBK G4 | $202.00 | 0 | 35 | $0.00 | $7,070.00 |
| | enVision+Mathematics California (c) 2027 - Grade 4 - Subtotal: | | | | $10,130.00 | $26,780.00 |

enVision+Mathematics California (c) 2027 - Grade 5

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213468175 | ENVISION+ CALIFORNIA MATH 2027 TEACHER EDITION PACKAGE GRADE 5**<br>9798213051360 - ENV+CA27 MTH TE GR.5 V1<br>9798213051377 - ENV+CA27 MTH TE GR.5 V2<br>9798213051537 - ENV+CA27 MTH PO GR. 3/5<br>9798213051612 - ENV+CA27 MTH ASB GR.5 | $745.00 | 10 | 25 | $7,450.00 | $18,625.00 |
| 9798213051704 | ENVISION+ CALIFORNIA 2027 MATH COMMON CORE STANDARDS PRACTICE TEACHER GUIDE GRADE 5** | $18.00 | 10 | 25 | $180.00 | $450.00 |
| 9798213468373 | ENVISION+ MATHEMATICS 2027 INTERVENTION SYSTEM PACKAGE GRADES 4/6**<br>9798213082968 - ENV+MTH27 MTH MIS BK F G4/6<br>9798213082975 - ENV+MTH27 MTH MIS BK G G4/6<br>9798213082982 - ENV+MTH27 MTH MIS BK H G4/6<br>9798213082999 - ENV+MTH27 MTH MIS BK I G4/6<br>9798213083002 - ENV+MTH27 MTH MIS BK J G4/6 | $206.00 | 5 | 0 | $1,030.00 | $0.00 |
| 9798213477108 | ENVISION+MATHEMATICS 2027 CLASSROOM MANIPULATIVE KIT GRADE 5** | $397.00 | 0 | 1 | $0.00 | $397.00 |
| 9798213468298 | ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 5**<br>9798213067194 - ENV+MTH27 DIFF LIB TG G5<br>9798213067231 - ENV+MTH27 MATH GAME MATS G3/5<br>9798213067378 - ENV+MTH27 MATH LIT MATS G5 | $294.00 | 5 | 0 | $1,470.00 | $0.00 |
| 9798213556834 | ENVISION+ CALIFORNIA MATH 2027 7-YEAR STUDENT EDITION + 7-YEAR LICENSE + 7-YEAR ADDITIONAL PRACTICE WORKBOOK GRADE 5**<br>9798213051124 - ENV+CA27 MTH SE GR.5 V1<br>9798213051131 - ENV+CA27 MTH SE GR.5 V2<br>9798213067019 - ENV+MTH27 ADD PRAC WKBK G5 | $202.00 | 0 | 35 | $0.00 | $7,070.00 |
| | enVision+Mathematics California (c) 2027 - Grade 5 - Subtotal: | | | | $10,130.00 | $26,542.00 |

enVisionmath2.0 Common Core (K-5) ©2016 - Grade K

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328790425 | MATH 2015 INDIVIDUAL STUDENT MANIP KIT GRADE K | $17.50 | 0 | 35 | $0.00 | $612.50 |
| | enVisionmath2.0 Common Core (K-5) ©2016 - Grade K - Subtotal: | | | | $0.00 | $612.50 |

enVisionmath2.0 Common Core (K-5) ©2016 - Grade 2

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328790449 | MATH 2015 INDIVIDUAL STUDENT MANIP KIT GRADE 2 | $29.50 | 0 | 35 | $0.00 | $1,032.50 |
| | enVisionmath2.0 Common Core (K-5) ©2016 - Grade 2 - Subtotal: | | | | $0.00 | $1,032.50 |

enVisionmath2.0 Common Core (K-5) ©2016 - Grade 4

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328790463 | MATH 2015 INDIVIDUAL STUDENT MANIP KIT GRADE 4 | $29.50 | 0 | 35 | $0.00 | $1,032.50 |
| | enVisionmath2.0 Common Core (K-5) ©2016 - Grade 4 - Subtotal: | | | | $0.00 | $1,032.50 |

enVisionmath2.0 Common Core (K-5) ©2016 - Grade 5

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328790470 | MATH 2015 INDIVIDUAL STUDENT MANIP KIT GRADE 5/6 | $23.50 | 0 | 35 | $0.00 | $822.50 |
| | enVisionmath2.0 Common Core (K-5) ©2016 - Grade 5 - Subtotal: | | | | $0.00 | $822.50 |

enVisionMATH for California ©2015 - Grade K

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328091713 | MINI RED BALANCE (ETA ITEM #021263) 2004C | $20.00 | 0 | 35 | $0.00 | $700.00 |
| 9780328380725 | DICE DOT YELLOW (2) ETA #331 | $10.00 | 0 | 22 | $0.00 | $220.00 |
| | enVisionMATH for California ©2015 - Grade K - Subtotal: | | | | $0.00 | $920.00 |

enVisionMATH for California ©2015 - Grade 1

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328091713 | MINI RED BALANCE (ETA ITEM #021263) 2004C | $20.00 | 0 | 35 | $0.00 | $700.00 |

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| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328380664 | BASE TEN CUBE GREEN (1) ETA #40563 | $15.00 | 0 | 35 | $0.00 | $525.00 |
| | enVisionMATH for California ©2015 - Grade 1 - Subtotal: | | | | $0.00 | $1,225.00 |

enVisionMATH for California ©2015 - Grade 2

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328380664 | BASE TEN CUBE GREEN (1) ETA #40563 | $15.00 | 0 | 35 | $0.00 | $525.00 |
| | enVisionMATH for California ©2015 - Grade 2 - Subtotal: | | | | $0.00 | $525.00 |

enVisionMATH for California ©2015 - Grade 3

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328348596 | MATH 2009 STUDENT MANIPULATIVES KIT GRADE 3/4 | $30.00 | 0 | 35 | $0.00 | $1,050.00 |
| 9780328380664 | BASE TEN CUBE GREEN (1) ETA #40563 | $15.00 | 0 | 35 | $0.00 | $525.00 |
| 9780328091713 | MINI RED BALANCE (ETA ITEM #021263) 2004C | $20.00 | 0 | 35 | $0.00 | $700.00 |
| | enVisionMATH for California ©2015 - Grade 3 - Subtotal: | | | | $0.00 | $2,275.00 |

enVisionMATH for California ©2015 - Grade 4

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328380664 | BASE TEN CUBE GREEN (1) ETA #40563 | $15.00 | 0 | 35 | $0.00 | $525.00 |
| | enVisionMATH for California ©2015 - Grade 4 - Subtotal: | | | | $0.00 | $525.00 |

enVisionMATH for California ©2015 - Grade 5

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328380664 | BASE TEN CUBE GREEN (1) ETA #40563 | $15.00 | 0 | 35 | $0.00 | $525.00 |
| | enVisionMATH for California ©2015 - Grade 5 - Subtotal: | | | | $0.00 | $525.00 |

enVisionMATH Common Core ©2012 - Grade 1

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328348589 | MATH 2009 STUDENT MANIPULATIVES KIT GRADE 1/2 | $40.00 | 0 | 35 | $0.00 | $1,400.00 |
| 9780328091836 | COLOR TILES, BAG OF 400 (ETA ITEM #4288T) 2004C | $38.00 | 0 | 23 | $0.00 | $874.00 |
| | enVisionMATH Common Core ©2012 - Grade 1 - Subtotal: | | | | $0.00 | $2,274.00 |

enVisionMATH Common Core ©2012 - Grade 4

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9780328091836 | COLOR TILES, BAG OF 400 (ETA ITEM #4288T) 2004C | $38.00 | 0 | 23 | $0.00 | $874.00 |
| | enVisionMATH Common Core ©2012 - Grade 4 - Subtotal: | | | | $0.00 | $874.00 |

enVisionmath 6-8

enVision+Mathematics California (c) 2027 - Grade 6

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213468465 | ENVISION+ CALIFORNIA MATH 2027 TEACHER EDITION PACKAGE GRADE 6**<br>9798213053654 - ENVCA27 MTH TE G06 V1<br>9798213053692 - ENVCA27 MTH TE G06 V2<br>9798213053814 - ENVCA27 MTH PO GR. 6/8<br>9798213053852 - ENVCA27 MTH ASB G06 | $745.00 | 5 | 30 | $3,725.00 | $22,350.00 |
| 9798213657046 | ENVISION+ CALIFORNIA MATH 2027 7-YEAR STUDENT EDITION + 7-YEAR LICENSE + 7-YEAR ADDITIONAL PRACTICE WORKBOOK GRADE 6**<br>9798213067804 - ENV+MTH27 MTH ADD PRAC WB G6<br>9798213053487 - ENVCA27 MTH SE G06 V1<br>9798213053524 - ENVCA27 MTH SE G06 V2 | $202.00 | 0 | 35 | $0.00 | $7,070.00 |
| 9798213053937 | ENVISION CALIFORNIA 2027 MATH STANDARDS PRACTICE TEACHERS GUIDE GRADE 6** | $18.00 | 5 | 30 | $90.00 | $540.00 |
| | enVision+Mathematics California (c) 2027 - Grade 6 - Subtotal: | | | | $3,815.00 | $29,960.00 |

enVision+Mathematics California (c) 2027 - Grade 7

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213468472 | ENVISION+ CALIFORNIA MATH 2027 TEACHER EDITION PACKAGE GRADE 7**<br>9798213053661 - ENVCA27 MTH TE G07 V1<br>9798213053708 - ENVCA27 MTH TE G07 V2<br>9798213053814 - ENVCA27 MTH PO GR. 6/8<br>9798213053869 - ENVCA27 MTH ASB G07 | $745.00 | 5 | 30 | $3,725.00 | $22,350.00 |

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| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213557053 | ENVISION+ CALIFORNIA MATH 2027 7-YEAR STUDENT EDITION + 7-YEAR LICENSE + 7-YEAR ADDITIONAL PRACTICE WORKBOOK GRADE 7**<br>9798213067811 - ENV+MTH27 MTH ADD PRAC WB G7<br>9798213053494 - ENVCA27 MTH SE G07 V1<br>9798213053531 - ENVCA27 MTH SE G07 V2 | $202.00 | 0 | 35 | $0.00 | $7,070.00 |
| 9798213053944 | ENVISION CALIFORNIA 2027 MATH STANDARDS PRACTICE TEACHERS GUIDE GRADE 7** | $18.00 | 5 | 30 | $90.00 | $540.00 |
| | enVision+Mathematics California (c) 2027 - Grade 7 - Subtotal: | | | | $3,815.00 | $29,960.00 |

enVision+Mathematics California (c) 2027 - Grade 8

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213557060 | ENVISION+ CALIFORNIA MATH 2027 7-YEAR STUDENT EDITION + 7-YEAR LICENSE + 7-YEAR ADDITIONAL PRACTICE WORKBOOK GRADE 8**<br>9798213067835 - ENV+MTH27 MTH ADD PRAC WB G8<br>9798213053500 - ENVCA27 MTH SE G08 V1<br>9798213053548 - ENVCA27 MTH SE G08 V2 | $202.00 | 0 | 40 | $0.00 | $8,080.00 |
| 9798213053951 | ENVISION CALIFORNIA 2027 MATH STANDARDS PRACTICE TEACHERS GUIDE GRADE 8** | $18.00 | 5 | 35 | $90.00 | $630.00 |
| 9798213468489 | ENVISION+ CALIFORNIA MATH 2027 TEACHER EDITION PACKAGE GRADE 8**<br>9798213063678 - ENVCA27 MTH TE G08 V1<br>9798213063715 - ENVCA27 MTH TE G08 V2<br>9798213053814 - ENVCA27 MTH PO GR. 6/8<br>9798213063678 - ENVCA27 MTH ASB G08 | $745.00 | 5 | 35 | $3,725.00 | $26,075.00 |
| | enVision+Mathematics California (c) 2027 - Grade 8 - Subtotal: | | | | $3,815.00 | $34,785.00 |

enVision+Mathematics (c) 2027 Common Core - Grade 6

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213477115 | ENVISION+MATHEMATICS 2027 CLASSROOM MANIPULATIVE KIT GRADE 6** | $141.00 | 0 | 6 | $0.00 | $846.00 |
| 9798213468762 | ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 6**<br>9798213435597 - ENVMTH27 MATH GAME BOARDS G6/8<br>9798213435610 - ENV+MTH27 MTH DIFF LIB TG G6 | $140.00 | 5 | 0 | $700.00 | $0.00 |
| | enVision+Mathematics (c) 2027 Common Core - Grade 6 - Subtotal: | | | | $700.00 | $846.00 |

enVision+Mathematics (c) 2027 Common Core - Grade 7

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213477122 | ENVISION+MATHEMATICS 2027 CLASSROOM MANIPULATIVE KIT GRADE 7** | $207.00 | 0 | 6 | $0.00 | $1,242.00 |

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| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213468779 | ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 7**<br>9798213435597 - ENVMTH27 MATH GAME BOARDS G6/8<br>9798213435627 - ENV+MTH27 MTH DIFF LIB TG G7 | $140.00 | 5 | 0 | $700.00 | $0.00 |
| | enVision+Mathematics (c) 2027 Common Core - Grade 7 - Subtotal: | | | | $700.00 | $1,242.00 |

enVision+Mathematics (c) 2027 Common Core - Grade 8

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 9798213477139 | ENVISION+MATHEMATICS 2027 CLASSROOM MANIPULATIVE KIT GRADE 8** | $156.00 | 0 | 7 | $0.00 | $1,092.00 |
| 9798213468786 | ENVISION+ MATHEMATICS 2027 DIFFERENTIATION LIBRARY PACKAGE GRADE 8**<br>9798213435597 - ENVMTH27 MATH GAME BOARDS G6/8<br>9798213435634 - ENV+MTH27 MTH DIFF LIB TG G8 | $140.00 | 5 | 0 | $700.00 | $0.00 |
| | enVision+Mathematics (c) 2027 Common Core - Grade 8 - Subtotal: | | | | $700.00 | $1,092.00 |

enVision+ Mathematics Professional Learning

enVision+ Mathematics Professional Learning - enVision+ Mathematics Grades K-5 ©2027 Professional Learning Offerings

| ISBN | Description | Price | Free Qty | Charged Qty | Free Amount | Total Charged |
|---|---|---|---|---|---|---|
| 0000126977 | VIRTUAL ENVISION+ MATHEMATICS 2027 K/5 PROGRAM ACTIVATION (2HR) PREPAID | $800.00 | 1 | 0 | $800.00 | $0.00 |
| 0000126957 | VIRTUAL ENVISION+ MATHEMATICS 2027 K/5 IMPLEMENTATION ESSENTIALS (3HR) PREPAID | $1,600.00 | 0 | 1 | $0.00 | $1,600.00 |
| | enVision+ Mathematics Professional Learning - enVision+ Mathematics Grades K-5 ©2027 Professional Learning Offerings - Subtotal: | | | | $800.00 | $1,600.00 |

| | | |
|---|---|---|
| Solution Subtotal: | $74,585.00 | $270,694.00 |
| Shipping and Handling: | | $1,137.89 |
| Estimated Sales Tax: | 7.25% | $19,707.81 |
| Total: | | $291,539.70 |

**Contract Pricing has been applied to this Quote

SAVVAS LEARNING COMPANY

Kingsburg Elem Charter SD
Quote Number Q-252901

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Paramus, NJ, 07652-2938

## Savvas Learning Company LLC Terms and Conditions

**To place your order** please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation.We have several ways you can place your order with Savvas Learning Company:

- **my Savvas Orders:**
  www.mysavvasorders.savvas.com
- **Create a case online at:**
  https://support.savvas.com/support/s/
  by clicking the **Place and Manage Orders** tile on the my Savvas Support home page
- **Phone:** 800-848-9500

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or my Savvas Orders. For questions regarding your order please call Customer Service: 1-800-848-9500.

**Price quote:** This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard payment terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format.

**Shipping & handling charges** (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will appear on the customer proposal and invoice as a S&H charge.

**Taxes:** All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

**Platforms:** Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

**Damaged & Defective Products:** If a print product, or the print component of a blended (print & digital) product, is received in damaged or defective condition, Savvas will issue a credit or replacement at no charge to the customer if the customer promptly (no later than 120 days) returns the damaged or defective product. Customers must report missing product immediately upon receipt.

**Return Policy:** Returns (other than damaged or defective products) are subject to the following conditions: (a) materials must be returned to Savvas at the customer's expense in new, unused condition, suitable for resale by Savvas (note that any barcoding, stickering, stamping or similar marking on any print materials renders them unsuitable for resale); (b) materials must be returned within six (6) months from the date of purchase; (c) the customer must obtain a Return Materials Authorization ("RMA") from Savvas prior to returning the materials, and must ship the materials back to Savvas within thirty days of receiving the RMA; (d) all materials sold in a set or package must be returned complete as originally sold; and (e) any materials provided by Savvas to the customer on a no-charge basis in consideration of the customer's purchase must be returned in proportion to the purchased materials that are being returned for a credit. A restocking fee of 3% may be applied to credits over $1,000. Savvas' return policy does not apply to science lab kits or trade publication novels, which are sold on a non-returnable basis.

**Consumable Worktexts:** Subsequent year consumable worktexts will ship each year on the anniversary of the original order date for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to shipment date. (the anniversary of the original order date unless changed). Changes can be made on the Subscription Worktext Site: https://worktext-subscriptions.savvas.com

**Annual subscriptions for iLit and Successmaker Only:** Savvas' iLit and Successmaker products (and no others) automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by completing the customer service request form which you can access here:
https://support.savvas.com/support/s/customer-service-support-form

Technical support services are included with purchase of Savvas digital products. **Online help:**
https://support.savvas.com/support/s/k12-curriculum-support-form
phone: 1-800-848-9500

**Professional Services:** All paid services must be delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. Any cancellation made with less than 72 hours' notice will result in a cancellation fee equal to the full price of the event. MySavvasTraining is included with purchase of products
https://mysavvastraining.com

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   Emcor Services - Train Chiller Replacement for Rafer Johnson Jr High School

2. **Agenda Item Category:**
   - **Consent Agenda**
   - ✔ **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   To approve a proposal for the replacement of the existing 125-ton chiller system at Rafer Johnson Jr. High School with a new 130-ton Trane Chiller system. The scope of the project includes the removal and disposal of the old unit, the delivery and installation of the new system, and all associated labor and materials necessary for operational startup.

6. **Financial Impact:**
   $179,589.00

7. **Funding Source:**
   General Fund, Resource 00000

8. **Impact on Students:**
   Approval of this item ensures that students, staff, and the community have a fully functioning, reliable chiller system at Rafer Johnson Jr. High School. Maintaining an optimal classroom environment directly supports student achievement.

Submit Completed Request to Maxine Balling

***Proposal for:***

KINGSBURG
ELEMENTARY CHARTER SCHOOL DISTRICT

***Presented to:***

dmcintyre@kesd.org
1310 E. Stroud Ave
Kingsburg, CA 93631

***Prepared by:***

EMCOR Services
*Mesa Energy Systems*

Johnny Almanza
EMCOR Service/Mesa Energy Systems, Inc.
3980 N Chestnut Diagonal #101
Fresno CA. 93726
(559) 890-9169

EMCOR Services
Mesa Energy Systems

3980 N CHESTNUT DIAGONAL #101 ⊛ FRESNO, CA 93726 ⊛ (559) 277-7900 ⊛ FAX (559) 277-4920
LICENSE # 611215

## Introduction

We at Mesa Energy Systems, Inc. (an EMCOR Group company) would like to thank you for the opportunity to submit this proposal to **Replace (1) 125 ton York Chiller.** We believe that our proposed package would meet or exceed your maintenance, reliability, and energy savings goals.

For over 40 Years, Mesa Energy Systems has provided its clients with high quality mechanical, commercial HVAC, building automation consulting and services, and energy solutions that address today's most compelling energy related issues. Headquartered in Irvine, California, we have 20 statewide offices to better serve the greater Los Angeles, San Diego, San Francisco, Sacramento, Bakersfield, San Jose, Pleasanton, Fresno and the Central Coast market areas. In addition, we've expanded outside California and now have offices in Reno, Las Vegas, Phoenix, and Seattle.

Our customers' increasingly complex needs have transformed Mesa Energy Systems from a traditional commercial HVAC service and retrofit company into a full-service Energy Solutions Company. Our goal is to help you achieve optimal building energy performance, utilizing improved building and mechanical maintenance, ongoing retro-commissioning, and favorable ROI energy retrofits.

Today, thanks to our customer partnerships and our commitment to our core values (Sense of urgency, Win-Win, Accountability, Passion, and Love), Mesa Energy Systems Inc. is a leading HVAC service and retrofit contractor.

We are extremely confident that we will deliver on every aspect detailed in the proposal.

Again, thank you for giving Mesa Energy Systems the opportunity to be of service. We look forward to the prospect of working with you and assisting you with your facilities' HVAC maintenance and upgrade needs. Feel free to reach out to us should you want to discuss anything further.

Sincerely,

**Johnny Almanza**
Account Manager
jalmanza@emcor.net
(559) 890-9169

EMCOR Services
Mesa Energy Systems

3980 N Chestnut Diagonal #101 ⊛ Fresno, CA 93726 ⊛ (559) 277-7900 ⊛ Fax (559) 277-4920
License # 611215

**May 27, 2026** **Quote# 26-090503**

Danny McIntyre
Kingsburg Charter School District
Kingsburg, CA 93631
(559) 772-9077
dmcintyre@kesd.org

EMCOR Services / Mesa Energy Systems, Inc. is pleased to submit this proposal for which we will provide the labor, materials, equipment, and startup services to **Replace:**

- **(1) CH-1 125 Ton Air Cooled York Chiller M# YLAA0125HE46XCA / S# 2FAM021005**

## Scope of Work – Chiller Replacement

- Lockout / Tagout energy sources.
- Secure and disconnect electrical and controls.
- Secure and disconnect the chilled water supply and return lines.
- Remove existing chiller and haul-off for disposal as per EPA guidelines.
- Set & Secure (1) New Daikin 125 Nominal Ton Air Cooled Chiller producing 115 Tons while operating in the following conditions:
  - 54° Entering Water Temp
  - 44° Leaving Water Temp
  - 104° Ambient Temperature
- Supply and install electrical conduit and wire to reconnect high voltage power to original POC.
- Supply and install electrical conduit and wire to reconnect control (BAS) wiring to original POC.
- Supply and install insulated and jacketed piping to reconnect chilled water supply and return piping to original POC.
- Start-up and test all operations.
- Record temperatures and pressures and provide owner with End-User documentation – IOM

## Warranty

- Chiller to carry a one-year warranty after the unit is started up and commissioned,
- EMCOR Services / Mesa Energy Systems Inc. warranties our workmanship for a period of one year

EMCOR Services
Mesa Energy Systems

3980 N CHESTNUT DIAGONAL #101 ⊛ FRESNO, CA 93726 ⊛ (559) 277-7900 ⊛ FAX (559) 277-4920
LICENSE # 611215

## Project Inclusions

- Equipment, materials, and labor.
- Shipping, Freight and Handling
- Crane, Hoisting and Lifting
- Haul-off and Disposal of Old Chiller
- Start Up, Commissioning and Function Testing
- End user documentation and IOM

## Project Clarifications and Exclusions

- KESD staff to allow access to all work areas as per the agreed schedule.
- Any delay from KESD will be billed separately.
- Excludes Controls integration to ALC.
- Excludes any repairs to other system components.
- Excludes overtime, holiday, or weekend labor.
- Excludes MEP engineered drawings.
- Excludes Permits and Fees.
- Excludes Asbestos Removal or Mitigation
- Excludes any other work other than that described above.

## Execution of Contract Below

This agreement defines the understanding of services between Mesa Energy Systems Inc. and KESD. This agreement shall begin with Customer's Notice to Proceed Letter or Purchase Order

## General Clarifications

**Concealed Conditions:**
If concealed or unknown conditions of an unusual nature which affect the performance of the work are encountered below the roof line or above the ceiling or in an existing part of the building other than the work, which conditions are not ordinarily found to exist or which differ materially from those generally recognized as inherent in work of the character provided for in this Agreement, notice by the observing party shall be given promptly to the other party, if possible before conditions are disturbed and in no event

later than fourteen days after first observance of the conditions. The Contract Sum shall be equitably adjusted for such concealed or unknown conditions by Change Order upon claim made within fourteen days after claimant becomes aware of the conditions.

**Regulatory Changes:**
Mesa Energy Systems Inc. shall be compensated for changes in the Work necessitated by the enactment or revision of codes, laws or regulations subsequent to the execution of this Agreement.

**Hazardous Materials:**
KESD. hereby agrees to indemnify, defend and hold harmless Mesa Energy Systems, Inc. and its agents, employees, consultants and subcontractors from and against any claim, damage, allegation, suit, cause of action, cost, loss, expense or injury in connection with Hazardous Materials not introduced to the Project by the Indemnified Parties, including, without limitation, all costs of remediation, experts, consultants or other costs in connection with Hazardous Materials associated with the Project.

**Unforeseen Conditions:**
KESD. understands and agrees that Mesa Energy Systems, Inc. shall not be liable for added costs or time delays caused by unforeseen conditions at the Project, including, without limitation, unanticipated rerouting of existing piping, fire sprinklers or gas piping.
If the fire sprinklers, water, electrical conduit, or gas piping are required to be relocated, Mesa shall not be responsible for such work. Mesa Energy Systems, Inc. or a subcontractor under the control and supervision of KESD. shall perform such work.

**NFPA 70E:**
Mesa technicians are trained to understand the specific hazards associated with electrical energy according to NFPA 70E, Standard for Electrical Safety in the Workplace. They are trained in safety-related work practices and procedural requirements as necessary to provide protection from the electrical hazards associated with their respective job or task assignments. Documented safe work practices include lockout/tagout and energy isolation. Category 2 personal protective equipment is issued for electrical hazards while working on voltages between 50 and 480 volts. Mesa's policy is to remove the energized electrical hazard by working on de-energized circuits and by using the written lockout/tagout policies and procedures when feasible.

## Terms and Conditions

A. Unless stated otherwise in this agreement, the services provided under this agreement will be performed during normal working hours of 7 a.m. to 5 p.m., Monday through Friday.
B. The guarantees and services provided under the scope of this agreement are conditioned upon KESD. operating and maintaining systems/equipment. KESD. will do so in accordance to industry-accepted practices, or in consideration of our recommendations.
C. KESD. will provide and permit reasonable access to all areas where work is to be performed. EMCOR Service will be allowed to start and stop equipment as necessary to perform its services and be permitted use of existing facilities and building services.
D. Any repairs or services resulting from power failures, freezing, roof leaks through curbs or equipment, or airside corrosion will be paid for by KESD.in accordance with EMCOR Service's currently established rates.
E. The agreement does not include responsibility for system design deficiencies, such as, but not limited to poor air distribution, water flow imbalances, system equipment and component obsolescence, electrical failures, unserviceable equipment, and operating the system(s), unless otherwise stated in this Agreement.
F. EMCOR Service will not be liable for delays or failure to obligate due to fire, flood, strike, lockout, freezing, unavailability of material, riots, acts of God, or any cause beyond reasonable control.

G. EMCOR Service is not responsible for the removal or disposal of any hazardous materials, or any cost associated with these materials unless otherwise noted in this Agreement.
H. The agreement does not include repairing any damage resulting from improper/inadequate water treatment or filter service not supplied by EMCOR Service.
I. This agreement does not include any services occasioned by improper operation, negligence, vandalism, alterations, modifications, abuse, or misuse, or repairs to equipment not performed by EMCOR Service. Unless otherwise agreed, also excluded is the furnishing of materials and supplies for painting or refurbishing existing equipment.
J. EMCOR Service shall not be required to furnish any items of equipment, labor, or make special tests recommended or required by insurance companies, Federal State Municipal, or other authorities except as otherwise included in this Agreement.
K. In the event either party must commence a legal action in order to enforce any rights under this contract, the successful party shall be entitled to all court costs and reasonable attorney's fees as determined by the court for prosecuting and defending the claim, as the case may be.
L. EMCOR Service shall not be liable for the operation of the equipment nor for injuries to persons or damage to property, except those directly due to the negligent acts or omissions of its employees and in no event shall it be liable for consequential or speculative damages. It shall not be liable for expense incurred in removing, replacing, or refinishing any part of the building structure necessary to the execution of this Agreement. It shall not be held liable for any loss by reason of strikes or labor troubles affecting its employees who perform the service called for herein, delays in transportation, delays caused by priority or preference rating, or orders or regulations established by any government, authority, or by unusual delays in procuring supplies or for any other cause beyond its reasonable control.
M. Only EMCOR Service's personnel or agent are authorized to perform the work included in the scope of this agreement. EMCOR Service may, at its option, cancel or waive its obligations under this Agreement should non-authorized individuals perform such work.
N. This Agreement and all rights hereunder shall not be assignable unless approved by EMCOR Service. In the event of additional freight, labor, or material costs resulting from KESD. request to avoid delays with respect to equipment warranties, or accelerated delivery of parts and supplies, KESD. agrees to pay these additional costs at EMCOR Service's currently established rates.
O. EMCOR Service's scope of work shall not include the identification, detection, abatement, encapsulation or removal of asbestos or products or materials containing asbestos or similar hazardous substances. In the event EMCOR Service encounters such material in performing its work, EMCOR Service will have the right to discontinue work and remove its employees until the hazard is corrected or it's determined no hazard exists.
P. This Agreement contains the entire Contract, and the parties hereby agree that this Agreement has been agreed to and the entire Agreement is then accepted and approved by an authorized person for both parties, and no statement, remark, agreement or, understanding, oral or written, not contained herein, will be recognized, or enforced.
Q. This agreement does not include the disposal of hazardous waste; any charges incurred for their proper disposal will be borne by KESD.as an extra to the contract price.
R. KESD. agrees that if there shall have been passed a federal and/or state law which shall compel EMCOR Service to contribute to a federal and/or state health plan for its employees, then the terms of this Agreement shall be subject to adjustment to the extent that the cost of such mandated contributions increase by EMCOR Service's cost of performing this contract.
S. KESD. acknowledges and agrees that any purchase order issued by KESD.in accordance with this Agreement, is intended only to establish payment authority for KESD. internal accounting purposes. No purchase order shall be considered to be a counteroffer, amendment, modification, or other revision to the terms of this agreement. No term or condition included in the KESD. purchase order will have any force or effect.

T. This proposal is made contingent upon the work addressed herein not being adversely, either directly or indirectly, by the COVID-19 pandemic and/or the Corona Virus, and is further conditioned upon the parties agreeing, prior to the beginning of any work and in writing as part of any contract, that any (i) schedule issues (including, but not limited to, delays, access issues or allowed work hours/off hours), (ii) overtime hours, or (iii) additional protocols, altered working conditions , or extra cost related thereto, that arise as a result of the COVID-19 pandemic or Corona Virus will entitle contractor to an equitable adjustment for time for performance and cost

U. This proposal is made contingent upon the work addressed herein not being adversely, either directly or indirectly, by the COVID-19 pandemic and/or the Corona Virus and its variants, and is further conditioned upon the parties agreeing, prior to the beginning of any work and in writing as part of any contract, that any (i) schedule issues (including, but not limited to, delays, access issues or allowed work hours/off hours), (ii) overtime hours, or (iii) additional protocols, altered working conditions , or extra cost related thereto, that arise as a result of the COVID-19 pandemic or Corona Virus will entitle contractor to an equitable adjustment for time for performance and cost

V. The parties understand and agree that (i) there are current issues with the manufacture and supply of various materials and equipment (all, collectively, "Goods"), which issues generally are referred to as "supply chain disruption" ("Disruption"), (ii) the Disruption arises from a variety of global, national, and local factors, all of which are beyond the control of EMCOR Service, and (iii) the Disruption has impacted supplier's ability to provide Goods by dates certain, in the quantities ordered, and/or for the specified price.

W. The delivery date of the specified equipment is guaranteed only to the same extent as supplier('s/s') commitment to EMCOR Service. Such delivery may be delayed in part or whole due to the Disruption, and customer shall not seek to hold EMCOR Service liable for any loss or damage arising from delays or unavailability of such items if due solely to the Disruption.

EMCOR Services
Mesa Energy Systems

3980 N Chestnut Diagonal #101 ⊛ Fresno, CA 93726 ⊛ (559) 277-7900 ⊛ Fax (559) 277-4920
License # 611215

## Project Cost

| | | | |
|---|---|---|---|
| **TOTAL** | **Daikin ----------125 ton** | **7-9 WK LT** | **$147,205.00** |
| **TOTAL** | **Trane ----------130 ton** | **12-14 WK LT** | **$179,589.00** |
| **TOTAL** | **York -----Quick Ship (1) in stock 130 ton** | **6/30/26** | **$201,879.00** |
| **TOTAL** | **York ---------- 130 ton** | **18 WK LT** | **$200,305.00** |

- ✓ *The above price is the cash price and has been discounted by 3%. Should KESD. choose to pay via credit card, KESD. shall forego the cash discount and the price for the above work shall increase by a net 3%*
- ✓ *From time to time, the market dynamics of our business create volatility of some of the commodities contained in this proposal and are required for the completion of the above scope of work, including copper and steel, which cannot be anticipated at the time this proposal is submitted. As an equitable approach to this uncertainty, after that date expires, any increases in material costs will be passed onto the KESD.*

- **The proposal prices shown above will be held firm until June 27, 2026**
- **Terms: 30% upon mobilization, the remaining balance through progress billings - Net 30 days**

## Acceptance

_____

***Signature***

_____

***Name and Title***

_____

**Date**

_____

**PO #**

# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   XLERATOReco Hand Dryer

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Bobby Rodriguez, Assistant Superintendent, Business Services

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets
     *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To approve the purchase of 29 air hand dryers to be installed at our school sites. Our paper towel usage has increased every year leading to increased costs. In 25-26 we have spent $17,399.68 on paper towels. The proposed eco XL-BW-1.1N model will save money each year.

6. **Financial Impact:**
   $16,950

7. **Funding Source:**
   Routine Maintenance Resource 81500

8. **Impact on Students:**
   Saving money on paper towels will allow for additional funds to be used on other school site expenditures.

Submit Completed Request to Maxine Balling

# XLERATOReco® HAND DRYER




## ENHANCED STANDARD FEATURES

- Adjustable Speed and Sound Control
- Multi-Voltage Options: 110-120V Or 208-277V
- 500 Watts No Heat
- Externally Visible Service LED

**10** SECONDS[1] dry time

**95%** COST SAVINGS versus paper towels

**1.7** WATT HOURS energy use

CERTIFIED INC. EXCEL HAND DRYER, INC. SELECT PRODUCTS CERTIFIED

SMART EPD CERTIFIED ENVIRONMENTAL PRODUCT DECLARATION

hpdc

eHEPA® ELECTROSTATIC HEPA FILTRATION

# XLERATOReco® HAND DRYER

MODELS: **XL - BW W GR C SB SI SP - ECO -H** (HEPA Filter) OPTIONS: **-1.1N** (Noise Reduction Nozzle) **-VOLTAGE** (See Chart)




**XL-BW-ECO**
White Thermoset Resin (BMC)

TESTED TO PCR GUIDELINES — **DRY TIME: 10 SECONDS[1]** | **ENERGY PER USE: 1.7 Wh[1]**

SMART EPD CERTIFIED ENVIRONMENTAL PRODUCT DECLARATION

Smart EPD® verifies Environmental Product Declarations (EPDs) for consistency with the LCA and conformance with global Product Category Rules (PCR) for hand dryers. UL Environment published the first global PCR for hand dryers. Third-party testing to these guidelines documents a product's environmental impact over its lifecycle. This impact is detailed in Environmental Product Declarations, enabling specifiers and buyers to make true apples-to-apples comparisons and more informed product selections. Excel Dryer received the industry's first certified EPDs.

## FEATURES & BENEFITS

- 50% Longer Life
- Industry Leading 7-Year Limited Warranty
- 95% Cost Savings Vs. Paper Towels
- Helps Qualify For The Most LEED® Credits
- No Heat Technology
- Made In USA Certified®
- A Hygienic Hand Drying Solution
- Washable Pre-Filter

## OPTIONS

- **Electrostatic HEPA (eHEPA®) Filtration System:** Removes 99.999% of viruses and 99.97% of potentially present bacteria at 0.3 microns from the airstream[2].
- **1.1" Noise Reduction Nozzle:** Reduces the sound level by 9 decibels by significantly decreasing air deflection noise while only increasing dry time by approximately 3 seconds.




**XL-W-ECO**
White Epoxy Painted




**XL-GR-ECO-H**
Graphite Textured Painted




**XL-SP-ECO-H[3]**
Custom Special Paint




**XL-SI-ECO-H[4]**
Custom Special Image




**XL-C-ECO**
Chrome Plated




**XL-SB-ECO**
Brushed Stainless Steel

## PERFORMANCE

**ADJUSTABLE SOUND LEVEL**: 65-75 dB **ADJUSTABLE VELOCITY**: 13,000-20,000 LFM

**FLOW RATE**: 43-65 CFM

## DIMENSIONS

**Width** 11 3/4" (298 mm) **Height** 12 11/16" (322 mm) **Depth** 6 11/16" (170 mm)

## ELECTRICAL

| VOLTS | AMPS | WATTS | HERTZ | |
|---|---|---|---|---|
| 110-120V | 4.3-4.5A | 460-530W | 50/60 Hz | |
| 208-277V | 2-2.2A | 425-500W | 50/60 Hz | |
| 230V | 2.2A | 500W | 50 Hz | CE |

**NOTE:** Drawing 4.5 Amps or less allows for the installation of multiple XLERATOReco units on one circuit, significantly reducing installation costs and creating a return on investment of less than one year.

## CERTIFICATIONS

EPD · hpde · Made in USA Certified · Green Building Council · OSHA · BuildingGreen · cULus · CE · RoHS

## WEIGHT

**XL-BW-ECO**: 12.4 lbs. (5.62 kgs.) **XL-SB-ECO**: 16 lbs. (7.26 kgs.)
**XL-W-ECO, XL-GR-ECO, XL-C-ECO, XL-SI-ECO, XL-SP-ECO**: 17 lbs. (7.71 kgs.)

## ACTIVATION

**Automatic Sensor Operated**

## MOUNTING

**Surface Mounted**

## SUGGESTED MOUNTING HEIGHTS

**Men** 45" (114 cm) **Women** 43" (109 cm) **Accessible** 37" (94 cm)
Note: Heights measured from floor to bottom of dryer.

## ACCESSORIES

- Antimicrobial Wall Guards (#89B, #89W, #89S)
- XChanger® Paper Towel Dispenser Retrofit Kit (#40575, #40550)
- ADA-Compliant Recess Kit (#40505/#40502)

#40505/#40502



[1]Dry time and energy use testing performed by SGS International on standard XLERATOR Hand Dryer with 0.8mm nozzle to 0.25g or less of residual moisture, pursuant to the UL Environment Global Product Category Rules (PCR) for Hand Dryers. [2]Based on testing performed by LMS Technologies, 2023. [3]Special Paint powdercoated covers are available in many colors and textures. [4]Exclusive digital image technology allows for the addition of company, school or team logos with any color, design or a "green message".

**Bobby Rodriguez <brodriguez@kesd.org>**

# Electric Hand Dryer Installation

2 messages

**Lisa Oehlschlaeger** <loehlschlaeger@kesd.org> Wed, May 27, 2026 at 12:59 PM
To: Bobby Rodriguez <brodriguez@kesd.org>, Danny McIntyre <dmcintyre@kesd.org>

Hi Bobby,

Below is the annual paper towel usage and the project project costs for the electric hand dryers.

## ELECTRIC HAND DRYER INSTALLATION

### PAPER TOWEL ANNUAL USAGE 2025/2026

| SITE | CASES | AMOUNT | STAFF USAGE 10% | STUDENT USAGE |
|---|---|---|---|---|
| WASHINGTON | 55 | $3,142.35 | $314.23 | $2,828.12 |
| ROOSEVELT | 41 | $2,338.40 | $233.84 | $2,104.56 |
| LINCOLN | 78 | $4,478.36 | $447.83 | $4,030.53 |
| REAGAN | 113 | $6,521.91 | $652.19 | $5,869.72 |
| RAFER | 48 | $2,785.27 | $278.52 | $2,506.75 |
| | | **TOTAL STUDENT USAGE** | | **$17,339.68** |

### PROJECT COSTS

| | | |
|---|---|---|
| XLERTOR eco Hand Dryer XL-BW-1.1N | 29 Dryers @ $550 | $15,950.00 |
| Materials for Installation | | $1,000.00 |
| | **PROJECT TOTAL** | **$16,950.00** |

--

*Lisa Oehlschlaeger*
Administrative Assistant- Maintenance,
Operations & Transportation
Kingsburg Elementary Charter School District
1900 Mariposa, Kingsburg, Ca 93631
P: 559-897-6415 C: 559-696-5737 F: 559-897-6414

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# Kingsburg Elementary Charter School District
# Board Agenda Item

**NOTE: All Board items are subject to approval by the Board President.**

1. **Agenda Item:**
   Adoption of Resolution No. 26-12 In the Matter of Governing Board Election Order

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Maxine Balling, Executive Assistant to the Superintendent

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets
     *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   This is the resolution the Board needs to adopt in June of every election year in order to have a Governing Board election placed on the ballot.

6. **Financial Impact:**
   Cost of notices, cost of election (each county is around $500); varies.

7. **Funding Source:**
   General Fund

8. **Impact on Students:**
   Shaping student-centered policies and programs

Submit Completed Request to Maxine Balling

**BEFORE THE GOVERNING BOARD OF**

**KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT**

**FRESNO, KINGS, TULARE COUNTIES**

| | | |
|---|---|---|
| In the Matter of Calling a Governing Board Member Election | ) ) ) ) | **RESOLUTION 26-12, ORDER OF ELECTION, AND SPECIFICATIONS OF THE ELECTION ORDER** (Education Code § 5322) |

*WHEREAS*, Section 5322 of the California Education Code requires a resolution known as the "specifications of the election order" to be submitted to the County Superintendent of Schools and the applicable County Clerk/Registrar of Voters not less than 123 days prior to the date set for the election.

*NOW, THEREFORE, BE IT RESOLVED* that this *Resolution, Order of Election, and Specifications of the Election Order* be submitted to the Fresno County Superintendent of Schools and to the applicable County Clerk/Registrar of Voters not later than 123 days prior to Tuesday, November 3, 2026, the date of the election.

*BE IT FURTHER RESOLVED* that pursuant to the authority of Section 5340 of the Education Code, the governing board member election will be held and conducted within the territorial jurisdiction of the above-named school district, consolidated with other elections on the same day and within the same territory, for the purpose of electing qualified person(s) to fill the office(s) of board member(s) whose term(s) will expire on the second Friday in December of 2026. Accordingly, the district's board member election shall have the same precincts, polling places, voting booths, and polling hours as any other election consolidated therewith.

*BE IT FURTHER RESOLVED* that the governing board hereof hereby orders and consents to a consolidated election pursuant to and in accordance with Section 10400, *et seq.*, of the Elections Code and Sections 5323, 5340, and 5342 of the Education Code.

*BE IT FURTHER RESOLVED* that the election shall be held on Tuesday, November 3, 2026. The electorate in the above-named school district votes by trustee area. The purpose of the election is to choose members of the board of trustees for the following seats:

| Trustee Area | Term Period | Short Term | Name of Incumbent | County(ies) |
|---|---|---|---|---|
| #3 | 2026-2030 | No | Edward Ezaki | Fresno |
| #5 | 2026-2030 | No | Karyll Smith Quinn | Fresno |
| #1 | 2026-2030 | No | Brad Bergstrom | Fresno |

The above-named school district falls within the following counties: Fresno, Kings, and Tulare.

*BE IT FURTHER RESOLVED* that the above-named school district has determined that each candidate will pay for any candidate statement. Any candidate statement will be limited to 200 words. As a condition of having a candidate statement published, the candidate shall pay the amount established by the County Clerk/Registrar of Voters. The district designates Enterprise Recorder as its newspaper of general circulation.

*BE IT FURTHER RESOLVED* that the above-named school district will reimburse the county(ies) for the actual cost incurred by the county elections official in conducting the general district election upon receipt of a bill stating the amount due as determined by the elections official(s).

*BE IT FURTHER RESOLVED* that the governing board hereby authorizes the district's Superintendent or Superintendent's designee to review, verify, and certify any school district and trustee area maps of the above-named school district presented to the district for certification by the County Superintendent of Schools or the applicable County Clerk/Registrar of Voters.

The foregoing *Resolution* was adopted this 8th day of June, 2026, at a regular meeting of the governing board hereof by the following vote:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Edward Ezaki | Yes | ___ | No | ___ | Abstain | ___ | Absent ___ |
| Karyll Smith Quinn | Yes | ___ | No | ___ | Abstain | ___ | Absent ___ |
| Brad Bergstrom | Yes | ___ | No | ___ | Abstain | ___ | Absent ___ |
| Frank Yanes | Yes | ___ | No | ___ | Abstain | ___ | Absent ___ |
| Constance Lunde | Yes | ___ | No | ___ | Abstain | ___ | Absent ___ |

_____
Edward Ezaki, President of the Board

CERTIFICATION

I, the undersigned, hereby certify that the foregoing resolution is the full, true, and correct resolution duly passed and adopted by the Kingsburg Elementary Charter School District on the date stated above.

By:_____ Date:_____
Karyll Smith Quinn, Clerk of the Board