HANFORD JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES
AGENDA

The Hanford Joint Union High School District is an educational community committed to providing all students a competitive education with multiple learning opportunities in a safe, orderly environment fully equipped to teach 21st century skills. As a learning community, we strive to improve student achievement, to be responsive to community needs and to foster accountability for all.

BOARD OF TRUSTEES – Regular Meeting **5:30PM – Closed Session**
Tuesday, June 9, 2026 **6:00PM – Open Session**

Hanford Joint Union High School District Office
300 W. 6th Street
Hanford, CA 93230

The public is welcome to attend HJUHSD Board of Trustees meetings in-person. In addition, should overflow space be necessary, the meeting may be viewed on the monitor located in the district office reception area.

I. CALL TO ORDER

A. COMMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS

Note: Members of the public may address the Board regarding items on the Closed Session Agenda prior to the Board's adjournment into Closed Session. Individual speakers are allowed three minutes to address the Board. The Board shall limit the total time for public input on each item to 20 minutes.

II. ADJOURN TO CLOSED SESSION

A. PERSONNEL

1. Public Employee Appointment (Certificated) (GC 54957)
2. Public Employee Appointment (Classified) (GC 54957)
3. Public Employee Performance Evaluation (Superintendent) (GC 54957)

III. RECONVENE TO OPEN MEETING, FLAG SALUTE AND WELCOME – 6:00PM

IV. REPORTS / BUSINESS

A. REPORT OF CLOSED SESSION

B. COMMENTS FROM THE STAFF

C. COMMENTS FROM THE PUBLIC

Note: Members of the public may address the Board regarding any agenda item or other item within the subject matter jurisdiction of the Board. Individual speakers are allowed three minutes to address the Board. The Board shall limit the total time for public input on each item to 20 minutes. Board members may engage in limited discussion of non-agenda items or issues raised during public comments, to briefly ask clarifying questions, make a brief announcement, report on their own activities, or to refer the matter to staff.

D. CORRESPONDENCE

Action **E. CONSENT AGENDA**

The purpose of the Consent Agenda is to group items which may be approved routinely. Items on the Consent Agenda may be individually addressed or removed from the Consent Agenda at the request of a Trustee or any member of the public.

1. Warrants – Payment of Warrant Requests: 05/29/2026; 06/05/2026 — Creech
2. Minutes of Regular Board Meeting: 05/26/2026 — Rosa
   - Board Discussion/Consideration

F. SUPERINTENDENT'S REPORT

Info Only 1. Field Trips — Rosa

Info/Action 2. Board Policy Update — Rosa
   - Board Discussion/Consideration

Info/Action 3. Intra District Transfer Criteria — Rosa
   - Board Discussion/Consideration

Info/Action 4. SPHS Girls Basketball Out of State Travel Request — Rosa
   - Board Discussion/Consideration

Info/Action 5. Agreements Signed by Superintendent — Rosa
   - KCOE Fingerprinting Agreement

- UC Merced MOU
  - Board Discussion/Consideration

G. FINANCIAL REPORT

Info Only	1. GASB54 Board Policy 3100 – Annual Review	Fagundes
Info Only	2. Student Wellness Policy Update	Fagundes
Information	3. Resolution #26-09: Education Protection Account	Fagundes
Information	4. 2026/2027 Proposed District Budget	Fagundes
Information	5. Resolution #26-10: 2026/2027 Budget Revisions	Fagundes
PUBLIC HEARING	**6. Public Hearing: 2026/2027 Proposed District Budget**	**Fagundes**
Information	7. Resolution #26-11: To Establish Temporary Interfund Transfers of Special or Restricted Fund Monies (2026/2027)	Fagundes
Information	8. Resolution #26-12: To Establish the Committed General Fund Balance	Fagundes
Information	9. Resolution #26-13: Board Delegation of Powers	Fagundes
Information	10. Comprehensive Facilities Maintenance Plan	Fagundes
Action	11. Proposed Pricing for Cafeteria Meals • Board Discussion/Consideration	Fagundes
Action	12. Proposed Menus & Pricing Student Store Compliant Snacks • Board Discussion/Consideration	Fagundes
Info/Action	13. SPHS Buildings J3 & M1 Project – Change Order #6 • Board Discussion/Consideration	Creech
Info/Action	14. SPHS Buildings J3 & M1 Project – Change Order #7 • Board Discussion/Consideration	Creech
Info/Action	15. SPHS Buildings J3 & M1 Project – Change Order #8 • Board Discussion/Consideration	Creech
Info/Action	16. SPHS Buildings J3 & M1 Project – Change Order #9 • Board Discussion/Consideration	Creech
Info/Action	17. Lighting Upgrade Project • Board Discussion/Consideration	Creech

H. EDUCATIONAL SERVICES/SPECIAL PROGRAMS

Information	1. HJUHSD 2026/2027 LCAP Self Reflection	Peters
Information	2. Hanford Online Charter 2026/2027 LCAP Self Reflection	Peters
Information	3. HJUHSD 2026/2027 BOP & Local Control Accountability Plan (LCAP)	Peters
PUBLIC HEARING	**4. Public Hearing: HJUHSD 2026/2027 BOP & LCAP**	**Peters**
Information	5. Hanford Online Charter BOP & Local Control Accountability Plan (LCAP)	Peters
PUBLIC HEARING	**6. Public Hearing: Hanford Online Charter BOP & LCAP**	**Peters**
Information	7. HJUHSD 2026/2027 LCAP Federal Addendum	Peters

I. ADMINISTRATIVE SERVICES / HUMAN RESOURCES

Info/Action	1. Personnel Assignments • Board Discussion/Consideration	Whaley
Info/Action	2. Superintendent Salary Increase- Discuss and Approve 2026-2027 Step Increase for Superintendent; Amended Employment Agreement • Board Discussion/Consideration	Martella

J. MAINTENANCE, OPERATIONS AND TRANSPORTATION REPORT — Stidman

V. BOARD CALENDAR — Rosa

VI. BOARD INFORMATION/DISCUSSIONS — Martella

A. BOARD COMMITTEE REPORTS AND UPDATES

VII. ADJOURNMENT — Martella

NOTICE: The District adheres to the American with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact Sheri Salazar, Administrative Assistant to the Superintendent (559.583.5901, ext. 3101). All reasonable efforts will be made to accommodate those with disabilities.
Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 823 W. Lacey Blvd., Hanford, CA 93230 during normal business hours. In addition, such writings and documents may be posted on the District's web site at www.hjuhsd.k12.ca.us.

Consent Agenda
#1

AGENDA: Action

TOPIC: Warrants

DESCRIPTION: Payment of Warrant Requests dated:
05/29/2026; 06/05/2026

RECOMMENDATION: Administration recommends approval of this item as presented.

Requested By: Cestanislao

For Payments Due By 5/29/2026

05/28/2026 3:56:39PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
53 ALL VALLEY PRINTING INC.								
* PO - 20262106		05/18/2026	2600285	0100-1100-0-1110-10000-430000-094-0000	F	$1,130.67	$0.00	$0.00
Description: GRADUATION PLAQUES AND MEDALS HH								
* PO - 20262167		05/04/2026	2600281	0100-0000-0-0000-71800-430000-059-0000	F	$81.19	$0.00	$0.00
Description: PROGRAMS FOR STATE OF THE DISTRICT LUNCHEON								
				Total Amount of Payment		**$1,211.86**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,211.86**	**$0.00**	**$0.00**
3160 AMAZON BUSINESS								
PO - 20262003		05/01/2026	1R4J-XCC7-Y37K	0100-7399-0-1110-10000-430000-052-0000	F	$1,095.15	$0.00	$0.00
Description: SUPPLIES EFJ								
				Total Amount for Warrant		**$1,095.15**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,095.15**	**$0.00**	**$0.00**
4492 AMERICAN INCORPORATED								
PO - 20262239		04/30/2026	7197975	0100-8150-0-0000-81100-560000-043-0000	P	$894.30	$0.00	$0.00
Description: REPAIRS M.O.T								
PO - 20262239		04/30/2026	7197976	0100-8150-0-0000-81100-560000-043-0000	F	$468.75	$0.00	$0.00
Description: REPAIRS M.O.T								
				Total Amount for Warrant		**$1,363.05**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,363.05**	**$0.00**	**$0.00**
4371 AMS.NET LLC								
PO - 20260783		02/23/2026	0098614	0100-0000-0-0000-85000-620020-018-1377	P	$315.38	$0.00	$0.00
Description: PROJECT 103019 I.T.								
PO - 20260783		02/23/2026	0098619	0100-0000-0-0000-85000-620020-018-1377	P	$625.92	$0.00	$0.00
Description: PROJECT 103019 I.T.								
PO - 20260783		03/31/2026	0099155	0100-0000-0-0000-85000-620020-018-1377	P	$169.76	$0.00	$0.00
Description: PROJECT 103019 I.T.								
PO - 20260783		04/24/2026	0100268	0100-0000-0-0000-85000-620020-018-1377	P	$36.18	$0.00	$0.00
Description: PROJECT 103019 I.T.								
PO - 20260783		03/26/2026	0099655	0100-0000-0-0000-85000-620020-018-1377	P	$217.08	$0.00	$0.00
Description: PROJECT 103019 I.T.								
PO - 20260783		03/26/2026	0099654	0100-0000-0-0000-85000-620020-018-1377	P	$8,302.50	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
4371 AMS.NET LLC								
	Description: PROJECT 103019 I.T.							
PO - 20260783		02/23/2026	0098618	0100-0000-0-0000-85000-620020-018-1377	P	$103.13	$0.00	$0.00
	Description: PROJECT 103019 I.T.							
PO - 20260783		02/23/2026	0098617	0100-0000-0-0000-85000-620020-018-1377	P	$24.38	$0.00	$0.00
	Description: PROJECT 103019 I.T.							
PO - 20260783		02/23/2026	0098616	0100-0000-0-0000-85000-620020-018-1377	P	$231.00	$0.00	$0.00
	Description: PROJECT 103019 I.T.							
PO - 20260783		02/23/2026	0098615	0100-0000-0-0000-85000-620020-018-1377	P	$91.50	$0.00	$0.00
	Description: PROJECT 103019 I.T.							
				Total Amount for Warrant		**$10,116.83**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$10,116.83**	**$0.00**	**$0.00**
6676 ATKINSON ANDELSON LOYA RUUD & ROMO								
PV - 260997		04/30/2026	790240	0100-0000-0-0000-71500-580010-018-0000		$689.06	$0.00	$0.00
	Description: LEGAL SERVICES APRIL 2026							
				Total Amount for Warrant		**$689.06**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$689.06**	**$0.00**	**$0.00**
4417 B&H PHOTO-VIDEO-PRO-AUDIO								
PO - 20262200		05/26/2026	244894675	0100-0307-0-0000-83000-440000-047-0000	P	$120.02	$0.00	$0.00
	Description: TV MOUNT							
				Total Amount for Warrant		**$120.02**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$120.02**	**$0.00**	**$0.00**
11051 BANUELOS, MICHELE								
PV - 261005		05/21/2026	CNA CEREMONY	1100-6391-0-4149-10000-430000-000-0000		$88.27	$0.00	$0.00
	Description: CNA CEREMONY SUPPLIES							
				Total Amount for Warrant		**$88.27**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$88.27**	**$0.00**	**$0.00**
10456 BIMBO BAKERIES USA								
PO - 20260092		05/18/2026	33.15	1300-5310-0-0000-37000-470001-094-0000	F	$33.15	$0.00	$0.00
	Description: NUTRITION SERVICES							

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
10456 BIMBO BAKERIES USA								
PO - 20260108		05/18/2026	5517	1300-5310-0-0000-37000-470001-095-0000	F	$250.90	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260109		05/18/2026	5516	1300-5310-0-0000-37000-470001-096-0000	F	$203.80	$0.00	$0.00
Description: NUTRITION SERVICES								
				Total Amount for Warrant		**$487.85**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$487.85**	**$0.00**	**$0.00**
5709 BLAIR CHURCH & FLYNN INC								
PO - 20261867		05/21/2016	88973	2140-0000-0-0000-85000-620030-094-1372	P	$940.00	$0.00	$0.00
Description: PROFESSIONAL SERVICES PROPOSAL HH								
				Total Amount for Warrant		**$940.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$940.00**	**$0.00**	**$0.00**
11241 BRADY INDUSTRIES								
CM - 260178		05/26/2026	11763751	0100-0000-0-0000-82000-440000-043-0000		-$927.36	$0.00	$0.00
Description: RETURN M.O.T								
PO - 20261178		05/20/2026	11743843	0100-0000-0-0000-82000-440000-043-0000	F	$8,135.26	$0.00	$0.00
Description: VIPER VACUUM AND EXTRACTOR M.O.T								
PO - 20261178		05/20/2026	11740456	0100-0000-0-0000-82000-430000-043-0000	P	$766.05	$0.00	$0.00
Description: TOOL KIT M.O.T								
PO - 20262242		04/02/2026	11520087	0100-0000-0-0000-82000-430000-043-0000	P	$853.87	$0.00	$0.00
Description: SUPPLIES M.O.T								
PO - 20262242		04/03/2026	11527174	0100-0000-0-0000-82000-430000-043-0000	P	$200.00	$0.00	$0.00
Description: SUPPLIES M.O.T								
				Total Amount for Warrant		**$9,027.82**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$9,027.82**	**$0.00**	**$0.00**
5558 BRENNTAG PACIFIC INC.								
PO - 20262240		04/22/2026	BPI598494	0100-0000-0-0000-82000-430000-071-0000	P	$832.48	$0.00	$0.00
Description: HH POOL CHEMICALS								
PO - 20262240		05/05/2026	BPI600487	0100-0000-0-0000-82000-430000-071-0000	P	$1,768.05	$0.00	$0.00
Description: HH POOL CHEMICALS								
				Total Amount for Warrant		**$2,600.53**	**$0.00**	**$0.00**

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
				Total Amount Per Vendor		**$2,600.53**	**$0.00**	**$0.00**
11967 CANON FINANCIAL SERVICES INC								
PO - 20260335		05/12/2026	43163536	0100-0000-0-0000-72000-560000-159-0000	P	$2,994.65	$0.00	$0.00
Description: 25/26 COPIER LEASE								
PO - 20260860		05/12/2026	43210410	0900-0000-0-1110-10000-560000-000-0000	P	$200.26	$0.00	$0.00
Description: HOC COPIER LEASE								
PV - 261006		05/12/2026	887792	0100-0000-0-1110-27000-560000-094-0000		$114.09	$0.00	$0.00
Description: HH COPIES								
PV - 261006		05/12/2026	887792	0100-0000-0-1110-10000-560000-094-0000		$108.74	$0.00	$0.00
Description: HH COPIES								
PV - 261006		05/12/2026	887792	0100-1100-0-1143-10000-560000-094-0000		$460.85	$0.00	$0.00
Description: HH ENGLISH COPIES								
PV - 261006		05/12/2026	887792	0100-7010-0-3801-10000-560000-000-0000		$259.04	$0.00	$0.00
Description: HH AG COPIES								
PV - 261006		05/12/2026	887792	0100-0000-0-1110-27000-560000-096-0000		$107.75	$0.00	$0.00
Description: HW COPIES								
PV - 261006		05/12/2026	887792	0100-1100-0-1110-10000-560000-096-0000		$526.65	$0.00	$0.00
Description: HW COPIES								
PV - 261006		05/12/2026	887792	0100-0000-0-0000-77000-560000-013-0000		$7.04	$0.00	$0.00
Description: IT COPIES								
PV - 261006		05/12/2026	887792	0100-0333-0-0000-36000-560000-000-0000		$41.46	$0.00	$0.00
Description: TRANS COPIES								
PV - 261006		05/12/2026	887792	0100-8150-0-0000-81100-560000-043-0000		$2.47	$0.00	$0.00
Description: MAINT. COPIES								
PV - 261006		05/12/2026	887792	0100-0000-0-1110-24202-560000-095-0000		$2.11	$0.00	$0.00
Description: SP LIB COPIES								
PV - 261006		05/12/2026	887792	0100-0000-0-1110-24202-560000-096-0000		$147.87	$0.00	$0.00
Description: HW LIB COPIES								
PV - 261006		05/12/2026	887792	0100-0000-0-1110-27000-560000-095-0000		$41.43	$0.00	$0.00
Description: SP COPIES								
PV - 261006		05/12/2026	887792	0100-0000-0-1110-10000-560000-095-0000		$1,242.41	$0.00	$0.00
Description: SP COPIES								
PV - 261006		05/12/2026	887792	0100-0334-0-3200-10000-560000-052-0000		$23.72	$0.00	$0.00
Description: EFJ COPIES								

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
11967 CANON FINANCIAL SERVICES INC								
PV - 261006		05/12/2026	887792	0100-0334-0-3200-27000-560000-052-0000		$22.31	$0.00	$0.00
Description: EFJ COPIES								
PV - 261006		05/12/2026	887792	0100-0302-0-3550-10000-560000-051-0000		$64.80	$0.00	$0.00
Description: CDS COPIES								
PV - 261006		05/12/2026	887792	0100-0000-0-0000-72000-560000-159-0000		$139.00	$0.00	$0.00
Description: DO COPIES								
PV - 261006		05/12/2026	887792	0900-0000-0-1110-10000-560000-000-0000		$114.20	$0.00	$0.00
Description: HOC COPIES								
PV - 261006		05/12/2026	887792	1100-6391-0-4110-10000-560000-000-0000		$7.95	$0.00	$0.00
Description: HAS COPIES								
PV - 261006		05/12/2026	887792	1100-6391-0-4110-27000-560000-000-0000		$242.83	$0.00	$0.00
Description: HAS COPIES								
				Total Amount for Warrant		**$6,871.63**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$6,871.63**	**$0.00**	**$0.00**
11803 CEN CAL BATTERIES								
PO - 20262231		04/09/2026	2647	0100-0333-0-0000-36000-430000-000-0000	P	$1,219.75	$0.00	$0.00
Description: BATTERIES AND SUPPLIES								
PO - 20262231		04/10/2026	2652	0100-0333-0-0000-36000-430000-000-0000	P	$62.57	$0.00	$0.00
Description: BATTERIES AND SUPPLIES								
				Total Amount for Warrant		**$1,282.32**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,282.32**	**$0.00**	**$0.00**
5917 CENTRAL RESTAURANT PRODUCTS								
* PO - 20262018		04/23/2026	561484	1300-5310-0-0000-37000-430000-094-0000	F	$683.85	$0.00	$0.00
Description: NUTRITION SERVICES								
				Total Amount of Payment		**$683.85**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$683.85**	**$0.00**	**$0.00**
4579 Central Valley Refrigeration								
PO - 20262243		04/03/2026	68474	0100-8150-0-0000-81100-560000-043-0000	P	$190.46	$0.00	$0.00
Description: SERVICE CALL M.O.T								
PO - 20262243		04/07/2026	68542	0100-8150-0-0000-81100-560000-043-0000	P	$2,096.55	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
4579 Central Valley Refrigeration								
	Description: SERVICE CALL M.O.T							
PO - 20262243		04/08/2026	68561	0100-8150-0-0000-81100-560000-043-0000	P	$247.00	$0.00	$0.00
	Description: SERVICE CALL M.O.T							
PO - 20262243		04/15/2026	68705	0100-8150-0-0000-81100-560000-043-0000	P	$528.42	$0.00	$0.00
	Description: SERVICE CALL M.O.T							
PO - 20262243		04/21/2026	68827	0100-8150-0-0000-81100-560000-043-0000	P	$444.75	$0.00	$0.00
	Description: SERVICE CALL M.O.T							
PO - 20262243		04/03/2026	68475	0100-8150-0-0000-81100-560000-043-0000	P	$189.00	$0.00	$0.00
	Description: SERVICE CALL M.O.T							
				Total Amount for Warrant		**$3,696.18**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$3,696.18**	**$0.00**	**$0.00**
12346 CLEMENTINES								
PO - 20262170		05/27/2026	001	0100-0000-0-1110-10000-580000-000-4140	F	$300.00	$0.00	$0.00
	Description: PHOTOBOOTH SERVICES PROM							
				Total Amount for Warrant		**$300.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$300.00**	**$0.00**	**$0.00**
457 CONTINENTAL ATHLETIC SUPPLY INC.								
PO - 20261612		05/14/2026	INV5315	0100-1100-0-1135-10000-580000-018-0096	F	$8,292.87	$0.00	$0.00
	Description: HELMET RECONDITIONING							
				Total Amount for Warrant		**$8,292.87**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$8,292.87**	**$0.00**	**$0.00**
11641 DANIELLE BANKY								
PO - 20260364		05/28/2026	25/26 HAS STIPENI	1100-6391-0-4149-10000-580000-000-0000	F	$1,500.00	$0.00	$0.00
	Description: 25/26 HAS NURSING PROGRAM STIPEND							
PO - 20260365		05/28/2026	25/26 HW STIPEND	0100-6387-6-3830-10000-580000-096-0000	F	$4,500.00	$0.00	$0.00
	Description: 25/26 HW NURSING PROGRAM STIPEND							
				Total Amount for Warrant		**$6,000.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$6,000.00**	**$0.00**	**$0.00**
4108 Delray Tire & Retreading Co.								

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
4108 Delray Tire & Retreading Co.								
* PO - 20262232		04/27/2026	750069619	0100-0333-0-0000-36000-560000-000-0000	P	$27.50	$0.00	$0.00
Description: TIRES AND REPAIRS								
* PO - 20262232		05/06/2026	750069747	0100-0333-0-0000-36000-560000-000-0000	P	$103.06	$0.00	$0.00
Description: TIRES AND REPAIRS								
* PO - 20262232		05/11/2026	750069785	0100-0333-0-0000-36000-560000-000-0000	P	$844.53	$0.00	$0.00
Description: TIRES AND REPAIRS								
* PO - 20262232		06/10/2026	750069803	0100-0333-0-0000-36000-560000-000-0000	P	$45.62	$0.00	$0.00
Description: TIRES AND REPAIRS								
* PO - 20262232		05/10/2026	750069475	0100-0333-0-0000-36000-560000-000-0000	P	$117.15	$0.00	$0.00
Description: TIRES AND REPAIRS								
* PO - 20262232		04/08/2026	750069420	0100-0333-0-0000-36000-560000-000-0000	P	$136.05	$0.00	$0.00
Description: TIRES AND REPAIRS								
* PO - 20262232		04/08/2026	750069427	0100-0333-0-0000-36000-560000-000-0000	P	$27.50	$0.00	$0.00
Description: TIRES AND REPAIRS								
				Total Amount of Payment		**$1,301.41**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,301.41**	**$0.00**	**$0.00**
10377 DINN BROS. INC								
PO - 20261687		05/14/2026	1000184096	0100-1100-0-1156-10000-430000-094-0000	F	$973.49	$0.00	$0.00
Description: TROPHIES AND AWARDS HH								
				Total Amount for Warrant		**$973.49**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$973.49**	**$0.00**	**$0.00**
12359 EDITH TAFOLLA- ENRIQUEZ								
PV - 261007		05/27/2026	10/25-5/26	0100-6500-0-5760-11100-520000-094-0000		$45.00	$0.00	$0.00
Description: IEP TRAVEL MILEAGE								
PV - 261007		05/27/2026	10/25-5/26	0100-6500-0-5760-11100-520000-095-0000		$28.08	$0.00	$0.00
Description: IEP TRAVEL MILEAGE								
PV - 261007		05/27/2026	10/25-5/26	0100-6500-0-5760-11100-520000-096-0000		$19.14	$0.00	$0.00
Description: IEP TRAVEL MILEAGE								
PV - 261007		05/27/2026	10/25-5/26	0100-6500-0-5760-11100-520000-052-0000		$1.60	$0.00	$0.00
Description: IEP TRAVEL MILEAGE								
PV - 261007		05/27/2026	10/25-5/26	0100-6500-0-5760-11100-520000-090-0000		$1.16	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
12359 EDITH TAFOLLA- ENRIQUEZ								
	Description: IEP TRAVEL MILEAGE							
				Total Amount for Warrant		**$94.98**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$94.98**	**$0.00**	**$0.00**
12049 ELITE CORPORATE MEDICAL SERVICES INC								
PV - 260998		05/08/2026	10071	6700-0000-0-0000-60000-580000-000-0000		$2,945.25	$0.00	$0.00
	Description: CLINIC APRIL 2026 SECURITY							
				Total Amount for Warrant		**$2,945.25**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$2,945.25**	**$0.00**	**$0.00**
666 EMPIRE SUPPLY CO INC								
PO - 20262241		05/15/2026	1081295	0100-8150-0-0000-81100-430000-043-0000	F	$255.47	$0.00	$0.00
	Description: SUPPLIES M.O.T							
				Total Amount for Warrant		**$255.47**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$255.47**	**$0.00**	**$0.00**
12258 ENVIROCLEAN SANITATION SUPPLY								
PO - 20261798		05/12/2026	0161703	0100-0000-0-0000-82000-430000-043-0000	P	$486.95	$0.00	$0.00
	Description: SUPPLIES M.O.T							
				Total Amount for Warrant		**$486.95**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$486.95**	**$0.00**	**$0.00**
8212 FIGARO'S SOUTHWESTERN GRILL								
PO - 20262058		05/20/2026	182	0100-0000-0-1110-10000-430000-094-0000	P	$253.03	$0.00	$0.00
	Description: AUDITION LUNCHES HH							
				Total Amount for Warrant		**$253.03**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$253.03**	**$0.00**	**$0.00**
4853 FONSECA NURSERY								
PO - 20262244		04/10/2026	000015	0100-0000-0-0000-82000-430000-043-0000	P	$357.22	$0.00	$0.00
	Description: PLANTS AND TREES M.O.T							
				Total Amount for Warrant		**$357.22**	**$0.00**	**$0.00**

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
				Total Amount Per Vendor		**$357.22**	**$0.00**	**$0.00**
11324 FURTADO WELDING & INDUSTRIAL SUPPLY INC								
PO - 20261131		04/24/2026	77711	0100-3550-0-3801-10000-430000-095-0102	F	$595.97	$0.00	$0.00
Description: GAS FOR AG CLASSES SP								
PO - 20262162		05/20/2026	78710	0100-3550-0-3801-10000-430000-095-0102	P	$404.23	$0.00	$0.00
Description: SUPPLIES SP								
				Total Amount for Warrant		**$1,000.20**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,000.20**	**$0.00**	**$0.00**
10211 GOLD STAR FOODS INC.								
PO - 20260093		05/22/2026	10507255	1300-5310-0-0000-37000-470001-094-0000	P	$130.48	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260093		05/19/2026	10467768	1300-5310-0-0000-37000-470001-094-0000	P	$789.12	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260093		05/22/2026	10507255	1300-5310-0-0000-37000-470002-094-0000	P	$414.80	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260093		05/19/2026	10467768	1300-5310-0-0000-37000-470002-094-0000	P	$569.25	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260111		05/19/2026	10461929	1300-5310-0-0000-37000-470002-095-0000	P	$290.71	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260111		05/19/2026	10441165	1300-5310-0-0000-37000-470002-095-0000	P	$76.90	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260111		05/19/2026	10461929	1300-5310-0-0000-37000-470001-095-0000	P	$312.70	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260111		05/19/2026	10441165	1300-5310-0-0000-37000-470001-095-0000	P	$440.00	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260112		05/19/2026	10460354	1300-5310-0-0000-37000-470001-096-0000	P	$786.78	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260112		05/12/2026	10407518	1300-5310-0-0000-37000-470001-096-0000	P	$219.80	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260112		05/12/2026	10422361	1300-5310-0-0000-37000-470001-096-0000	P	$798.71	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260112		05/12/2026	10429744	1300-5310-0-0000-37000-470001-096-0000	P	$39.42	$0.00	$0.00
Description: NUTRITION SERVICES								

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
10211 GOLD STAR FOODS INC.								
PO - 20260112		05/19/2026	10460354	1300-5310-0-0000-37000-470002-096-0000	P	$879.75	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260112		05/12/2026	10422361	1300-5310-0-0000-37000-470002-096-0000	P	$1,015.55	$0.00	$0.00
Description: NUTRITION SERVICES								
				Total Amount for Warrant		**$6,763.97**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$6,763.97**	**$0.00**	**$0.00**
3348 GRADUATE SERVICES LTD								
PO - 20261950		05/15/2026	2026971	0100-0000-0-1110-27000-430000-075-0000	F	$5,886.46	$0.00	$0.00
Description: GRADUATION SP								
PO - 20261952		05/15/2026	2026976	0100-0000-0-1110-27000-430000-074-0000	F	$5,589.83	$0.00	$0.00
Description: GRADUATION HH								
PO - 20262139		05/22/2026	20269923	0100-0332-0-1110-10000-430000-052-0000	F	$185.15	$0.00	$0.00
Description: GRADUATION EFJ								
PO - 20262261		05/18/2026	2026985	0900-0000-0-1110-10000-430000-000-0000	F	$588.31	$0.00	$0.00
Description: HOC GRADUATION								
				Total Amount for Warrant		**$12,249.75**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$12,249.75**	**$0.00**	**$0.00**
2529 HANFORD AUTO & TRUCK PARTS INC								
PO - 20262233		05/18/2026	515520	0100-0333-0-0000-36000-430000-000-0000	P	$84.75	$0.00	$0.00
Description: PARTS AND SUPPLIES								
PO - 20262233		05/12/2026	515083	0100-0333-0-0000-36000-430000-000-0000	P	$42.21	$0.00	$0.00
Description: PARTS AND SUPPLIES								
PO - 20262233		08/08/2026	514801	0100-0333-0-0000-36000-430000-000-0000	P	$7.77	$0.00	$0.00
Description: PARTS AND SUPPLIES								
PO - 20262233		05/08/2026	514868	0100-0333-0-0000-36000-430000-000-0000	P	$4.57	$0.00	$0.00
Description: PARTS AND SUPPLIES								
PO - 20262233		04/24/2026	513620	0100-0333-0-0000-36000-430000-000-0000	P	$99.20	$0.00	$0.00
Description: PARTS AND SUPPLIES								
PO - 20262233		05/19/2026	515692	0100-0333-0-0000-36000-430000-000-0000	P	$13.23	$0.00	$0.00
Description: PARTS AND SUPPLIES								
PO - 20262233		05/12/2026	515085	0100-0333-0-0000-36000-430000-000-0000	P	$193.24	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
2529 HANFORD AUTO & TRUCK PARTS INC								
Description: PARTS AND SUPPLIES								
				Total Amount for Warrant		**$444.97**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$444.97**	**$0.00**	**$0.00**
868 HANFORD JT UNION HS DISTRICT BENEFIT FD								
PV - 260999		05 / 29 / 2026	MAY 2026 BENEFI	6700-0000-0-0000-93000-761900-000-0000		$496,158.90	$0.00	$0.00
Description: MAY 2026 HEALTH BENEFITS								
				Total Amount for Warrant		**$496,158.90**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$496,158.90**	**$0.00**	**$0.00**
11365 HAWK ON HAND								
PO - 20262120		02 / 06 / 2026	HH2117	0100-8150-0-0000-81100-580000-043-0000	P	$800.00	$0.00	$0.00
Description: PIGEON CONTROL M.O.T								
				Total Amount for Warrant		**$800.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$800.00**	**$0.00**	**$0.00**
2665 HILL, JAMES								
PV - 261000		05 / 21 / 2026	5/20/2026 MILEAGI	0100-1100-0-1135-10000-520000-037-0000		$40.31	$0.00	$0.00
Description: SOFTBALL PLAYOFF SUPERVISION								
PV - 261001		05 / 21 / 2026	5/15/26 MILEAGE	0100-1100-0-1135-10000-520000-037-0000		$36.54	$0.00	$0.00
Description: SOFTBALL PLAYOFF SUPERVISION								
				Total Amount for Warrant		**$76.85**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$76.85**	**$0.00**	**$0.00**
3973 HOME DEPOT								
PO - 20260139		04 / 28 / 2026	8401377	0100-8150-0-0000-81100-430000-043-0000	P	$117.78	$0.00	$0.00
Description: SUPPLIES M.O.T								
PO - 20261973		04 / 16 / 2026	720192	0100-0000-0-0000-77000-430000-013-0000	P	$13.50	$0.00	$0.00
Description: TOOLS I.T								
PO - 20261973		04 / 16 / 2026	903380	0100-0000-0-0000-77000-430000-013-0000	P	$241.24	$0.00	$0.00
Description: TOOLS I.T								
PO - 20261973		04 / 17 / 2026	9491415	0100-0000-0-0000-77000-430000-013-0000	P	$148.27	$0.00	$0.00
Description: TOOLS I.T								

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
3973 HOME DEPOT								
PO - 20261973		04/17/2026	9804309	0100-0000-0-0000-77000-430000-013-0000	P	$110.71	$0.00	$0.00
Description: TOOLS I.T								
PO - 20262098		05/01/2026	5319172	0100-3550-0-3806-10000-430000-096-0000	F	$227.00	$0.00	$0.00
Description: SUPPLIES HW								
PO - 20262146		05/06/2026	806166	0100-0000-0-0000-77000-430000-013-0000	F	$50.30	$0.00	$0.00
Description: TOOLS I.T								
				Total Amount for Warrant		**$908.80**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$908.80**	**$0.00**	**$0.00**
981 HORN SHOP								
PO - 20260653		05/22/2026	26578	0100-1100-0-1156-10000-430000-194-0000	F	$1,498.76	$0.00	$0.00
Description: BAND SUPPLIES HH								
				Total Amount for Warrant		**$1,498.76**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,498.76**	**$0.00**	**$0.00**
12104 JALISCOS LLC								
PO - 20262107		04/29/2026	TACO JALISCO	0100-0334-0-3200-10000-430000-052-0000	F	$527.72	$0.00	$0.00
Description: FOOD FOR PARENT ENGAGEMENT EFJ								
				Total Amount for Warrant		**$527.72**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$527.72**	**$0.00**	**$0.00**
1139 KINGS COUNTY OFFICE OF EDUC.								
PO - 20260209		05/26/2026	261328	0100-6500-0-5760-92000-714241-018-0000	P	$21,130.56	$0.00	$0.00
Description: RBT SERVICES								
PO - 20260209		05/26/2026	261328	0100-6500-0-5760-92000-714240-018-0000	F	$107,300.15	$0.00	$0.00
Description: AIDE SERVICES								
PV - 261002		05/21/2026	261304	0100-0000-0-0000-72000-430000-018-0000		$62.00	$0.00	$0.00
Description: TREASURY FEES MARCH 2026								
				Total Amount for Warrant		**$128,492.71**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$128,492.71**	**$0.00**	**$0.00**
1182 LAWNMOWER MAN								
PO - 20262245		05/01/2026	35793	0100-0000-0-0000-82000-430000-043-0000	P	$535.44	$0.00	$0.00

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
1182 LAWNMOWER MAN								
	Description: SUPPLIES AND REPAIRS M.O.T							
PO - 20262245		05/14/2026	35934	0100-0000-0-0000-82000-430000-043-0000	F	$23.00	$0.00	$0.00
	Description: SUPPLIES AND REPAIRS							
				Total Amount for Warrant		**$558.44**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$558.44**	**$0.00**	**$0.00**
1184 LAWRENCE TRACTOR CO. INC.								
PO - 20262234		04/16/2026	802018	0100-0333-0-0000-36000-430000-000-0000	P	$428.36	$0.00	$0.00
	Description: PARTS AND SUPPLIES							
				Total Amount for Warrant		**$428.36**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$428.36**	**$0.00**	**$0.00**
1574 LINDE GAS & EQUIPMENT INC.								
PO - 20262246		04/29/2026	56398890	0100-0000-0-0000-82000-430000-071-0000	P	$609.42	$0.00	$0.00
	Description: HH POOL							
PO - 20262246		05/14/2026	56669514	0100-0000-0-0000-82000-430000-071-0000	F	$714.12	$0.00	$0.00
	Description: HH POOL							
				Total Amount for Warrant		**$1,323.54**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,323.54**	**$0.00**	**$0.00**
1268 MAJOR SYSCO								
PO - 20260099		05/18/2026	484980087	1300-5310-0-0000-37000-470000-095-0000	P	$40.48	$0.00	$0.00
	Description: NUTRITION SERVICES							
PO - 20260099		05/21/2026	484984203	1300-5310-0-0000-37000-470000-095-0000	F	$31.52	$0.00	$0.00
	Description: NUTRITION SERVICES							
PV - 260993		05/18/2026	484980206	1300-5310-0-0000-37000-470001-094-0000		$6,626.79	$0.00	$0.00
	Description: NUTRITION SERVICES							
PV - 260993		05/18/2026	484981276	1300-5310-0-0000-37000-470001-094-0000		$955.27	$0.00	$0.00
	Description: NUTRITION SERVICES							
PV - 260993		05/21/2026	484983997	1300-5310-0-0000-37000-470001-094-0000		$5,554.95	$0.00	$0.00
	Description: NUTRITION SERVICES							
PV - 260993		05/18/2026	484980205	1300-5310-0-0000-37000-470002-094-0000		$5,694.84	$0.00	$0.00
	Description: NUTRITION SERVICES							

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
1268 MAJOR SYSCO								
PV - 260993		05/21/2026	484983996	1300-5310-0-0000-37000-470002-094-0000		$3,181.60	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260994		05/18/2026	484980086	1300-5310-0-0000-37000-470001-095-0000		$3,397.69	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260994		05/21/2026	484984204	1300-5310-0-0000-37000-470001-095-0000		$5,430.45	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260994		05/18/2026	484980088	1300-5310-0-0000-37000-470002-095-0000		$711.73	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260994		05/21/2026	484984205	1300-5310-0-0000-37000-470002-095-0000		$2,433.27	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260995		05/18/2026	484980209	1300-5310-0-0000-37000-470001-096-0000		$1,836.11	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260995		05/21/2026	484984199	1300-5310-0-0000-37000-470001-096-0000		$2,605.38	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260995		05/18/2026	484980208	1300-5310-0-0000-37000-470002-096-0000		$1,013.03	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260995		05/21/2026	484984198	1300-5310-0-0000-37000-470002-096-0000		$2,058.72	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260995		05/18/2026	484980210	1300-5310-0-0000-37000-470000-096-0000		$208.27	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260995		05/21/2026	484984823	1300-5310-0-0000-37000-430000-096-0000		$314.58	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260996		05/18/2026	484980207	1300-5310-0-0000-37000-470001-052-0000		$481.20	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260996		05/18/2026	484980207	1300-5310-0-0000-37000-470002-052-0000		$67.44	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260996		05/21/2026	484984000	1300-5310-0-0000-37000-470001-052-0000		$321.21	$0.00	$0.00
Description: NUTRITION SERVICES								
PV - 260996		05/21/2026	484984000	1300-5310-0-0000-37000-470002-052-0000		$214.51	$0.00	$0.00
Description: NUTRITION SERVICES								
				Total Amount for Warrant		**$43,179.04**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$43,179.04**	**$0.00**	**$0.00**

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
1363 MOBILE MODULAR MANAGEMENT CORP								
PO - 20260799		05/14/2026	2909574	3560-7710-0-0000-85000-560000-095-1365	P	$970.10	$0.00	$0.00
Description: MONTHLY RENT FOR CLASSROOM AND RAMP								
PO - 20260799		05/14/2026	2909594	3560-7710-0-0000-85000-560000-095-1365	P	$1,240.10	$0.00	$0.00
Description: MONTHLY RENT FOR CLASSROOM AND RAMP								
				Total Amount for Warrant		**$2,210.20**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$2,210.20**	**$0.00**	**$0.00**
1381 MORGAN & SLATES INC								
* PO - 20262204		05/18/2026	1872274	0100-3550-0-3801-10000-430000-096-0102	P	$499.88	$0.00	$0.00
Description: SUPPLIES HW								
* PO - 20262235		05/09/2026	1871331	0100-0333-0-0000-36000-430050-000-0000	P	$44.68	$0.00	$0.00
Description: PARTS AND SUPPLIES								
* PO - 20262235		05/14/2026	1871940	0100-0333-0-0000-36000-430050-000-0000	P	$27.21	$0.00	$0.00
Description: PARTS AND SUPPLIES								
				Total Amount of Payment		**$571.77**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$571.77**	**$0.00**	**$0.00**
7999 MORPHY AWARDS AND APPAREL								
PO - 20261535		05/22/2026	5911	0100-1100-0-1110-10000-430000-094-0000	F	$2,090.93	$0.00	$0.00
Description: AWARDS HH								
				Total Amount for Warrant		**$2,090.93**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$2,090.93**	**$0.00**	**$0.00**
11166 MUNDO CHARTERS								
PO - 20262228		05/18/2026	202049	0100-0333-0-0000-36000-560000-000-0000	F	$1,700.00	$0.00	$0.00
Description: BASEBALL HH								
PO - 20262229		05/18/2026	202050	0100-0333-0-0000-36000-560000-000-0000	F	$1,650.00	$0.00	$0.00
Description: BASEBALL HW								
				Total Amount for Warrant		**$3,350.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$3,350.00**	**$0.00**	**$0.00**
1509 PACIFIC TOWING AND TRANSPORT								
PO - 20261593		05/06/2026	14220	0100-0333-0-0000-36000-580000-000-0000	P	$75.00	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
1509 PACIFIC TOWING AND TRANSPORT								
	Description: TOWING SERVICES							
PO - 20261593		05/11/2026	14230	0100-0333-0-0000-36000-580000-000-0000	P	$306.25	$0.00	$0.00
	Description: TOWING SERVICES							
				Total Amount for Warrant		**$381.25**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$381.25**	**$0.00**	**$0.00**
5668 PANERA BREAD COMPANY								
PO - 20262057		05/27/2026	601060260512205	0100-0000-0-1110-10000-430000-094-0000	F	$163.01	$0.00	$0.00
	Description: STAFF LUNCH FOR STUDENT SPEECH AUDITION HW							
				Total Amount for Warrant		**$163.01**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$163.01**	**$0.00**	**$0.00**
2994 PEARSON EDUCATION INC.								
PO - 20261979		04/22/2026	31584068	0100-7220-0-1110-10000-580011-094-0000	F	$4,999.50	$0.00	$0.00
	Description: MY LAB POLICY AND PRACTICE BOOKS HH							
				Total Amount for Warrant		**$4,999.50**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$4,999.50**	**$0.00**	**$0.00**
10072 PLATT ELECTRIC SUPPLY								
PO - 20262247		04/15/2026	7G21823	0100-8150-0-0000-81100-430000-043-0000	P	$54.22	$0.00	$0.00
	Description: SUPPLIES M.O.T							
PO - 20262247		04/17/2026	7G21926	0100-8150-0-0000-81100-430000-043-0000	P	$264.58	$0.00	$0.00
	Description: SUPPLIES M.O.T							
PO - 20262247		05/11/2026	7H78270	0100-8150-0-0000-81100-430000-043-0000	F	$383.59	$0.00	$0.00
	Description: SUPPLIES M.O.T							
				Total Amount for Warrant		**$702.39**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$702.39**	**$0.00**	**$0.00**
1568 PORT OF SUBS								
PO - 20261524		05/19/2026	10939707426874	0100-0000-0-1110-27000-430000-096-0000	P	$49.00	$0.00	$0.00
	Description: ADMIN HW							
				Total Amount for Warrant		**$49.00**	**$0.00**	**$0.00**

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
				Total Amount Per Vendor		**$49.00**	**$0.00**	**$0.00**
1589 PRODUCERS DAIRY FOODS INC								
PO - 20260097		05/19/2026	59628686	1300-5310-0-0000-37000-470002-094-0000	P	$203.17	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260097		05/22/2026	59632198	1300-5310-0-0000-37000-470002-094-0000	P	$203.17	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260097		05/15/2026	59623896	1300-5310-0-0000-37000-470002-094-0000	F	$203.17	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260097		05/19/2026	59628686	1300-5310-0-0000-37000-470001-094-0000	P	$203.16	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260097		05/22/2026	59632198	1300-5310-0-0000-37000-470001-094-0000	P	$203.16	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260097		05/15/2026	59623896	1300-5310-0-0000-37000-470001-094-0000	F	$203.16	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260100		05/19/2026	9628699	1300-5310-0-0000-37000-470001-095-0000	P	$90.15	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260100		05/15/2026	59623908	1300-5310-0-0000-37000-470001-095-0000	F	$168.86	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260100		05/19/2026	59628699	1300-5310-0-0000-37000-470002-095-0000	P	$90.15	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260100		05/15/2026	59623908	1300-5310-0-0000-37000-470002-095-0000	F	$168.87	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260103		05/19/2026	59628685	1300-5310-0-0000-37000-470001-096-0000	F	$112.58	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260103		05/19/2026	59628685	1300-5310-0-0000-37000-470002-096-0000	F	$112.58	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260106		05/20/2026	59630495	1300-5310-0-0000-37000-470001-052-0000	F	$33.86	$0.00	$0.00
Description: NUTRITION SERVICES								
PO - 20260106		05/27/2026	59630495	1300-5310-0-0000-37000-470002-052-0000	F	$33.86	$0.00	$0.00
Description: NUTRITION SERVICES								
				Total Amount for Warrant		**$2,029.90**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$2,029.90**	**$0.00**	**$0.00**
8775 QUADIENT FINANCE USA INC								

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
8775 QUADIENT FINANCE USA INC								
PO - 20260182		05/15/2026	7900044041745450	0100-0000-0-0000-72000-590030-018-0000	F	$4,000.00	$0.00	$0.00
Description: POSTAGE FOR DISTRICT METER								
				Total Amount for Warrant		**$4,000.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$4,000.00**	**$0.00**	**$0.00**
10126 Raptor Technologies								
PO - 20262177		05/13/2026	259590	0100-0307-0-0000-83000-440000-047-0000	F	$1,667.06	$0.00	$0.00
Description: SCANNER								
				Total Amount for Warrant		**$1,667.06**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,667.06**	**$0.00**	**$0.00**
9654 SCHOOL NURSE SUPPLY INC								
* PO - 20262197		05/14/2026	1093170	0100-0332-0-0000-31400-430000-030-0000	F	$297.69	$0.00	$0.00
Description: SUPPLIES DISTRICT NURSE								
				Total Amount of Payment		**$297.69**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$297.69**	**$0.00**	**$0.00**
1804 SO CALIF EDISON CO								
PV - 261003		05/15/2026	700485080674	0100-0000-0-0000-82000-550020-033-0000		$104.25	$0.00	$0.00
Description: MONTHLY UTILITIES								
PV - 261003		05/15/2026	700326369678	0100-0000-0-0000-82000-550020-033-0000		$8.70	$0.00	$0.00
Description: MONTHLY UTILITIES								
				Total Amount for Warrant		**$112.95**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$112.95**	**$0.00**	**$0.00**
1805 SO CALIF GAS CO								
PV - 261004		05/19/2026	114-515-5700-0	0100-0334-0-3200-82000-550010-033-0000		$63.73	$0.00	$0.00
Description: MONTHLY UTILITIES								
				Total Amount for Warrant		**$63.73**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$63.73**	**$0.00**	**$0.00**
9810 STAPLES ADVANTAGE								
PO - 20261941		04/30/2026	6062647012	0100-0000-0-1110-31100-430000-094-0000	P	$17.09	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
9810 STAPLES ADVANTAGE								
	Description: SUPPLIES HH							
PO - 20261941		04/30/2026	6062647013	0100-0000-0-1110-31100-430000-094-0000	P	$12.33	$0.00	$0.00
	Description: SUPPLIES HH							
PO - 20261941		04/30/2026	6062647015	0100-0000-0-1110-31100-430000-094-0000	P	$73.22	$0.00	$0.00
	Description: SUPPLIES HH							
PO - 20262050		04/30/2026	7009734611	0100-3550-0-3830-10000-430000-096-0000	F	$336.65	$0.00	$0.00
	Description: TONER HW							
				Total Amount for Warrant		**$439.29**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$439.29**	**$0.00**	**$0.00**
10167 TIFCO INDUSTRIES INC								
PO - 20262236		04/27/2026	72192266	0100-0333-0-0000-36000-430000-000-0000	P	$222.66	$0.00	$0.00
	Description: PARTS AND SUPPLIES							
				Total Amount for Warrant		**$222.66**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$222.66**	**$0.00**	**$0.00**
2035 VISALIA LIONS BAND REVIEW								
PO - 20261955		05/15/2026	1423	0100-1100-0-1156-10000-520000-194-0000	F	$275.00	$0.00	$0.00
	Description: REGISTRATION BAND HH							
				Total Amount for Warrant		**$275.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$275.00**	**$0.00**	**$0.00**
2044 W.W. GRAINGER INC.								
* PO - 20262248		04/17/2026	9884324857	0100-8150-0-0000-81100-430000-043-0000	P	$156.22	$0.00	$0.00
	Description: MATERIALS M.O.T							
* PO - 20262248		04/23/2026	9891741366	0100-8150-0-0000-81100-430000-043-0000	P	$70.02	$0.00	$0.00
	Description: MATERIALS M.O.T							
* PO - 20262248		05/14/2026	9917006802	0100-8150-0-0000-81100-430000-043-0000	P	$287.66	$0.00	$0.00
	Description: MATERIALS M.O.T							
* PO - 20262248		04/14/2026	9879550920	0100-8150-0-0000-81100-430000-043-0000	P	$92.27	$0.00	$0.00
	Description: MATERIALS M.O.T							
* PO - 20262248		04/28/2026	9896277655	0100-8150-0-0000-81100-430000-043-0000	P	$133.57	$0.00	$0.00
	Description: MATERIALS M.O.T							

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
2044	W.W. GRAINGER INC.							
				Total Amount of Payment		**$739.74**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$739.74**	**$0.00**	**$0.00**
2053	WALMART							
	PO - 20260647	05 / 06 / 2026	D7D27E37	0100-3550-0-3805-10000-430000-096-0000	P	$625.63	$0.00	$0.00
	Description: SUPPLIES HW							
	PO - 20260647	05 / 05 / 2026	5C0CB76B	0100-3550-0-3805-10000-430000-096-0000	P	$35.59	$0.00	$0.00
	Description: SUPPLIES HW							
	PO - 20260647	05 / 04 / 2026	E52EC330	0100-3550-0-3805-10000-430000-096-0000	P	$23.73	$0.00	$0.00
	Description: SUPPLIES HW							
	PO - 20260647	05 / 01 / 2026	7A15EA73	0100-3550-0-3805-10000-430000-096-0000	F	$95.35	$0.00	$0.00
	Description: SUPPLIES HW							
	PO - 20260647	05 / 14 / 2026	DC8160BC	0100-3550-0-3805-10000-430000-096-0000	P	$76.24	$0.00	$0.00
	Description: SUPPLIES HW							
	PO - 20260647	05 / 15 / 2026	89C84AE0	0100-3550-0-3805-10000-430000-096-0000	P	$73.44	$0.00	$0.00
	Description: SUPPLIES HW							
	PO - 20260647	05 / 13 / 2026	5B464517	0100-3550-0-3805-10000-430000-096-0000	P	$18.47	$0.00	$0.00
	Description: SUPPLIES HW							
	PO - 20260647	05 / 12 / 2026	3CB99B1F	0100-3550-0-3805-10000-430000-096-0000	P	$84.94	$0.00	$0.00
	Description: SUPPLIES HW							
	PO - 20260647	05 / 11 / 2026	C638B0FE	0100-3550-0-3805-10000-430000-096-0000	P	$148.25	$0.00	$0.00
	Description: SUPPLIES HW							
	PO - 20260961	05 / 23 / 2026	D61AEE08	0100-0332-0-5760-11100-430000-094-8650	F	$247.59	$0.00	$0.00
	Description: SUPPLIES HH							
	PO - 20261170	05 / 27 / 2026	47fbd446	0100-0332-0-0000-31400-430000-030-0000	P	$109.50	$0.00	$0.00
	Description: SUPPLIES							
	PO - 20261279	05 / 20 / 2026	f54b4afe	0100-0334-0-3200-10000-430000-052-0000	P	$244.98	$0.00	$0.00
	Description: SUPPLIES EFJ							
	PO - 20261279	05 / 21 / 2026	209654A7	0100-0334-0-3200-10000-430000-052-0000	P	$3.00	$0.00	$0.00
	Description: SUPPLIES EFJ							
	PO - 20261411	05 / 18 / 2026	2D02E786	0100-3550-0-3801-10000-430000-096-0101	P	$43.83	$0.00	$0.00
	Description: SUPPLIES HW							
	PO - 20261411	05 / 12 / 2026	76A14B46	0100-3550-0-3801-10000-430000-096-0101	P	$4.44	$0.00	$0.00

*** = Credit Card Payment**

Requested By: Cestanislao

For Payments Due By 5/29/2026

05/28/2026 3:56:39PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
2053 WALMART								
	Description: SUPPLIES HW							
PO - 20261411		05/07/2026	978E48F6	0100-3550-0-3801-10000-430000-096-0101	P	$53.92	$0.00	$0.00
	Description: SUPPLIES HW							
PO - 20261411		05/17/2026	9768E1AA	0100-3550-0-3801-10000-430000-096-0101	F	$71.59	$0.00	$0.00
	Description: SUPPLIES HW							
PO - 20261411		05/16/2026	BCA022A9	0100-3550-0-3801-10000-430000-096-0101	P	$108.27	$0.00	$0.00
	Description: SUPPLIES HW							
PO - 20262094		05/23/2026	D61AEE08	0100-0332-0-5760-11100-430000-094-8650	F	$286.71	$0.00	$0.00
	Description: SUPPLIES HH							
				Total Amount for Warrant		**$2,355.47**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$2,355.47**	**$0.00**	**$0.00**

Total Amount of all Payments **$782,668.64**

Total Number of Checks to print:	55	$777,862.32
Total Number of Credit Card Payments:	6	$4,806.32

	Use Tax Taxable Amount	Use Tax Tax Amount
Total Transfer for Use Tax	**$0.00**	**$0.00**

*** = Credit Card Payment**

Requested By: cestanislao

For Payments Due By 6/5/2026

06/04/2026 3:22:44PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
53 ALL VALLEY PRINTING INC.								
* PO - 20261910		05/04/2026	2600231	0100-0000-0-1110-27000-430000-074-0000	F	$4,003.09	$0.00	$0.00
Description: HH GRADUATION								
* PO - 20262150		05/13/2026	2600297	0100-0000-0-1110-27000-430000-076-0000	F	$4,954.60	$0.00	$0.00
Description: HW GRADUATION								
				Total Amount of Payment		**$8,957.69**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$8,957.69**	**$0.00**	**$0.00**
3160 AMAZON BUSINESS								
CM - 260181		06/01/2026	1Q3C-QQY7-JTH6	0100-3550-0-3801-10000-430000-095-0101		-$30.86	$0.00	$0.00
Description: RETURN INVOICE 1YFG-C1MC-C4P4								
PO - 20260068		06/01/2026	1R39-NQPG-KX1C	0100-0332-0-1110-10000-430000-079-0000	P	$149.23	$0.00	$0.00
Description: SUPPLIES								
PO - 20260091		06/01/2026	1K73-PTNK-DMVD	1300-5310-0-0000-37000-430000-094-0000	F	$50.16	$0.00	$0.00
Description: SUPPLIES HH								
PO - 20260355		06/01/2026	1HD3-PCK1-TQ1Y	1300-5310-0-0000-37000-430000-095-0000	F	$133.26	$0.00	$0.00
Description: SUPPLIES								
PO - 20260356		06/04/2026	1HD3-PCK1-TQ1Y	1300-5310-0-0000-37000-430000-096-0000	F	$133.26	$0.00	$0.00
Description: SUPPLIES								
PO - 20260370		06/01/2026	1X3X-6P3X-KC4Q	1100-6015-0-4620-10000-430000-000-0000	P	$266.06	$0.00	$0.00
Description: SUPPLIES								
PO - 20261288		06/01/2026	174J-H7X9-W363	1100-6391-0-4110-27000-430000-000-0000	P	$61.66	$0.00	$0.00
Description: SUPPLIES								
PO - 20261456		06/01/2026	1YFG-C1MC-6PWF	0100-0000-0-0000-82000-430000-043-0000	P	$714.35	$0.00	$0.00
Description: SUPPLIES M.O.T								
PO - 20261830		06/01/2026	1MRP-VRXY-TMF3	1100-6391-0-4110-27000-430000-000-0000	F	$97.41	$0.00	$0.00
Description: SUPPLIES								
PO - 20261909		06/01/2026	14HG-MMHG-3YKJ	0100-1100-0-1110-10000-430000-094-0000	P	$529.32	$0.00	$0.00
Description: SUPPLIES HH								
PO - 20262030		06/01/2026	1LF6-NQF6-6NGC	0100-0000-0-1172-10000-430000-000-1883	F	$536.20	$0.00	$0.00
Description: SUPPLIES								
PO - 20262043		06/01/2026	1K13-CYYN-M3FK	0100-6385-0-1110-10000-430000-095-0000	F	$82.24	$0.00	$0.00
Description: SUPPLIES SP								
PO - 20262059		06/01/2026	1GM3-PG94-YQ69	0100-1100-0-3802-10000-430000-094-0000	F	$88.34	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
3160 AMAZON BUSINESS								
	Description: SUPPLIES HH							
PO - 20262074		06/01/2026	1K13-CYYN-KQLL	0100-0000-0-1110-27000-430000-096-0000	F	$72.18	$0.00	$0.00
	Description: SUPPLIES HW							
PO - 20262080		06/04/2026	19FM-KMKL-XXW	0100-6762-0-1110-10000-430000-096-0000	F	$423.16	$0.00	$0.00
	Description: SUPPLIES HW							
PO - 20262088		06/01/2026	141T-4JR9-TGWY	0100-3010-0-1110-10000-430000-052-0000	P	$126.91	$0.00	$0.00
	Description: SUPPLIES EFJ							
PO - 20262090		06/01/2026	1TXC-VP4K-9YXT	0100-0000-0-1110-27000-430000-096-0000	P	$584.25	$0.00	$0.00
	Description: SUPPLIES HW							
PO - 20262091		06/01/2026	1CD1-W9HW-MDM	0100-0000-0-1110-10000-430000-096-0000	F	$450.36	$0.00	$0.00
	Description: SUPPLIES HW							
PO - 20262099		06/01/2026	1R39-NQPG-RMRL	0100-0332-0-1110-10000-430000-018-0000	F	$153.71	$0.00	$0.00
	Description: SUPPLIES							
PO - 20262137		06/01/2026	1XTM-19R6-YFYR	0100-1100-0-1110-10000-430000-096-0000	F	$14.06	$0.00	$0.00
	Description: SUPPLIES HW							
PO - 20262147		06/01/2026	19FM-KMKL-XLX3	0100-0000-0-1110-27000-430000-096-0000	F	$233.81	$0.00	$0.00
	Description: SUPPLIES HW							
PO - 20262153		06/01/2026	1QDP-M6N7-YHCG	0100-0000-0-1156-10000-430000-000-1884	F	$603.57	$0.00	$0.00
	Description: SUPPLIES							
PO - 20262188		06/01/2026	1NJD-Y6Q6-41FP	0100-0000-0-1110-27000-430000-096-0000	F	$1,304.73	$0.00	$0.00
	Description: SUPPLIES HW							
PO - 20262193		06/01/2026	1WT6-LDL3-YMM3	0100-0307-0-0000-83000-430000-047-0000	F	$197.44	$0.00	$0.00
	Description: SUPPLIES							
PO - 20262195		06/01/2026	141T-4JR9-LPVC	0100-0000-0-1110-27000-430000-096-0000	F	$102.82	$0.00	$0.00
	Description: SUPPLIES HW							
PO - 20262198		06/01/2026	1GM3-PG94-XWCW	0100-1100-0-1110-10000-430000-095-0000	F	$500.00	$0.00	$0.00
	Description: SUPPLIES SP							
PV - 261019		06/01/2026	1NJD-Y6Q6-CRHH	0100-0000-0-0000-73000-430000-042-0000		$27.84	$0.00	$0.00
	Description: B.O SUPPLIES							
				Total Amount for Warrant		**$7,605.47**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$7,605.47**	**$0.00**	**$0.00**
10121 AMERICAN EXPRESS								

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
10121 AMERICAN EXPRESS								
PO - 20261859		05/30/2026	AJ1785Q	0100-0000-0-0000-71500-430000-041-0000	F	$263.46	$0.00	$0.00
Description: TONER								
PO - 20261937		05/01/2026	CIMARRONMUSIC	0100-1100-0-1156-10000-430040-194-0000	F	$60.00	$0.00	$0.00
Description: DIGITAL DOWNLOAD								
PO - 20261939		05/01/2026	MUSICNOTES	0100-1100-0-1156-10000-430040-194-0000	F	$5.99	$0.00	$0.00
Description: MUSIC DOWNLOAD								
PO - 20261940		05/01/2026	PAYPAL	0100-1100-0-1156-10000-430040-194-0000	F	$31.80	$0.00	$0.00
Description: HH BAND								
PO - 20262000		05/26/2026	AJ45U8H	0100-0000-0-0000-77000-430000-013-0000	P	$56.10	$0.00	$0.00
Description: LABEL I.T								
PO - 20262000		05/07/2026	AJ2ZX7X	0100-0000-0-0000-77000-430000-013-0000	F	$56.10	$0.00	$0.00
Description: LABEL I.T								
PO - 20262011		05/29/2026	AJ1349C	0100-1100-0-3300-10000-440000-020-0000	F	$708.60	$0.00	$0.00
Description: PREMIUM PACK ONSITE SUPPORT								
PO - 20262087		04/30/2026	SIX FLAGS	0100-0000-0-1110-27000-520000-096-0000	F	$2,430.00	$0.00	$0.00
Description: HW FRESHMAN TRIP								
PO - 20262102		06/04/2026	AJ2NB7E	0100-7220-0-1110-10000-430000-094-0000	P	$362.60	$0.00	$0.00
Description: SERVICE AGREEMENT HH								
PO - 20262102		06/04/2026	AJ2MG8J	0100-7220-0-1110-10000-440000-094-0000	F	$1,499.72	$0.00	$0.00
Description: MICROSOFT SURFACE PRO HH								
PO - 20262102		06/04/2026	AJ2MG8J	0100-7220-0-1110-10000-430000-094-0000	F	$234.90	$0.00	$0.00
Description: SURFACE PRO KEYBOARD HH								
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$274.20	$0.00	$0.00
Description: FFA TRIP FRESNO TO WASHINGTON								
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$274.20	$0.00	$0.00
Description: FFA TRIP FRESNO TO WASHINGTON								
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$363.83	$0.00	$0.00
Description: FFA TRIP FRESNO TO WASHINGTON								
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$363.83	$0.00	$0.00
Description: FFA TRIP FRESNO TO WASHINGTON								
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$363.83	$0.00	$0.00
Description: FFA TRIP FRESNO TO WASHINGTON								
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$363.83	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
10121 AMERICAN EXPRESS								
	Description: FFA TRIP FRESNO TO WASHINGTON							
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$274.20	$0.00	$0.00
	Description: FFA TRIP FRESNO TO WASHINGTON							
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$274.20	$0.00	$0.00
	Description: FFA TRIP FRESNO TO WASHINGTON							
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$274.20	$0.00	$0.00
	Description: FFA TRIP FRESNO TO WASHINGTON							
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$274.20	$0.00	$0.00
	Description: FFA TRIP FRESNO TO WASHINGTON							
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$363.83	$0.00	$0.00
	Description: FFA TRIP FRESNO TO WASHINGTON							
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$363.83	$0.00	$0.00
	Description: FFA TRIP FRESNO TO WASHINGTON							
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	P	$68.88	$0.00	$0.00
	Description: FFA TRIP FRESNO TO WASHINGTON							
PO - 20262118		04/29/2026	PRICELINE	0100-0000-0-3801-10000-520000-000-0000	F	$363.83	$0.00	$0.00
	Description: FFA TRIP FRESNO TO WASHINGTON							
PO - 20262144		06/05/2026	AJ2YE6R	0100-6385-0-1110-10000-440000-095-0000	F	$8,998.30	$0.00	$0.00
	Description: MICROSOFT SURFACE PRO SP							
PO - 20262144		06/04/2026	AJ2YE6R	0100-6385-0-1110-10000-430000-095-0000	P	$1,409.38	$0.00	$0.00
	Description: SURFACE PRO KEYBOARD SP							
PO - 20262144		06/06/2026	AJ2332Y	0100-6385-0-1110-10000-430000-095-0000	F	$2,175.60	$0.00	$0.00
	Description: EXTENDED SERVICE AGREEMENT SP							
PO - 20262156		05/07/2026	AJ22I2J	0100-6762-0-1110-10000-440000-096-0000	F	$342.78	$0.00	$0.00
	Description: LASERJET PRO HW							
PO - 20262157		05/07/2026	AJ2347K	0100-6762-0-1110-10000-430000-096-0000	P	$90.39	$0.00	$0.00
	Description: NOTEBOOK BACKPACK HW							
PO - 20262157		05/27/2026	AJ5F69Q	0100-6762-0-1110-10000-430000-096-0000	F	$708.60	$0.00	$0.00
	Description: HP CAREPACK PREMIUM HW							
PO - 20262157		05/26/2026	AJ4941R	0100-6762-0-1110-10000-440000-096-0000	F	$2,564.28	$0.00	$0.00
	Description: HP PROBOOK HW							

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
10121 AMERICAN EXPRESS								
PO - 20262168		05/01/2026	VISTAPRINT	0100-0000-0-0000-71800-430000-059-0000	F	$68.17	$0.00	$0.00
Description: COMMUNITY ENGAGEMENT POSTCARDS								
PO - 20262171		05/06/2026	IMPRINTNOW	0100-0000-0-1110-10000-430000-094-0000	P	$186.40	$0.00	$0.00
Description: TABLE COVERS HH								
PO - 20262171		05/06/2026	IMPRINTNOW	0100-0000-0-1110-10000-430000-094-0000	F	$81.25	$0.00	$0.00
Description: TABLE COVERS HH								
PO - 20262171		05/06/2026	IMPRINTNOW	0100-0000-0-1110-10000-430000-094-0000	P	$731.25	$0.00	$0.00
Description: TABLE COVERS HH								
PO - 20262172		05/08/2026	BANNERBUZ	0100-0000-0-1110-10000-430000-094-0000	F	$1,153.18	$0.00	$0.00
Description: BANNER HH								
PO - 20262176		05/12/2026	AJ3NM1B	0100-0000-0-0000-71500-440000-041-0000	F	$829.41	$0.00	$0.00
Description: LED MONITOR								
PO - 20262184		05/13/2026	CITEA	0100-3550-0-3808-10000-520000-095-0000	F	$250.00	$0.00	$0.00
Description: REGISTRATION SP								
PO - 20262192		05/13/2026	AJ3UN1Y	1100-6391-0-4138-10000-430000-000-0000	P	$220.47	$0.00	$0.00
Description: ACTIVE SPEAKERS								
PO - 20262192		05/15/2026	AJ32N3R	1100-6391-0-4138-10000-430000-000-0000	P	$20.94	$0.00	$0.00
Description: WALL BRACKETS								
PO - 20262192		05/13/2026	AJ3UN1Y	1100-6391-0-4138-10000-440000-000-0000	F	$689.61	$0.00	$0.00
Description: EPSON POWERLITE								
PO - 20262192		05/19/2026	AJ4DY3J	1100-6391-0-4138-10000-430000-000-0000	P	$12.84	$0.00	$0.00
Description: SUPPLIES								
PO - 20262192		05/20/2026	AJ4KP9G	1100-6391-0-4138-10000-430000-000-0000	P	$165.68	$0.00	$0.00
Description: PROJECTION SCREEN								
PO - 20262202		05/15/2026	AJ37E3V	0100-0000-0-1110-10000-430000-000-0000	P	$1,347.78	$0.00	$0.00
Description: HP PROBOOK								
PO - 20262202		05/16/2026	AJ38K2J	0100-0000-0-1110-10000-430000-000-0000	F	$354.30	$0.00	$0.00
Description: HP CARE PACK								
PO - 20262207		06/04/2026	AJ3559D	0100-6762-0-1110-10000-430000-096-0000	F	$587.58	$0.00	$0.00
Description: LASERJET TONER HW								
PO - 20262224		05/22/2026	AMERICAN RED C	0100-6762-0-1110-10000-430000-018-0094	F	$1,669.93	$0.00	$0.00
Description: CPR TRAINER KITS HH								
PO - 20262224		05/22/2026	AMERICAN RED C	0100-6762-0-1110-10000-430000-018-0096	F	$1,669.92	$0.00	$0.00

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
10121 AMERICAN EXPRESS								
	Description: CPR TRAINING KITS HW							
PO - 20262252		05/28/2026	AJ5KS5U	0100-0332-0-1110-10000-440000-094-0000	F	$1,379.21	$0.00	$0.00
	Description: POWERLITE PROJECTOR HH							
PO - 20262254		05/28/2026	AJ5KS5L	0100-6762-0-1110-10000-440000-018-0096	F	$689.61	$0.00	$0.00
	Description: POWERLITE PROJECTOR							
PO - 20262263		05/28/2026	CSC	0100-6500-0-5760-11100-520000-018-0000	F	$800.00	$0.00	$0.00
	Description: CSC LIVE REGISTRATION							
PO - 20262265		05/21/2026	CREDENTIA NURS	1100-6391-0-4149-10000-580011-000-0000	F	$1,560.00	$0.00	$0.00
	Description: TESTING VOUCHERS HAS							
PO - 20262267		05/28/2026	AJ5LD8M	0100-0000-0-0000-74000-440000-024-0000	F	$551.17	$0.00	$0.00
	Description: LASERJET PRO							
PO - 20262268		05/26/2026	AIRBNB	0100-0000-0-3801-10000-520000-000-0000	F	$1,629.13	$0.00	$0.00
	Description: LODGING FFA OFFICER RETREAT							
PV - 261014		06/08/2026	AMAZON	0100-0000-0-0000-72000-430000-018-0000		$8.11	$0.00	$0.00
	Description: AMAZON SUBSCRIPTION							
PV - 261015		04/24/2026	FASTRAK	0100-1100-0-1156-10000-520000-195-0000		$17.00	$0.00	$0.00
	Description: SP BAND TOLL VIOLATION							
PV - 261016		04/29/2026	GEORGIA PACIFIC	1300-5310-0-0000-37000-430000-094-0000		$23.19	$0.00	$0.00
	Description: NAPKIN DISPENSER HH							
PV - 261016		04/29/2026	GEORGIA PACIFIC	1300-5310-0-0000-37000-430000-095-0000		$23.19	$0.00	$0.00
	Description: NAPKIN DISPENSER SP							
PV - 261016		04/29/2026	GEORGIA PACIFIC	1300-5310-0-0000-37000-430000-096-0000		$23.19	$0.00	$0.00
	Description: NAPKIN DISPENSER HW							
PV - 261016		04/29/2026	GEORGIA PACIFIC	1300-5310-0-0000-37000-430000-052-0000		$11.62	$0.00	$0.00
	Description: NAPKIN DISPENSER EFJ							
PV - 261017		04/21/2026	T-MOBILE	0100-8150-0-0000-81100-590010-043-0000		$104.66	$0.00	$0.00
	Description: MONTHLY SERVICE							
PV - 261017		04/21/2026	T-MOBILE	0100-0000-0-0000-73000-590010-042-0000		$99.41	$0.00	$0.00
	Description: MONTHLY SERVICE							
PV - 261017		04/21/2026	T-MOBILE	0100-0000-0-0000-77000-590010-013-0000		$130.13	$0.00	$0.00
	Description: MONTHLY SERVICE							
PV - 261017		04/21/2026	T-MOBILE	0100-6546-0-5760-31200-590010-018-0000		$170.09	$0.00	$0.00
	Description: MONTHLY SERVICE							

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
10121 AMERICAN EXPRESS								
	PV - 261017	04/21/2026	T-MOBILE	0100-0000-0-0000-21300-590010-085-0000		$59.00	$0.00	$0.00
	Description: MONTHLY SERVICE							
	PV - 261017	04/21/2026	T-MOBILE	0100-0332-0-1110-31400-590010-018-0000		$30.30	$0.00	$0.00
	Description: MONTHLY SERVICE							
	PV - 261017	04/21/2026	T-MOBILE	0100-0307-0-0000-83000-590010-047-0000		$318.84	$0.00	$0.00
	Description: MONTHLY SERVICE							
	PV - 261017	04/21/2026	T-MOBILE	0100-0000-0-0000-72000-590010-018-0000		$48.89	$0.00	$0.00
	Description: MONTHLY SERVICE							
	PV - 261017	04/21/2026	T-MOBILE	0100-7435-0-1110-10000-590010-018-0000		$283.50	$0.00	$0.00
	Description: MONTHLY SERVICE							
	PV - 261017	04/21/2026	T-MOBILE	1100-6391-0-0000-82000-590010-000-0000		$30.30	$0.00	$0.00
	Description: MONTHLY SERVICE							
	PV - 261017	04/21/2026	T-MOBILE	1300-5310-0-0000-82000-590010-018-0000		$18.59	$0.00	$0.00
	Description: MONTHLY SERVICE							
	PV - 261018	05/18/2026	AJ4A32Z	1300-5310-0-0000-37000-430000-018-0000		$112.57	$0.00	$0.00
	Description: TONER							
				Total Amount for Warrant		**$44,694.10**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$44,694.10**	**$0.00**	**$0.00**
2163 AMERICAN RED CROSS								
	PO - 20262270	05/28/2026	23276706	0100-0000-0-1172-10000-580000-000-1882	P	$168.00	$0.00	$0.00
	Description: CPR CERTIFICATIONS							
				Total Amount for Warrant		**$168.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$168.00**	**$0.00**	**$0.00**
7226 AT&T								
	PV - 261020	05/20/2026	25275826	0100-0000-0-0000-82000-590010-033-0000		$317.96	$0.00	$0.00
	Description: MONTHLY SERVICE							
				Total Amount for Warrant		**$317.96**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$317.96**	**$0.00**	**$0.00**
12360 BARCELLOS, AMY								
	PV - 261010	06/03/2026	SY 25-26	1300-5310-0-0000-00000-863400-095-0000		$82.00	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
12360 BARCELLOS, AMY								
	Description: LUNCH ACCOUNT REFUND #602982							
				Total Amount for Warrant		**$82.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$82.00**	**$0.00**	**$0.00**
2409 BATTERY SYSTEMS INC								
*	PO - 20260221	05/21/2026	9974775	0100-0333-0-0000-36000-430050-000-0000	P	$1,100.61	$0.00	$0.00
	Description: BUS BATTERIES							
				Total Amount of Payment		**$1,100.61**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,100.61**	**$0.00**	**$0.00**
11384 BENAVIDES, KIARA								
	PV - 261021	05/28/2026	06/08-06/13/26	0100-3550-0-3850-10000-520000-094-0000		$98.00	$0.00	$0.00
	Description: WASHINGTON LEADERSHIP CONFERENCE							
				Total Amount for Warrant		**$98.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$98.00**	**$0.00**	**$0.00**
10456 BIMBO BAKERIES USA								
	PV - 261011	05/26/2026	5555	1300-5310-0-0000-37000-470001-094-0000		$271.30	$0.00	$0.00
	PV - 261011	05/26/2026	5556	1300-5310-0-0000-37000-470001-096-0000		$176.00	$0.00	$0.00
				Total Amount for Warrant		**$447.30**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$447.30**	**$0.00**	**$0.00**
2666 BLANCHARD, ALLEN								
	PV - 261022	03/24/2026	06/16-06/18	0100-3550-0-3808-10000-520000-095-0000		$698.35	$0.00	$0.00
	Description: CITEA STATE CONFERENCE							
				Total Amount for Warrant		**$698.35**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$698.35**	**$0.00**	**$0.00**
11241 BRADY INDUSTRIES								
	PO - 20261178	05/22/2026	11753501	0100-0000-0-0000-82000-430000-043-0000	P	$383.02	$0.00	$0.00
	Description: SUPPLIES M.O.T							
				Total Amount for Warrant		**$383.02**	**$0.00**	**$0.00**

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
				Total Amount Per Vendor		**$383.02**	**$0.00**	**$0.00**
5558 BRENNTAG PACIFIC INC.								
PO - 20261454		05/27/2026	BPI605502	0100-0000-0-0000-82000-430000-038-0000	P	$1,943.93	$0.00	$0.00
Description: HW POOL CHEMICALS								
PO - 20261454		05/20/2026	BPI604111	0100-0000-0-0000-82000-430000-063-0000	P	$761.48	$0.00	$0.00
Description: SP POOL CHEMICALS								
PO - 20262240		05/27/2026	BPI605505	0100-0000-0-0000-82000-430000-071-0000	P	$2,151.08	$0.00	$0.00
Description: HH POOL CHEMICALS								
PO - 20262240		05/27/2026	BPI605503	0100-0000-0-0000-82000-430000-071-0000	F	$459.84	$0.00	$0.00
Description: HH POOL CHEMICALS								
				Total Amount for Warrant		**$5,316.33**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$5,316.33**	**$0.00**	**$0.00**
398 CITY OF HANFORD								
PO - 20260338		05/15/2026	27201	0100-0307-0-0000-83000-580090-018-0000	F	$392,000.00	$0.00	$0.00
Description: 25/26 SCHOOL RESOURCE OFFICER								
				Total Amount for Warrant		**$392,000.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$392,000.00**	**$0.00**	**$0.00**
400 CITY OF HANFORD - UTILITIES								
PV - 261023		05/28/2026	04/30-05/31/26	0100-0000-0-0000-82000-550030-033-0000		$36,161.47	$0.00	$0.00
Description: UTILITIES								
PV - 261023		05/28/2026	04/30-05/31/26	0100-0334-0-3200-82000-550030-033-0000		$640.26	$0.00	$0.00
Description: UTILITIES EFJ								
PV - 261023		05/28/2026	04/30-05/31/26	1100-6391-0-0000-82000-550030-000-0000		$579.26	$0.00	$0.00
Description: UTILITIES HAS								
				Total Amount for Warrant		**$37,380.99**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$37,380.99**	**$0.00**	**$0.00**
9368 CULVER, KATY								
PV - 261024		03/26/2026	GPAP SUMMER	0100-0000-0-1110-10000-520000-000-1817		$123.00	$0.00	$0.00
Description: GPAP 2026 SUMMER CONVENING								
				Total Amount for Warrant		**$123.00**	**$0.00**	**$0.00**

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
				Total Amount Per Vendor		**$123.00**	**$0.00**	**$0.00**
12049	ELITE CORPORATE MEDICAL SERVICES INC							
	PV - 261025	05/01/2026	10054	6700-0000-0-0000-60000-580000-000-0000		$29,921.40	$0.00	$0.00
	Description: CLINIC MAY 2026							
	PV - 261026	06/01/2026	10132	6700-0000-0-0000-60000-580000-000-0000		$29,921.40	$0.00	$0.00
	Description: CLINIC JUNE 2026							
	PV - 261027	06/02/2026	10150	6700-0000-0-0000-60000-580000-000-0000		$2,788.50	$0.00	$0.00
	Description: CLINIC MAY 2026 SECURITY							
				Total Amount for Warrant		**$62,631.30**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$62,631.30**	**$0.00**	**$0.00**
6656	EVANGELHO SEED AND FARM STORE							
	PO - 20262219	06/04/2026	398614	0100-7010-0-3801-10000-430000-000-0000	P	$349.60	$0.00	$0.00
	Description: SUPPLIES							
				Total Amount for Warrant		**$349.60**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$349.60**	**$0.00**	**$0.00**
10727	EWELL EDUCATIONAL SERVICES INC							
	PO - 20261918	04/14/2026	104-24882	0100-7010-0-3801-10000-520000-000-0000	F	$125.00	$0.00	$0.00
	Description: STATE DEGREE BANQUET/CEREMONY							
	PO - 20261918	04/14/2026	104-24882	0100-0000-0-3801-10000-520000-000-0000	F	$325.00	$0.00	$0.00
	Description: STATE DEGREE BANQUET/CEREMONY							
				Total Amount for Warrant		**$450.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$450.00**	**$0.00**	**$0.00**
4604	FERRELLGAS INC							
*	PO - 20262142	05/21/2026	1133920973	0100-1100-0-3802-10000-430000-094-0000	F	$45.72	$0.00	$0.00
	Description: PROPANE HH							
				Total Amount of Payment		**$45.72**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$45.72**	**$0.00**	**$0.00**
8767	FOX INTERPRETING SERVICES							
	PO - 20262029	06/02/2026	15755	0100-6500-0-5760-11100-580000-018-0000	P	$4,590.12	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
8767 FOX INTERPRETING SERVICES								
		Description: INTERPRETING SERVICES						
PO - 20262029		06/02/2026	15756	0100-6500-0-5760-11100-580000-018-0000	P	$7,338.56	$0.00	$0.00
		Description: INTERPRETING SERVICES						
PO - 20262029		06/02/2026	15754	0100-6500-0-5760-11100-580000-018-0000	P	$2,711.31	$0.00	$0.00
		Description: INTERPRETING SERVICES						
				Total Amount for Warrant		**$14,639.99**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$14,639.99**	**$0.00**	**$0.00**
8557 FREESTYLE EVENT SERVICES INC.								
PO - 20261822		03/10/2026	15203	0100-0000-0-1110-27000-580000-076-0000	F	$1,670.50	$0.00	$0.00
		Description: HW GRADUATION						
PO - 20261822		03/10/2026	15203	0100-0000-0-1110-27000-580000-074-0000	F	$1,670.50	$0.00	$0.00
		Description: HH GRADUATION						
PO - 20261822		03/10/2026	15203	0100-0000-0-1110-27000-580000-075-0000	F	$1,670.50	$0.00	$0.00
		Description: SP GRADUATION						
				Total Amount for Warrant		**$5,011.50**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$5,011.50**	**$0.00**	**$0.00**
10211 GOLD STAR FOODS INC.								
PV - 261012		05/26/2026	10501214	1300-5310-0-0000-37000-470001-094-0000		$1,293.81	$0.00	$0.00
PV - 261012		05/26/2026	10501214	1300-5310-0-0000-37000-470002-094-0000		$293.68	$0.00	$0.00
PV - 261012		05/26/2026	10517589	1300-5310-0-0000-37000-470002-094-0000		$316.64	$0.00	$0.00
PV - 261012		05/26/2026	10494609	1300-5310-0-0000-37000-470002-095-0000		$204.75	$0.00	$0.00
PV - 261012		05/26/2026	10494609	1300-5310-0-0000-37000-470001-095-0000		$404.02	$0.00	$0.00
				Total Amount for Warrant		**$2,512.90**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$2,512.90**	**$0.00**	**$0.00**
3348 GRADUATE SERVICES LTD								
PO - 20261982		05/15/2026	2026972	0100-0000-0-1110-27000-430000-076-0000	F	$697.13	$0.00	$0.00
		Description: HW GRADUATION						
				Total Amount for Warrant		**$697.13**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$697.13**	**$0.00**	**$0.00**

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
12363 GUADALUPE PULIDO								
PV - 261039		05/29/2026	HH LIBRARY	0100-0000-0-1110-24202-430000-094-0000		$15.00	$0.00	$0.00
Description: RETURNED LIBRARY BOOK								
				Total Amount for Warrant		**$15.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$15.00**	**$0.00**	**$0.00**
3727 HANFORD HIGH SCHOOL ASB								
PO - 20262149		05/29/2026	FFA FLORAL DESI	0100-1100-0-1110-10000-430000-094-0000	F	$290.00	$0.00	$0.00
Description: PARTNERSHIP GRADUATION								
				Total Amount for Warrant		**$290.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$290.00**	**$0.00**	**$0.00**
2665 HILL, JAMES								
PV - 261028		05/21/2026	05/14/2026	0100-1100-0-1135-10000-520000-037-0000		$36.54	$0.00	$0.00
Description: CYC LEAGUE MEETINGS								
				Total Amount for Warrant		**$36.54**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$36.54**	**$0.00**	**$0.00**
973 HOLT LUMBER INC								
* PO - 20261389		05/28/2026	539926	0100-3550-0-3801-10000-430000-094-0102	F	$1,096.35	$0.00	$0.00
Description: MATERIAL HH								
				Total Amount of Payment		**$1,096.35**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,096.35**	**$0.00**	**$0.00**
9876 IMPERIAL BAG & PAPER LLC								
* CM - 260180		06/03/2026	560668	1300-5310-0-0000-37000-430000-096-0000		-$102.74	$0.00	$0.00
Description: CM 560668								
* PV - 261009		05/27/2026	41860895	1300-5310-0-0000-37000-430000-094-0000		$1,655.79	$0.00	$0.00
* PV - 261009		05/27/2026	41860894	1300-5310-0-0000-37000-430000-094-0000		$98.69	$0.00	$0.00
* PV - 261009		05/20/2026	41789793	1300-5310-0-0000-37000-430000-094-0000		$727.19	$0.00	$0.00
* PV - 261009		05/20/2026	41789792	1300-5310-0-0000-37000-430000-094-0000		$69.39	$0.00	$0.00
* PV - 261009		03/25/2026	41119722b	1300-5310-0-0000-37000-430000-094-0000		$28.42	$0.00	$0.00
* PV - 261009		03/25/2026	41119723b	1300-5310-0-0000-37000-430000-094-0000		$166.15	$0.00	$0.00
* PV - 261009		03/25/2026	41119724b	1300-5310-0-0000-37000-430000-094-0000		$1,549.15	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
9876 IMPERIAL BAG & PAPER LLC								
*	PV - 261009	03/25/2026	41119717b	1300-5310-0-0000-37000-430000-095-0000		$964.20	$0.00	$0.00
*	PV - 261009	05/20/2026	41782058	1300-5310-0-0000-37000-430000-096-0000		$1,100.56	$0.00	$0.00
*	PV - 261009	11/12/2025	39688880b	1300-5310-0-0000-37000-430000-096-0000		$837.16	$0.00	$0.00
*	PV - 261009	03/25/2025	41119718b	1300-5310-0-0000-37000-430000-096-0000		$1,741.56	$0.00	$0.00
*	PV - 261009	03/25/2025	41119719b	1300-5310-0-0000-37000-430000-096-0000		$98.69	$0.00	$0.00
*	PV - 261009	03/25/2025	41119720b	1300-5310-0-0000-37000-430000-052-0000		$78.27	$0.00	$0.00
*	PV - 261009	03/25/2025	41119721b	1300-5310-0-0000-37000-430000-052-0000		$451.37	$0.00	$0.00
				Total Amount of Payment		**$9,463.85**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$9,463.85**	**$0.00**	**$0.00**
1139 KINGS COUNTY OFFICE OF EDUC.								
	PO - 20261691	05/21/2026	261313	0100-0000-0-0000-74000-580000-024-0000	P	$337.00	$0.00	$0.00
	Description: APRIL 2026 LIVE SCAN FINGERPRINTING							
				Total Amount for Warrant		**$337.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$337.00**	**$0.00**	**$0.00**
1143 KINGS COUNTY TROPHY & ENGRAVING								
	PO - 20262163	05/20/2026	20872	0100-0332-0-1110-10000-430000-052-0000	F	$15.16	$0.00	$0.00
	Description: EFJ AWARDS							
	PO - 20262260	05/18/2026	20979	0100-0000-0-1158-10000-430000-096-0000	F	$64.95	$0.00	$0.00
	Description: GRADUATION PLAQUES							
				Total Amount for Warrant		**$80.11**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$80.11**	**$0.00**	**$0.00**
3945 LESLIE'S POOL SUPPLIES								
*	PO - 20262273	05/20/2026	00373-01-062876	0100-0000-0-0000-82000-430000-063-0000	P	$712.29	$0.00	$0.00
	Description: SP POOL SUPPLIES							
*	PO - 20262273	05/22/2026	00373-02-104991	0100-0000-0-0000-82000-430000-063-0000	F	$1,068.43	$0.00	$0.00
	Description: SP POOL SUPPLIES							
				Total Amount of Payment		**$1,780.72**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,780.72**	**$0.00**	**$0.00**
1574 LINDE GAS & EQUIPMENT INC.								

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
1574 LINDE GAS & EQUIPMENT INC.								
PO - 20262008		05/23/2026	56890975	0100-3550-0-3801-10000-430000-094-0102	F	$2,050.80	$0.00	$0.00
Description: SUPPLIES HH								
				Total Amount for Warrant		**$2,050.80**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$2,050.80**	**$0.00**	**$0.00**
1268 MAJOR SYSCO								
CM - 260179		06/03/2026	584001510	1300-5310-0-0000-37000-430000-096-0000		-$6.11	$0.00	$0.00
Description: CM 584001510								
PV - 261008		05/28/2026	484991936	1300-5310-0-0000-37000-470001-094-0000		$1,653.13	$0.00	$0.00
PV - 261008		05/20/2026	484983532	1300-5310-0-0000-37000-430000-096-0000		$261.60	$0.00	$0.00
PV - 261008		05/28/2026	484991938	1300-5310-0-0000-37000-470001-052-0000		$52.23	$0.00	$0.00
PV - 261008		05/28/2026	484991938	1300-5310-0-0000-37000-470002-052-0000		$164.53	$0.00	$0.00
PV - 261008		05/30/2026	484996677	1300-5310-0-0000-37000-430000-052-0000		$133.38	$0.00	$0.00
				Total Amount for Warrant		**$2,258.76**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$2,258.76**	**$0.00**	**$0.00**
6562 MEDALLION SUPPLY INC								
* PO - 20261550		05/29/2026	2877-1055238	0100-8150-0-0000-81100-430000-043-0000	P	$248.67	$0.00	$0.00
Description: SUPPLIES M.O.T								
				Total Amount of Payment		**$248.67**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$248.67**	**$0.00**	**$0.00**
1347 MILLER'S RENTALAND INC.								
PO - 20260152		05/12/2026	839069	0100-8150-0-0000-81100-560000-043-0000	P	$95.02	$0.00	$0.00
Description: PROPANE M.O.T								
PO - 20260152		05/22/2026	839294	0100-8150-0-0000-81100-560000-043-0000	P	$129.58	$0.00	$0.00
Description: PROPANE M.O.T								
PO - 20260152		05/07/2026	838939	0100-8150-0-0000-81100-560000-043-0000	P	$44.06	$0.00	$0.00
Description: PROPANE M.O.T								
PO - 20260152		05/04/2026	838861	0100-8150-0-0000-81100-560000-043-0000	P	$21.60	$0.00	$0.00
Description: PROPANE M.O.T								
PO - 20262179		05/13/2026	839082	0100-0333-0-0000-36000-430000-000-0000	P	$176.00	$0.00	$0.00
Description: PROPANE TRANSPORTATION								

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
1347 MILLER'S RENTALAND INC.								
	PO - 20262179	05/13/2026	839088	0100-0333-0-0000-36000-430000-000-0000	P	$90.27	$0.00	$0.00
	Description: PROPANE TRANSPORTATION							
	PO - 20262179	05/20/2026	839260	0100-0333-0-0000-36000-430000-000-0000	P	$62.63	$0.00	$0.00
	Description: PROPANE TRANSPORTATION							
				Total Amount for Warrant		**$619.16**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$619.16**	**$0.00**	**$0.00**
1363 MOBILE MODULAR MANAGEMENT CORP								
	PO - 20260799	05/20/2026	2911745	3560-7710-0-0000-85000-560000-095-1365	P	$1,108.00	$0.00	$0.00
	Description: MONTHLY RENT FOR CLASSROOM AND RAMP							
				Total Amount for Warrant		**$1,108.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,108.00**	**$0.00**	**$0.00**
12362 MORALES, JESSIE								
	PV - 261029	06/03/2026	OUTLAWED WARF	0100-0199-0-0000-00000-869900-000-0000		$212.50	$0.00	$0.00
	Description: 2ND ATTEMPT OUTLAWED WARRANT 10449535							
				Total Amount for Warrant		**$212.50**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$212.50**	**$0.00**	**$0.00**
1381 MORGAN & SLATES INC								
*	PO - 20261607	05/28/2026	1873398	0100-3550-0-3801-10000-430000-094-0102	F	$379.45	$0.00	$0.00
	Description: SUPPLIES HH							
*	PO - 20261907	05/22/2026	1872975	0100-3550-0-3801-10000-430000-095-0102	P	$283.79	$0.00	$0.00
	Description: MATERIAL SP							
*	PO - 20261907	05/29/2026	1873533	0100-3550-0-3801-10000-430000-095-0102	P	$201.07	$0.00	$0.00
	Description: MATERIAL SP							
*	PO - 20262205	05/19/2026	1872433	0100-3550-0-3806-10000-430000-096-0000	F	$1,120.96	$0.00	$0.00
	Description: SUPPLIES HW							
				Total Amount of Payment		**$1,985.27**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,985.27**	**$0.00**	**$0.00**
9406 MOUNTAIN VALLEY PEST CONTROL								
	PO - 20260156	05/29/2026	022615461	0100-8150-0-0000-81100-550070-043-0000	F	$660.00	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
9406 MOUNTAIN VALLEY PEST CONTROL								
	Description: PEST CONTROL M.O.T							
				Total Amount for Warrant		**$660.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$660.00**	**$0.00**	**$0.00**
3693 MUSIC & ARTS								
* PO - 20262165		05 / 23 / 2026	INV059690271	0100-6770-0-1156-10000-430000-096-0000	P	$118.21	$0.00	$0.00
	Description: HH BAND							
* PO - 20262165		05 / 11 / 2026	INV059464183	0100-6770-0-1156-10000-430000-096-0000	F	$118.21	$0.00	$0.00
	Description: HH BAND							
				Total Amount of Payment		**$236.42**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$236.42**	**$0.00**	**$0.00**
11328 NORSTAR TECHNOLOGY GROUP LLC								
PO - 20260036		06 / 01 / 2026	NTG007143	0100-0000-0-0000-82000-590010-033-0000	P	$588.00	$0.00	$0.00
	Description: MONTHLY PHONE SERVICE							
				Total Amount for Warrant		**$588.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$588.00**	**$0.00**	**$0.00**
11127 OFF THE VINE LLC								
PO - 20261976		05 / 28 / 2026	6	0100-0000-0-0000-71500-430000-041-0000	F	$745.86	$0.00	$0.00
	Description: STATE OF THE DISTRICT LUNCHEON							
				Total Amount for Warrant		**$745.86**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$745.86**	**$0.00**	**$0.00**
11986 PADILLA, SAUL AYALA								
PV - 261031		03 / 19 / 2026	06/15-06/18/2026	0100-0332-0-1110-10000-520000-094-0000		$1,339.87	$0.00	$0.00
	Description: AP BY THE SEA EVENT 1							
				Total Amount for Warrant		**$1,339.87**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,339.87**	**$0.00**	**$0.00**
5487 PARSON, CLARK DARIN								
PV - 261030		03 / 26 / 2026	06/16-06/18/26	0100-0000-0-1110-10000-520000-000-1817		$123.00	$0.00	$0.00
	Description: GPAP 2026 SUMMER CONVENING							

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
5487 PARSON, CLARK DARIN								
				Total Amount for Warrant		**$123.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$123.00**	**$0.00**	**$0.00**
4725 PETERS, BOBBY								
PV - 261036		03/26/2026	06/16-06/18/26	0100-0000-0-1110-10000-520000-000-1817		$123.00	$0.00	$0.00
Description: GPAP SUMMER CONVENING								
				Total Amount for Warrant		**$123.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$123.00**	**$0.00**	**$0.00**
1589 PRODUCERS DAIRY FOODS INC								
PV - 261013		05/27/2026	59636960	1300-5310-0-0000-37000-470001-094-0000		$169.30	$0.00	$0.00
PV - 261013		05/27/2026	59636960	1300-5310-0-0000-37000-470002-094-0000		$169.31	$0.00	$0.00
PV - 261013		05/22/2026	59632207	1300-5310-0-0000-37000-470001-095-0000		$191.29	$0.00	$0.00
PV - 261013		05/22/2026	59632207	1300-5310-0-0000-37000-470002-095-0000		$191.30	$0.00	$0.00
PV - 261013		05/29/2026	59636970	1300-5310-0-0000-37000-470001-095-0000		$68.60	$0.00	$0.00
PV - 261013		05/29/2026	59636970	1300-5310-0-0000-37000-470002-095-0000		$68.60	$0.00	$0.00
PV - 261013		05/29/2026	59641103	1300-5310-0-0000-37000-470001-095-0000		$67.72	$0.00	$0.00
PV - 261013		05/29/2026	59641103	1300-5310-0-0000-37000-470002-095-0000		$67.72	$0.00	$0.00
PV - 261013		05/22/2026	59632197	1300-5310-0-0000-37000-470001-096-0000		$156.99	$0.00	$0.00
PV - 261013		05/22/2026	59632197	1300-5310-0-0000-37000-470002-096-0000		$157.00	$0.00	$0.00
PV - 261013		05/27/2026	59636959	1300-5310-0-0000-37000-470001-096-0000		$101.58	$0.00	$0.00
PV - 261013		05/27/2026	59636959	1300-5310-0-0000-37000-470002-096-0000		$101.59	$0.00	$0.00
PV - 261013		05/27/2026	59638118	1300-5310-0-0000-37000-470001-052-0000		$33.86	$0.00	$0.00
PV - 261013		05/27/2026	59638118	1300-5310-0-0000-37000-470002-052-0000		$33.86	$0.00	$0.00
				Total Amount for Warrant		**$1,578.72**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,578.72**	**$0.00**	**$0.00**
11695 PRO-SCREEN								
PO - 20262151		06/03/2026	68672011	0100-0000-0-1110-27000-430000-096-0000	F	$1,531.61	$0.00	$0.00
Description: FEATHER FLAGS HW								
				Total Amount for Warrant		**$1,531.61**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$1,531.61**	**$0.00**	**$0.00**

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
12289 RICO, ISABELLA								
PV - 261033		05/20/2026	OUTLAWED WARF	0100-0199-0-0000-00000-869900-000-0000		$66.50	$0.00	$0.00
Description: OUTLAWED WARRANT # 10449349								
				Total Amount for Warrant		**$66.50**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$66.50**	**$0.00**	**$0.00**
11429 ROGERS, JAMIE								
PV - 261037		03/26/2026	06/16-06/18/26	0100-0000-0-1110-10000-520000-000-1817		$123.00	$0.00	$0.00
Description: GPAP SUMMER CONVENING								
				Total Amount for Warrant		**$123.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$123.00**	**$0.00**	**$0.00**
1710 SAVE MART								
PO - 20260184		06/01/2026	720857	0100-0000-0-0000-71500-430000-041-0000	P	$104.62	$0.00	$0.00
Description: SUPPLIES								
				Total Amount for Warrant		**$104.62**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$104.62**	**$0.00**	**$0.00**
12141 SHARON SANTILLAN								
PV - 261034		06/04/2026	05/11-06/01/26	0100-0000-0-1150-10000-520000-018-0000		$34.80	$0.00	$0.00
Description: HOME INSTRUCTION								
				Total Amount for Warrant		**$34.80**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$34.80**	**$0.00**	**$0.00**
1804 SO CALIF EDISON CO								
PV - 261035		05/27/2026	700053544852	0100-0000-0-0000-82000-550020-033-0000		$48,106.89	$0.00	$0.00
Description: MONTHLY UTILITIES								
PV - 261038		05/20/2026	700317015242	0100-0000-0-0000-82000-550020-033-0000		$316.21	$0.00	$0.00
Description: MONTHLY UTILITIES								
				Total Amount for Warrant		**$48,423.10**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$48,423.10**	**$0.00**	**$0.00**
5572 SOUTHWEST SCHOOL SUPPLY INC								
CM - 260182		05/23/2026	6064345553	0100-1100-0-1110-10000-430000-095-0000		-$87.90	$0.00	$0.00

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
5572 SOUTHWEST SCHOOL SUPPLY INC								
	Description: REFUND ITEM SP							
PO - 20260198		05/20/2026	6064129632	0100-0000-0-1110-10000-430000-095-0000	P	$100.52	$0.00	$0.00
	Description: SUPPLIES SP							
				Total Amount for Warrant		**$12.62**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$12.62**	**$0.00**	**$0.00**
10795 STEPHEN L. HAHN								
PO - 20260800		06/02/2026	02-123102	3560-7710-0-0000-85000-620030-095-1365	P	$4,500.00	$0.00	$0.00
	Description: INSPECTION SERVICES SP BULDINGS PROJECT							
				Total Amount for Warrant		**$4,500.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$4,500.00**	**$0.00**	**$0.00**
11153 T-MOBILE								
PO - 20260465		05/21/2026	970712329	0100-7435-0-1110-10000-590020-018-0000	P	$3,398.00	$0.00	$0.00
	Description: MIFI HOTSPOT MONTHLY SERVICE							
PO - 20260552		05/21/2026	970712329	0900-0000-0-1110-10000-590020-000-0000	P	$670.00	$0.00	$0.00
	Description: HOTSPOT SERVICE HOC							
				Total Amount for Warrant		**$4,068.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$4,068.00**	**$0.00**	**$0.00**
2626 Tulare County Office of Ed.								
PO - 20260043		06/04/2026	263791	0100-3010-0-1110-10000-580000-051-0000	P	$90.00	$0.00	$0.00
	Description: 25/26 WORK PLAN FOR MATH DEPT							
PO - 20260043		05/21/2026	263791	0100-3010-0-1110-10000-580000-052-0000	P	$90.00	$0.00	$0.00
	Description: 25/26 WORK PLAN FOR MATH DEPT							
PO - 20260043		05/21/2026	263791	0100-3010-0-1110-10000-580000-094-0000	F	$765.00	$0.00	$0.00
	Description: 25/26 WORK PLAN FOR MATH DEPT							
PO - 20260043		05/21/2026	263791	0100-3010-0-1110-10000-580000-095-0000	P	$652.50	$0.00	$0.00
	Description: 25/26 WORK PLAN FOR MATH DEPT							
PO - 20260043		05/21/2026	263791	0100-3010-0-1110-10000-580000-096-0000	P	$652.50	$0.00	$0.00
	Description: 25/26 WORK PLAN FOR MATH DEPT							
				Total Amount for Warrant		**$2,250.00**	**$0.00**	**$0.00**

*** = Credit Card Payment**

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN----OB-----SI--TY	P/F	Amount	Use Tax Amount Taxable	Tax
				Total Amount Per Vendor		**$2,250.00**	**$0.00**	**$0.00**
10881 VALLEY GOPHER GUARD LLC								
* PO - 20260382		06/01/2026	0000101	0100-8150-0-0000-81100-560000-043-0000	P	$750.00	$0.00	$0.00
Description: GOPHER CONTROL M.O.T								
				Total Amount of Payment		**$750.00**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$750.00**	**$0.00**	**$0.00**
2053 WALMART								
PO - 20260647		05/22/2026	79914655	0100-3550-0-3805-10000-430000-096-0000	F	$174.85	$0.00	$0.00
Description: SUPPLIES HW								
PO - 20260649		05/22/2026	6C4D2AB0	0100-0332-0-1110-10000-430000-095-1821	P	$113.61	$0.00	$0.00
Description: SUPPLIES SP								
PO - 20262132		05/20/2026	443DC091	0100-0000-0-1110-27000-430000-096-0000	P	$80.83	$0.00	$0.00
Description: SUPPLIES HW								
				Total Amount for Warrant		**$369.29**	**$0.00**	**$0.00**
				Total Amount Per Vendor		**$369.29**	**$0.00**	**$0.00**

Total Amount of all Payments **$674,922.10**

Total Number of Checks to print:	48	$649,256.80
Total Number of Credit Card Payments:	10	$25,665.30

	Use Tax Taxable Amount	Use Tax Tax Amount
Total Transfer for Use Tax	**$0.00**	**$0.00**

*** = Credit Card Payment**

Consent Agenda
#2

AGENDA: Action

TOPIC: Board Meeting Minutes

DESCRIPTION: Minutes of the Regular Meeting of May 26, 2026.

RECOMMENDATION: Administration recommends approval of this item as presented.

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEE
Meeting of May 26, 2026
Hanford Joint Union High School District Office
300 W. 6th St., Hanford, California
5:30PM Closed Session • 6:00PM Open Session

MINUTES

I. CALL TO ORDER

President Martella opened the meeting at 5:30 PM with Trustees present: Barbeiro, Chavarin, Gillum, Martella, and Robinson.

A. COMMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS

No comments from the public.

II. ADJOURN TO CLOSED SESSION

The meeting was adjourned to closed session at 5:30PM by President Martella Trustees present: Barbeiro, Chavarin, Gillum, Martella and Robinson.

Discussion took place regarding:
- ≈ Public Employee Appointment (Certificated) (GC 54957)
- ≈ Public Employee Appointment (Classified) (GC 54957)
- ≈ Public Employee Performance Evaluation (Superintendent) (GC 54957)
- ≈ Consideration of Student Expulsions (EC 35146; 48912; 48918)

III. RECONVENE TO OPEN MEETING, FLAG SALUTE AND WELCOME – 6:00PM

President Martella reconvened the open meeting at 6:05 PM. Trustees present: Barbeiro, Chavarin, Gillum, Martella, Robinson.

Administrators/staff present: Rosa, Creech, Peters, Whaley, Dowd, Ede, Fagundes, Culver, Parson, Rogers, Keran, Braswell, Stidman, and Salazar.

President Martella led the flag salute.

IV. REPORTS / BUSINESS

A. REPORT OF CLOSED SESSION

President Martella reported that no action was taken during closed session.

B. RECOGNITIONS

The Board recognized the following FFA State Champions:

California State FFA Champion – Floriculture Contest
Paul Cortez (HHS Senior) *Kate Rose (HHS Senior)*
Elizabeth Brumm (HHS Junior) *Camila Robles (HHS Junior)*

Kiara Benavides presented the award for California State FFA Champion Floriculture Contest. The students introduced themselves and gave a brief synopsis of their project.

The Board recognized the Student Board Representatives for their services for the 2025/2026 school year.

ASB Student Board Representative for 2025/2026

Analisa Botelho (HHS) *Melany Lepez (HWHS)* *Natalie Gonzalez (SPHS)*

The Board recognized the following Volunteer of the Year Honorees:

Volunteer of the Year

Elizabeth Martinez	*Hanford High School*
Janelle Slaughter	*Hanford High School*
Bridgette Bracamonte	*Hanford West High School*
Holly Covarrubias	*Sierra Pacific High School*

President Martella called a brief adjournment at 6:20 PM to congratulate the students and Volunteer Honorees and take photos.

President Martella reconvened the meeting at 6:27 PM

C. COMMENTS FROM THE STAFF

Caitlin Fagundes, Administrative Assistant at Hanford West High School, addressed the HJUHSD Board to express concerns about a proposed policy that would allow coaches' children to automatically attend the school where their parent coaches. Drawing on her 12 years of experience at Hanford West, she described a longstanding perception that the school is less desirable than other district schools, which she believes has contributed to enrollment challenges, reduced student participation, and financial impacts. She noted that past district efforts to improve enrollment equity have had limited success, and that some families have even submitted false residency documents to avoid attending Hanford West. While she is not entirely opposed to granting attendance privileges to coaches' children, she urged the Board to establish clear safeguards, such as limiting eligibility to varsity head coaches and requiring students to return to their school of residence if the parent no longer coaches. Her primary concern is the precedent such an exception would set. She argued that making an exception for one coach and one student could reinforce perceptions that special treatment is given to individuals with influence, undermining trust in the fairness of district policies. Fagundes emphasized that true equity requires consistent application of rules and asked the Board to consider extending similar flexibility to all students. She pointed out that some students who wanted to attend Hanford West were denied because transfer deadlines had passed and argued that exceptions should be available equitably rather than for select individuals. She concluded by urging the Board to consider the broader implications of its decision on fairness, equity, and the reputation of Hanford West High School.

Vanessa Alvizo, a Hanford West High School staff member for the past five years, spoke to the Board to express concern about a petition that could allow students of coaches to attend a school other than their assigned campus. Although public speaking is not

something she is comfortable with, she felt compelled to speak because the issue directly affects Hanford West students. She emphasized that educators encourage students to advocate for themselves and believed it was important to do the same. Alvizo stated that there is a growing perception that families should seek opportunities outside of Hanford West, and that increasing transfers to other schools negatively impact the students and school community. She expressed concern that approving the petition could reinforce the idea that Hanford West is a school families should avoid, which she said is discouraging to the students, staff, and families who are proud of their school and committed to student success. Rather than creating exceptions that may encourage transfers, she urged the Board to focus on strengthening and investing equally in all district schools. She stressed that every student deserves access to strong academics, extracurricular opportunities, and a school community they can be proud of. She concluded by asking the Board to reconsider the petition and instead pursue solutions that support all schools and provide equitable opportunities for every student in the district.

D. COMMENTS FROM THE PUBLIC

Kimber Regan, a Hanford City Council member and local real estate broker, spoke about concerns she had heard from students regarding plans to paint over murals at Hanford West High School. She said she first learned about the issue from her granddaughter and had since spoken with several students, including one who helped paint one of the murals. At first, she did not think the murals were a big deal because they were not part of her own experience when she attended Hanford West. However, after visiting the campus and looking at all of the murals herself, she came away with a different view. Regan said she photographed the murals and did not see graffiti, peeling paint, or anything she considered inappropriate, except for one mural that appeared unfinished. She said the murals seemed to be respected by students and that she had heard students refer to them as meeting points around campus. She told the Board that whether adults personally like the murals is less important than what students think, since students are the ones at the school every day. She asked the Board to consider authorizing a student survey so students could share their opinions before any decisions are made about removing or painting over the murals. Regan added that several students who shared these concerns considered speaking at the meeting, but she chose to speak on their behalf. She thanked the Board for its time and service and reiterated her request that students be given a chance to have input on the future of the murals.

Catherine Garman, a Hanford West employee speaking as a parent opposed the proposal to allow coaches' children to attend the school where their parent coaches, arguing that it would create another loophole in the district's attendance boundary policy. She emphasized that students should be viewed as "students first, athletes second" and said the district has spent years trying to address enrollment imbalances caused by transfers and exceptions. In her view, allowing this exemption would undermine recent efforts to enforce attendance boundaries and create more disparities between schools. Garman shared personal experiences involving her daughter, who attends Hanford West. She said she has repeatedly heard comments from community members, parents, and even school personnel suggesting that her daughter "looks like" she belongs at Sierra Pacific rather than Hanford West. She questioned what those statements mean and argued that they contribute to a harmful narrative that certain students belong at certain schools based on appearance, social status, or athletic ability. She defended

Hanford West as a strong school and said the negative perceptions surrounding it are largely created and reinforced by adults. According to her, these attitudes make students feel ashamed of attending Hanford West and create an unhealthy power imbalance among schools. Garman also expressed frustration that, despite the district's promises to enforce attendance boundaries through address verification and public outreach, families continue to find ways around the rules. She claimed that students are aware when families submit false residency information and are watching to see whether district leaders will follow through on enforcing policies consistently.
She argued that parents who want to be involved in their children's activities can coach or volunteer at their child's assigned school, making the proposed exemption unnecessary. She characterized the proposal as a tool for athletic recruitment and another way to bypass district policy. In closing, she urged the Board to uphold the attendance boundary rules it had committed to enforcing, support all students equally, and reject what she viewed as another loophole that would weaken fairness and integrity across the district.

Richard Rose introduced himself as a lifelong Hanford resident, a Hanford High graduate, and the current JV boys basketball coach at Sierra Pacific who has agreed to become the varsity coach next season. He said he supports the Board's efforts to enforce attendance boundaries and was not asking for a way around them. However, he felt there should be some consideration for coaches who make long-term commitments to school programs. He acknowledged that the petition, as currently written, is probably too broad and has too many loopholes, but said it could be revised with clearer rules and standards. Rose explained that he has spent more than 15 years coaching basketball and many years volunteering with Hanford's NJB program. He said coaching is something he cares deeply about, and opportunities to become a varsity coach do not come along very often. Because of that, he felt coaches should not necessarily have to choose between pursuing those opportunities and being involved with their own children. He said his son also plays basketball, and he could not imagine coaching against him, either within the district or elsewhere. He also did not want to miss out on being involved in the same program his son might be part of. Rose talked about the work he has already put into the Sierra Pacific program, noting that most of next year's varsity players are students he has coached for the last two years. With many seniors graduating, he said there are about 20 players counting on him to continue building the program. He emphasized that what he is trying to build goes beyond basketball. Using John Wooden's Pyramid of Success as a guide, he said his goal is to help students develop character, life skills, and a foundation for success after high school.
He closed by saying that while having his son attend Sierra Pacific is part of the issue for him, his main focus is the basketball community and culture he is trying to build. He acknowledged that the Board has a difficult job in creating a policy that is fair and equitable and thanked them for considering the issue.

Victor Chavarin Jr., the Sierra Pacific girl’s basketball coach and author of the petition, spoke in support of creating an attendance exception for coaches' children.
He began by saying he understood the concerns raised by those who opposed the proposal. As a Sierra Pacific graduate, he remembered when people looked down on Sierra Pacific and said it wasn't a "real high school." He said he understands how damaging school perceptions can be but he believes schools can overcome those perceptions by building strong programs and communities. Chavarin pushed back on the idea that the proposal was created for one coach or one student. He said he brought

the petition forward because it could affect multiple coaches across the district, including coaches at Hanford High and Sierra Pacific. While he does not currently have children, he said he lives outside the Sierra Pacific area and cannot imagine dedicating 10 years or more to a school and then having his future child attend somewhere else. He emphasized that coaching requires significant time and sacrifice year-round, not just during the season. He noted that he was missing summer basketball games in Fresno to attend the meeting because he cared so strongly about the issue. He argued that coaches who spend so much time building programs should have the opportunity for their children to attend the same school, even if those children are not athletes themselves. Chavarin acknowledged that his original proposal may have been too broad. He said he was willing to revise it and limit eligibility to varsity head coaches rather than all stipend coaches. In his view, varsity head coaches are the ones making the largest long-term investments in building school culture and athletic programs. He concluded by saying the proposal is intended to support coaches, strengthen school communities, and help retain coaches who might otherwise leave. He asked the Board to continue considering a revised version of the proposal focused on head coaches rather than dismissing it as a benefit for a single family.

John Oliver introduced himself as the girl's varsity soccer coach at Sierra Pacific, a position he said he has held for seven years. He said he wanted to share his perspective as both a coach and a parent. He noted that the proposed policy would not affect him personally because his children are graduating this year. However, he explained that this past year his two sons played basketball while he was coaching soccer during the same season. Because games were often scheduled on the same nights, he had to miss multiple games his sons were playing in. Oliver said it was already difficult dealing with those scheduling conflicts, even with his children in the district. He said he could only imagine how much harder it would be if his child were playing at another school, especially if they were participating in the same sport he coached, because games are often held on the same nights. He said that if he were in that situation, he would end up missing most of his child's season. His main point was that coaches already sacrifice time with their families, and he understands why coaches would want their children at the same school where they coach. He thanked the Board for listening.

Maria Stevens, a Hanford West High School volleyball head coach of eight years, spoke about the coaches' attendance petition and said she initially signed it but did not fully understand the context and now wants to retract her support. She shared that she has a daughter graduating from Lemoore High School and that she has personally experienced the challenge of coaching while having a child in another school. She explained that she chose to coach at Hanford West knowing she would miss many of her children's activities, and said that while it is difficult, it can be managed. She noted she was often able to follow her daughter's athletic career through game film when she couldn't attend in person. Stevens described Hanford West volleyball as having limited numbers, saying they often had just enough players to field varsity, JV, and freshman teams, leaving little room for injuries or depth concerns. She emphasized her pride in the school and said "Husky Pride" is important to her. She thanked the Board for considering the issue and acknowledged the concerns being raised about the proposal and its impact on coaches and fairness.

E. CORRESPONDENCE

No correspondence.

F. STUDENT BOARD REPORTS

1. Hanford High School Board Representative Andrea Botelho presented the student report.
2. Hanford West High School Board Representative Melany Lepez presented the student report.
3. Sierra Pacific High School Board Representative Natalie Gonzalez presented the student report.

G. CONSENT AGENDA

1. Student Expulsions: 25-32, 25-34
2. Warrants – Payment of Warrant Requests: 05/15/2026; 05/22/2026
3. Minutes of Regular Board Meeting: 05/12/2026

Motion was made by Trustee Chavarin seconded by Trustee Gillum to approve the Consent Agenda items as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

H. SUPERINTENDENT'S REPORT

1. Student Field Trips

Superintendent Rosa presented the following student field trips, description and fiscal impact as approved by the Superintendent.

1. HWHS NJROTC – Hanford, CA
2. SPHS Girls Basketball – Ladera Ranch, CA

This item was presented for information only.

2. Board Policy Updates

The following recommended Board Policy Updates returned for approval as submitted.

AR 1326.1 BP 5141.21 AR 5121.21

Motion was made by Trustee Robinson seconded by Trustee Chavarin to approve the recommended Board Policy 5141.21 and Administrative Regulation 5121.21, updates as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None

Abstain:	None
Absent:	None

Trustee Robinson stated that she would like to approve the proposed regulation, but would like to see the addition of designated student art spaces on campuses, to allow students to display their own work in specific areas, while keeping larger campus murals more professional.

A discussion followed as to the need for further clarification of details such as whether student artwork would be temporary or replaced each year.

There was general agreement that the regulation should not prevent student art opportunities, and that staff input would help shape how the spaces are designed.

Superintendent Rosaa noted that murals can be subject to vandalism and require maintenance.

President Martella stated that existing murals could be documented through photos or online archives as a way to preserve them if changes are made.

The discussion concluded with a motion to approve Administrative Regulation 1326.1 as presented, with the understanding that student-centered art spaces would be developed in the future.

Motion was made by Trustee Robinson, seconded by Trustee Gillum to approve Administrative Regulation 1326.1 – Murals and Artwork on School Buildings and Property as presented with the understanding that administration will bring back an amendment for designated student art display options at a future meeting.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

3. Resolution 26-06: Ordering the Governing Board Member Elections; Consolidation of Elections Specifications of the Election Order

Resolution 26-06: Ordering the Governing Board Member Elections; Consolidation of Elections Specifications of the Election Order for approval as submitted.

Motion was made by Trustee Gillum seconded by Trustee Robinson to approve Resolution 26-06: Ordering the Governing Board Member Elections; Consolidation of Elections Specifications of the Election Order as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

4. Agreements Signed by Superintendent

   - AALRR Legal Services
   - Hanford PD – SRO Agreement
   - TCOE – Counselor Residency MOU
   - School Services of California Agreement
   - UMass Global

   Motion was made by Trustee Robinson seconded by Trustee Chavarin to approve the Agreements Signed by Superintendent as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

I. FINANCIAL REPORT

1. Financial Report

   Director of Business Fagundes presented the Financial report for the period of July 1, 2025 through April 30, 2026.

   This report contains all funds of the district and shows the budget as well as the actuals for the year.

   FISCAL IMPACT: The budgeted estimated ending balance for the General Fund is $18,809,299.10.

   This item was presented for information only.

2. Proposed Pricing for Cafeteria Meals

   Director Fagundes presented the Proposed Pricing for Cafeteria Meals for 2026/2027 for information.

   On July 9, 2021, Assembly Bill (AB) 130 was signed into law establishing a California Universal Meals Program beginning SY 22-23. Universal Meals requires that LEAs with high poverty schools adopt a federal provision, such as the Community Eligibility Provision (CEP).

   High poverty schools are defined as a school or group of schools that have an Identified Student Percentage (ISP) of over 40 percent. ISP is determined by dividing the number of directly certified students, including those certified as foster, homeless, runaway, or migrant, by the total number of enrolled students.

   The CEP is a four-year reimbursement option based solely on direct certification data, which means agencies do not collect household meal applications.

   Additionally, CA Universal Meals requires that LEAs provide two meals free of

charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-priced eligibility.

HJUHSD is considered high poverty with a current combined ISP of 45.64%. CEP was established in SY 22-23 and the four-year cycle concluded SY 25-26.
A new base year will be established and ISP% calculated to begin SY 26-27.

FISCAL IMPACT: We are anticipating a higher ISP% for the next 4-year cycle. We expect this to have a positive fiscal impact.

This item will be brought back to the next regularly scheduled meeting for Board consideration.

3. Proposed Menus & Pricing for Student Store Compliant Snacks

Director Fagundes presented the Proposed Menus & Pricing for Student Store Compliant Snacks for information.

The menus for A La Carte Sales at Hanford High, Hanford West, Sierra Pacific, Earl F. Johnson, and Student Stores at Hanford High, Hanford West and Sierra Pacific have been revised to reflect proposed changes. The current price is indicated for each item as well as proposed price changes. The updated menus were included in the Board packet.

For 2026/2027 we will continue to work with local vendors to secure compliant products.

FISCAL IMPACT: Updated prices will cover costs.

This item will be brought back to the next regularly scheduled meeting for Board consideration.

4. Declaration of Surplus Property

Director Fagundes presented the Declaration of Surplus Property for information and action.

The district has additional items from the Hanford West High School Culinary Arts course that it would like to donate or discard (see below):

5 - Aucma Stand Mixers (purchase price $50)
5 - Microwave ovens to be discarded (purchased in 2001 & 2003)

FISCAL IMPACT: Not applicable.

Motion was made by Trustee Robinson seconded by Trustee Chavarin to approve the Declaration of Surplus Property as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None

Abstain:	None
Absent:	None

5. Change Order Approval Limits – Temporary Increase

   Assistant Superintendent Creech presented the Change Order Approval Limits – Temporary Increase for information and action.

   With several time-sensitive projects in the works this Summer, Administration is asking for a temporary increase of change order approval authorization in the field to $75,000 prior to Board action. Currently that limit is $15,000.

   The temporary time frame would be for June 22, 2026 through July 22, 2026.

   Motion was made by Trustee Gillum seconded by Trustee Barbeiro to approve allowing the Superintendent and/or Assistant Superintendent, Business Services & Operations to approve proposed change orders in the field for amounts up to $75,000 temporarily from June 22, 2026 through July 22, 2026.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

J. ADMINISTRATIVE SERVICES / HUMAN RESOURCES

1. Personnel Assignments

   Assistant Superintendent Whaley presented the following Personnel Assignments for information and action.

   Certificated Retirement:
   Edward Kotoian, College & Career Readiness Specialist, effective 6/5/2026

   Certificated Employment:
   Vanessa Peralta-Sanchez, 2026/2027 Math Teacher, HHS

   Classified Resignations:
   Trent Avitia, Campus Safety II, effective 8/7/2026
   Esbeyda Lopez, Instructional Aide (Bilingual), effective 6/5/2026

   Classified Employment:
   Estela Adame, Nutrition Services I, HHS, effective 8/12/2026
   Ashley Almaraz, Instructional Technician, HHS, effective 8/12/2026
   Alicia Ambriz, Nutrition Services I, HWHS, effective 8/12/2026
   Jayla Garvin, Instructional Technician, HHS, effective 8/12/2026
   Daniel McWells, Support Technician III, IT, effective 7/1/2026
   Miriam Mendoza, Nutrition Services I, SPHS, effective 8/12/2026

   Classified Short-Term/Temporary Employment:

Danielle Banky, 2026/2027 Director of Nursing, HAS
Danielle Banky, 2026/2027 Director of Nursing, HWHS

Certificated Employment; 2026/2027 Hanford Adult School Temporary Employment; Effective August 13, 2026 – June 4, 2027:
Tyler Beck, Adult School Teacher (Welding)
Lorena De Souza, Adult School Teacher (ESL)
Mayra Diaz, Adult School Teacher (ABE)
Robert Hardgrave, Adult School Teacher (IS)
Jennifer Iniguez, Adult School Counselor
Vicky Juarez, Adult School Teacher (CNA)
Caleb Neilson, Adult School Teacher (KC Jail Program)
Cynthia Perkins-Baysinger, Adult School Teacher (KC Jail Program)
Edgar Sanchez, Adult School Teacher (Math)
Sharon Santillan, Adult School Teacher (English)
Gonzalo Solis, Adult School Teacher (Math)
Judy Willet, Adult School Teacher (IS)

Certificated Employment; 2026/2027 Hanford Online Charter Temporary Employment; Effective August 13, 2026 – June 4, 2027:
Tim Caudillo, HOC Teacher
Jeanette Gonzalves-Roach, HOC Teacher
Gary Griffin, HOC Teacher
Beau Hill, HOC Teacher
Randy Jacobsen, HOC Teacher
Joe Noronha, HOC Teacher
James Trejo, HOC Teacher
Deborah Ulrich, HOC Teacher (SPED)
Amy Weigel, HOC Teacher
Judy Willet, HOC Teacher (Art)

Certificated Employment; 2026/2027 Earl F. Johonson Independent Study Temporary Employment; Effective August 13, 2026 – June 4, 2027:
Javier Gonzales, IS Teacher
Xiomara Pineda-Ayala, IS Teacher
Jim Macedo, IS Teacher
Jaime Macias, IS Teacher
David Sancez, IS Teacher

Motion was made by Trustee Gillum seconded by Trustee Chavarin to approve the Personnel Assignments as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

2. Proposed Job Description for the Career Technical Education (CTE) Specialist Position

Assistant Superintendent Whaley presented the Proposed Job Description for the Career Technical Education (CTE) Specialist Position for information and action.

The current College and Career Readiness Specialist has tendered his notice of retirement from the District. Aa a replacement for this position, the District is proposing a new job description for Career Technical Education (CTE) Specialist that will be more current for the primary function of this position moving forward in 2026-27.

Under the direction of the Assistant Superintendent of Educational Services, the Career Technical Education (CTE) Specialist serves as a district-level resource, responsible for developing, implementing, monitoring, and continuously improving Career Technical Education programs and Work-Based Learning (WBL) systems across all school sites.

The CTE Specialist ensures alignment with state and federal requirements, including Career Indicator metrics, CTE program quality standards, and grant compliance. This position is responsible for building and maintaining systems that support high-quality pathway implementation, monitor site-level performance, and ensure accountability for meeting established expectations related to Work-Based Learning and student outcomes.

This position will be paid from the Certificated Salary Schedule for teachers who work 190 days in the District. Other similar positions on this salary schedule are the Instructional Technology Specialist, Work Experience Coordinator, and Academic Coaches.

FISCAL IMPACT: The cost for the proposed job description will offer a slight savings to the District as the current College and Career Readiness Specialist works 197 days. The Career Technical Education (CTE) Specialist will only work 190 days. This position is funded through the District's LCAP.

Motion was made by Trustee Robinson seconded by Trustee Chavarin to approve the Proposed Job Description for the Career Technical Education (CTE) Specialist Position as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

K. MAINTENANCE, OPERATIONS AND TRANSPORTATION REPORT

Director of MOT Stidman gave the MOT report:

Director Stidman shared appreciation for student board reports and the activities happening across schools. He also recognized Classified Employee Week and took the opportunity to thank classified staff for their behind-the-scenes work that helps make school events possible. He highlighted a recent example where maintenance staff quickly repaired a

broken HVAC unit at Hanford West just before a major FFA event, ensuring the event could still take place. Mr. Stidman emphasized the dedication of the district's staff in responding quickly to unexpected issues and supporting students and school activities, and expressed public gratitude for their efforts.

V. BOARD CALENDAR

Superintendent Rosa presented the board calendar noting the regular meeting dates and student events through June 23, 2026.

Dr. Rosa noted that he meant to mention earlier that ee did not conduct our usual spring campus tour this year, which was intentional. There are a number of ongoing projects in progress, and rather than visiting now and only seeing partial work or areas mid-construction, it will be more meaningful to wait. If we schedule the tour for early fall, the Board be able to see much more of the completed work. We'll plan to schedule it once things have cooled down a bit and more projects are finished.

VI. BOARD INFORMATION/DISCUSSIONS

A. BOARD COMMITTEE REPORTS AND UPDATES

Trustee Chavarin reported attending the Hanford West nursing program pinning ceremony, noting it was a large graduating class and expressing excitement about students entering healthcare fields. She hoped the program would continue to grow and serve more students. She also attended a sports physical night at West Campus, hosted by Adventist Health, which provided free physicals for student-athletes. She said she appreciated the opportunity to volunteer at the event.

President Martella shared that she had attended several school events since our last meeting, including the staff appreciation luncheon, the Med Academy graduation, and a scholarship event where she presented awards on behalf Hanford Education Foundation and KCSBA. President Martella also shared that she spent a weekend in Sacramento serving as the Region 10 representative for the California School Boards Association.

VII. ADJOURNMENT

President Martella adjourned the meeting at 7:20 PM.

As presented by:

_____
Dr. Victor Rosa, Superintendent
Secretary of the Board

_____ _____
Alicia, Martella, President of the Board Janet Barbeiro, Clerk of the Board

Superintendent Report
#1

AGENDA: New Business / Information Only

TOPIC: Student Field Trips

DESCRIPTION: Below are the field trips as approved by the Superintendent:

1. HHS FBLA – Irvine, CA
2. SPHS ASB – Santa Barbara, CA
3. HHS ASB – Santa Barbara, CA
4. HJUHSD FFA – Oakhurst, CA
5. SPHS Girls Basketball – Concord, CA
6. SPHS Girls Basketball – Santa Ana, CA

A breakdown of the field trip by topic, description and fiscal impact is attached.

RECOMMENDATION: This item is being presented for information only.

FIELD TRIPS

Site:	HHS	Transportation:	California FBLA
Date:	06/11/2026 – 06/13/2026	Lodging:	California FBLA
Group/Club:	HHS FBLA	Meals:	California FBLA
Event:	FBLA Officer Training Summit	Substitutes:	
Destination:	Embassy Suites Irvine Orange County	Admission:	
City:	Irvine, CA	Other:	

Site:	SPHS	Transportation:	Program Funding
Date:	07/17/2026 – 07/20/2026	Lodging:	ASB
Group/Club:	SPHS ASB Leadership	Meals:	Included
Event:	Summer Leadership Camp	Substitutes:	
Destination:	UC Santa Barbara	Admission:	ASB
City:	Santa Barbara, CA	Other:	----

Site:	HHS	Transportation:	ASB
Date:	07/17/2026 – 07/20/2026	Lodging:	ASB
Group/Club:	HHS ASB Leadership	Meals:	Included
Event:	Summer Leadership Camp	Substitutes:	
Destination:	UC Santa Barbara	Admission:	ASB
City:	Santa Barbara, CA	Other:	----

Site:	HHS/HWHS/SPHS	Transportation:	Program Funding
Date:	07/27/2026 – 07/30/2026	Lodging:	ASB
Group/Club:	HJUHSD FFA	Meals:	ASB
Event:	Chapter Officer Planning Retreat	Substitutes:	
Destination:	Cabin Retreat	Admission:	
City:	Oakhurst, CA	Other:	----

Site:	SPHS	Transportation:	Program Funding
Date:	01/02/2027 – 01/03/2027	Lodging:	Boosters
Group/Club:	SPHS Girls Basketball	Meals:	ASB
Event:	Bay Area Showcase Tournament	Substitutes:	
Destination:	Carondelet High School	Admission:	Boosters
City:	Concord, CA	Other:	----

Site:	SPHS	Transportation:	Program Funding
Date:	01/09/2027 – 01/10/2027	Lodging:	Boosters
Group/Club:	SPHS Girls Basketball	Meals:	ASB
Event:	Southern California Basketball Showcase	Substitutes:	
Destination:	Mater Dei High School	Admission:	Boosters
City:	Santa Ana, CA	Other:	----

Superintendent Report
#2

AGENDA: New Business / Information / Action

TOPIC: Recommended Board Policy Updates

DESCRIPTION: Attached are the recommended Board Policy updates.

Administrative Regulation 1326.1 – Murals and Artwork on School Buildings and Property:
This regulation is updated to include a section for Student Art Displays

Board Policy 5142 – Safety:
Policy updated to add to the Governing Board's philosophical statement that the Board recognizes the importance of student engagement and safe use of technology to a safe school environment. Additionally, policy updated to reflect NEW LAW (SB 848, 2025) which mandates districts to, by July 1, 2026, adopt written (1) policies that promote safe environments for student learning and engagement, with specified components related to professional boundaries, and (2) policies, plans, or specifications regarding school facilities that address classroom and nonclassroom environments to promote safe environments for learning and engagement that are easily supervised..

Policy Title List – May 2026	
AR 1326.1	Murals and Artwork on School Buildings and Property
BP 5142	Safety

FISCAL IMPACT: None

RECOMMENDATION: Administration recommends approval of this item as presented.

Regulation 1326.1: ^Murals And Art Work On School Buildings And Property **Status:** DRAFT

Original Adopted Date: 05/26/2026 **| Last Reviewed Date:** 05/26/2026

HJUHSD District and School Site Mural and Public Art Guidelines

Hanford Joint Union High School District, in an effort to ensure the aesthetic value of our campuses, consistency, and facility cleanliness and maintenance, applies a strict mural policy. The basic components of the policy are as follows.

1. No school site shall have more than five (5) outdoor murals.
2. All murals must be approved by the school site, district, and school board through the process outlined in this Administration Regulation.
3. All murals must be installed by a professional muralist, painting contractor, or signage contractor. These professionals may work with students on mural concepts and development.
4. All murals must serve the sole purpose of promoting/marketing the school or district itself and not any particula r program, athletic tea, club, etc. (i.e. the school name, logo, mascot, or common motto associated with that sc hool
    a. Specific athletic teams, programs, academies, pathways, clubs, etc. are not allowed.
    b. Political, cultural, or social statements or causes are not allowed.

The School Site and District reserve the right to reject any proposal for a Work of Art that:

- Does not comply with the design guidelines and requirements listed above or herein.
- Contains content that is libelous, obscene or is subject to copyright or trademark infringement unless the applicant provides documentation demonstrating the right ot use such protected material.
- Advertises or promotes the sale of any product or service.
- Depicts violence or illegal activity
- Is political in nature, advocates for a specific political candidate, or takes a position on a ballot measure.
- Is consistent with the educational mission or community values of the District.
- Poses a threat to public safety or unduly restricts access to any District facility.
- May cause interference with the proper operation of the school.
- Imposes any direct or indirect costs for installation or maintenance.

Design Review Process

The Superintendent and School Board must review and approve all:

- Artwork to be placed upon Hanford Joint Union High School District property.
- Artwork for privately owned property financed in whole or in part by District funds.

Step 1: Site Administrator Submits Proposal to District:
A completed design detailing the artwork proposal must be submitted by the site administrator to the district superintendent.

Step 2: District Review
The district superintendent along with the facilities team will evaluate the proposal and determine whether it meets the district guidelines for approval before submitting it to the Board of Trustees.

Step 3: Board of Trustees Approval:
The HJUHSD Board of Trustees will approve or not approve the proposal. The Board's decision is final.

Student Art Display

In addition to the five approved professional murals, each school, including Hanford High School, Hanford West High School, Sierra Pacific High School, and Earl F. Johnson High School, shall provide one designated space to publicly display approved student artwork. This artwork does not need to be in the form of a mural, but can be if approved.

Examples of how this work can be displayed in the designated area include murals, gallery walls, and display cases. The designated student art display areas at each school are determined by the district and the site principal and shall not change without site and district approval. Any and all costs of moving a designated art area shall be the financial responsibility of the Art Department or club requesting the change to the designated area. This includes, but is not limited to, any repainting, texturing, or minor construction that moving the designated area could entail.

Student Art Display requests must originate from each school's art program, and students must receive initial approval by the art teachers, which is then presented to the site principal and district superintendent for approval. Any student artwork may be displayed for a varying amount of time, depending on approval for replacement. There will be no expectation of permanency to these student art displays under any circumstances.

The School Site and District reserves the right to reject any student art proposal for a work of art that:

• Does not comply with the design guidelines and requirements herein.
• Contains content that is libelous, obscene, or is subject to copyright or trademark infringement unless the applicant provides documentation demonstrating the right to use such protected material.
• Advertises or promotes the sale of any product or service.
• Depicts violence or illegal activity.
• Is political in nature, advocates for a specific political candidate, or takes a position on a ballot measure.
• Is inconsistent with the educational mission or community values of the school or District.
• Poses a threat to public safety or unduly restricts access to any District facility.
• May cause interference with the proper operation of the school.
• Imposes any direct or indirect costs for installation or maintenance.

Design Review Process

The Art Teacher, principal and Superintendent must review and approve all:

- Artwork to be placed upon Hanford Joint Union High School District property
- Artwork for privately owned property financed in whole or in part with District funds

Step 1: Student Proposal to Art Teacher and Art Teacher Approval

A completed design detailing the artwork proposal must be submitted by the art department to the site administrator.

Step 2: Site Administrator Approval and Submission to District

A completed design detailing the artwork proposal must be submitted by the site administrator to the district superintendent.

Step 3: District Review and Approval

The district superintendent, along with the facilities team, will evaluate the proposal and determine whether it meets the district guidelines.

DRAFT

Policy 5142: Safety

Status: DRAFT

Original Adopted Date: 10/10/2006 **| Last Revised Date:** 10/28/2025

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and engagement and promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, including safe use of technology, and guiding student participation in educational programs and school-sponsored activities.

The Superintendent or designee shall regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, and the monitoring and response to suspicious and/or threatening digital media content.

District staff shall be responsible for the proper supervision of students at all times when students are subject to district rules, including, but not limited to, during school hours, district-sponsored activities, before and after-school programs, morning drop-off and afternoon pick-up, and while students are using district provided transportation.

Additionally, district employees, volunteers, and contractors shall promote safe environments for student learning and engagement that maintain appropriate boundaries among and between students. (Education Code 32100)

Appropriate boundaries shall be maintained between students and school employees, adult volunteers, and school contractors, and among and between adults employed, volunteering, or under contract with the district, in accordance with Board Policy 4119.21/4219.21/4319.21 - Professional Standards and Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

In addition, school facilities, including classroom and nonclassroom environments, shall be constructed and furnished in order to promote safe environments for learning and engagement that are easily supervised by district staff. (Education Code 32100)

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety and emergency procedures, as well as injury and disease prevention.

Crossing Guards/Student Safety Patrol

To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a student safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

Superintendent Report #3

AGENDA: New Business / Information / Action

TOPIC: Intra District Transfer Criteria

DESCRIPTION: The Board of Trustees was recently presented with a petition letter asking them to consider allowing intra-district school transfers for students who are the children of our athletic coaches. It is not the current practice for athletic coaches or any other stipend employee to be granted transfer privileges. After hearing from constituents, including coaches who signed the letter, and clarifying some of their requests, the Board is being asked to take action on whether to allow or not allow the children of coaches to have transfer privileges. The request, if approved, would have the following parameters.

1. Head Coaches only at all levels (Varsity, Junior Varsity, and Freshmen) with no allowance for split stipends (co-coaching).
2. Must have completed a minimum of two years of paid (stipend level) coaching experience with the program at the school in which they are currently coaching prior to their own child being considered.
3. Must maintain status as head coach for all years in which their student is enrolled.

FISCAL IMPACT: None.

RECOMMENDATION: At the will of the Board.

Superintendent Report
#4

AGENDA: New Business / Information / Action

TOPIC: Out-of-State Travel Request

DESCRIPTION: Sierra Pacific Girls Basketball would like to travel to Tampa Bay, Florida in December 2026. Details of the purpose and purpose are attached. Per Board Policy 6153, all out of state travel must be approved by the Board of Trustees. The time and work involved in planning and fundraising for a trip of this magnitude is considerable, as such, Sierra Pacific Girls Basketball seeks preapproval from the Board of Trustees for this trip.

FISCAL IMPACT: The cost of this trip would be covered through fundraising.

RECOMMENDATION: Administration recommends approval of this item as presented.

SIERRA PACIFIC HIGH SCHOOL
GIRLS BASKETBALL

1259 13th Avenue, Hanford, Ca 93230

2018 and 2026 CIF State Champions
2020 and 2026 CIF State Northern Regional Champions
2018 CIF State Southern Regional Champions
2017, 2025 and 2026 CIF Central Section Champions
10 Conference Championships

Superintendent Rosa and the Board of Trustees of HJUHSD,

The Sierra Pacific High School Girls Basketball program has been one of the most successful programs in school history. The program has faced various competition throughout the nation over our program's history, we are once again seeking the opportunity to expand our students' performance opportunities and competition pool.

What: The Tampa Bay Christmas Invitational Girls Basketball tournament is a showcase style tournament in Tampa, Florida. We will face highly ranked basketball programs from Florida, Georgia and other southern states as we prepare for the CIF Central Section and State playoffs.

Who: The Sierra Pacific High School Varsity Team (estimated 12-14 students). All student athletes will try out for the varsity program and be selected in mid/late August. 4 members of the coaching staff will attend and chaperone them on the trip and in all aspects of travel.

Where/ When: The event takes place at Wiregrass Ranch Sports Campus in Tampa Florida. The tournament will take place December 19 through December 22. For travel and enrichment activities our program will travel to Hawaii on December 18 and return December 23.

How: Students, coaches, and parents will fundraise and solicit donations from local businesses to help fund the trip. All members of the varsity program will attend the trip, regardless of any donations or fundraising done by individual students. Students will fly to Tampa, Florida and stay at the DoubleTree by Hilton Tampa Rocky Point Waterfront.

The Sierra Pacific High School Girls Basketball Program has been working towards facing tougher competition each year as we there is the possibility of elevation to Division 1 playoffs next season. Last season, after a grueling schedule that saw the Golden Bears face 8 state ranked teams, including the #9 ranked team in the nation, we won back-to-back CIF Central Section Division 2 Championship. Our program also won the CIF Division 2 State Championship in the highest division ever competed in at Sierra Pacific High School, bringing home HJUHSD's 4th State Championship and Sierra Pacific's second. As coaches, we feel that it is the appropriate time to continue to push our program to new heights by participating in this tournament and show how successful a team from a small community can be against out-of-state competition.

Thank you for your consideration,

Sincerely,

Victor Chavarin Jr.

Victor Chavarin Jr.
Head Coach
SPHS Girls Basketball

Superintendent Report
#5

AGENDA: New Business / Information / Action

TOPIC: Agreements, Contracts, and/or Applications Signed by Superintendent or Designee

DESCRIPTION:

Kings County Office of Education-
This annual agreement with the Kings County Office of Education is for the 2026/2027 school year. KCOE will provide the district with fingerprinting services for all new employees and certification services for substitutes. The rate is $42.19 per FTE

Regents of the University of California – This agreement with UC Merced is for Teacher Candidates placed at our schools as part of their credential program and internship placement by the University for pupils in various educational programs. There is no cost for this agreement.

FISCAL IMPACT: As noted in description.

RECOMMENDATION: Administration recommends approval of the agreements signed by the Superintendent as noted above.

2026-27

FINGERPRINTING AND CERTIFICATION OF CERTIFICATED SUBSTITUTES, CLASSIFIED SUBSTITUTES, AND NEW DISTRICT EMPLOYEES AGREEMENT

THIS AGREEMENT made between the Kings County Office of Education, hereinafter called "SUPERINTENDENT", and the Hanford Joint Union High School District, hereinafter called "DISTRICT", provides FINGERPRINTING AND CERTIFICATION services to the District for the 2026-27 school year.

The Superintendent agrees to furnish to the District Fingerprinting and Certification services by staff of the Superintendent as specified on the Attachments.

FOR AND IN CONSIDERATION of the Fingerprinting and Certification services provided to the District by the Superintendent, the District agrees to pay to the Superintendent an amount determined to be **$27.04** per FTE Teacher for Level I (Certificated Substitute Employees) services or **$42.19** per FTE Teacher for Level II (additional New District Employees and Classified Substitute Employees) services, based on the October 2024 FTE from Data Quest (or equivalent information). Please check choice of service:

_____ **Level I Service**
Certificated Substitute Employees
Classified Substitute Employees
@ **$27.04**/FTE

✓ **Level II Service**
Certificated Substitute Employees
New District Employees
Classified Substitute Employees
Volunteers
@ additional $15.15/FTE for a Total of **$42.19**/FTE

IN WITNESS WHEREOF the Superintendent of the District and the Superintendent of Schools of Kings County have affixed their signatures on the 3rd day of June, 2026

Todd Barlow, Superintendent
Kings County Office of Education

Dr. Victor Rosas, Superintendent
Hanford Joint Union High School District

TEACHER PREPARATION PROGRAM

TEACHER PREPARATION PROGRAM AGREEMENT BY AND BETWEEN THE REGENTS OF THE UNIVERSITY OF CALIFORNIA AND HANFORD JOINT UNION HIGH SCHOOL DISTRICT

This Agreement is made and entered into on the date of last signature below in the State of California, by and between THE REGENTS OF THE UNIVERSITY OF CALIFORNIA, a California corporation on behalf of the University of California, Merced, Extension Education Programs (hereinafter referred to as "UNIVERSITY") and HANFORD JOINT UNION HIGH SCHOOL DISTRICT (hereinafter referred to as "DISTRICT"), collectively referred to as PARTY OR PARTIES.

RECITALS

WHEREAS, various California Education Code Sections, including but not limited to 44259, 44320, 44321, 44452-44458, 44462 and 44466, authorize or govern a public school district in cooperation with an approved college or university to establish a student teaching program (fieldwork) meeting the provisions of applicable state law and regulations ("PROGRAM"); and

WHEREAS, DISTRICT is a California public school which operates schools suitable for internships, practice teaching and field experience needs; and

WHEREAS, UNIVERSITY has met all the requirements and preconditions established by state law, specifically those established by the California Commission on Teacher Credentialing ("COMMISSION") and/or Committee on Accreditation; and

WHEREAS, it is to the benefit of both the UNIVERSITY and DISTRICT that Teacher Candidates have opportunities to enhance their capabilities as practitioners, and both UNIVERSITY and DISTRICT desire to partner together to make PROGRAM available.

WHEREAS, to be granted initial PROGRAM accreditation by the Committee on Accreditation, the program sponsor must demonstrate evidence of collaboration between institutions of higher education, employers of credentialed educators, and TK-12 practitioners in the design of the program. This evidence must include verification that the PARTIES will share authority and responsibility for the implementation and continuous improvement of the proposed educator preparation program as negotiated in this Agreement.

WHEREAS, it is understood and agreed by and between the Parties of this Agreement that they wish to enter into this Agreement in order to ensure the requirements of the California Commission on Teacher Credentialing ("COMMISSION"), will be met and provided to the Teacher Candidates and shall complete their respective responsibilities in connection with this Agreement during its term. See the Teacher Preparation Program Handbook attached.

AGREEMENT

NOW, THEREFORE, in consideration of the covenants and agreements, set forth herein, the receipt and sufficiency of which are hereby acknowledged, the PARTIES agree as follows:

I. TERM AND TERMINATION

A. This Agreement shall become effective as of the date first written above once both PARTIES have executed the Agreement and shall continue in full force and effect through June 30, 2029. The PROGRAM Year shall end in June, with the exact day varying from year to year as determined by the then-current applicable DISTRICT certificated work year calendar.

B. Notwithstanding anything to the contrary stated in this Agreement, either PARTY may terminate this Agreement for convenience upon thirty (30) days' written notice.

C. In the event DISTRICT chooses to terminate the Agreement for convenience in accordance with this Article, any Teacher Candidates assigned at DISTRICT schools when DISTRICT gives notice may continue to train until the end of the Teacher Candidates' current UNIVERSITY semester.

D. This Agreement may be terminated immediately by either PARTY hereto should the other PARTY fail substantially to perform in accordance with the terms hereof through no fault of the terminating PARTY and such failure continues for thirty (30) days after notice thereof is delivered by the non-defaulting PARTY.

II. PLACEMENT OF STUDENT & INTERN TEACHERS

A. DISTRICT and UNIVERSITY shall coordinate the process of placement of Teacher Candidates.

B. DISTRICT will use its best efforts within the constraints of available position openings to place Teacher Candidates in environments to maximize their success (i.e., supportive principal, available peer support, class selection).

C. DISTRICT reserves the right to make the final determination on any Teacher Candidate's placement or Intern Teacher's employment and placement by DISTRICT.

D. DISTRICT shall adhere to the COMMISSION's Criteria for School Placements (PK-3 Early Childhood Education; MS/SS Program Standards, 3(B)) including but not limited to permit video capture for candidate reflection and TPA completion.

E. PK-3 ECE Specialist Credential Candidates must consist of a minimum of 600 hours of clinical practice..."and "Clinical practice experiences must include two different grade levels within the PK-3 grade range including at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting and a minimum of 200 hours in a Kindergarten through third grade (K-3) setting."

F. Pre-K and TK settings are those serving children ages 3-4 years old. These include California State Preschool, Head Start programs, independent center-based preschools, and Transitional Kindergarten classrooms in public school settings.

G. Neither UNIVERSITY nor DISTRICT shall discriminate in the selection of, or participation by any Teacher Candidate pursuant to this Agreement because of ethnicity, religion, sex, sexual orientation, national origin, ancestry, age or disability, or any other protected class within the limits imposed by law and/or DISTRICT policy.

H. INTERN TEACHER ONLY: DISTRICT shall assign Intern Teachers to assume the functions that are authorized by the credential held by the Intern Teacher and shall be placed in an assignment that meets the instructional or service needs of the DISTRICT

I. INTERN TEACHER ONLY: DISTRICT shall not displace a certificated DISTRICT employee with the placement of an Intern Teacher. This Agreement shall serve to certify such to UNIVERSITY in accordance with Commission requirements.

J. District and University will work with student teachers to meet the Teaching Performance Expectations (TPEs)

The Teacher Performance Expectations (TPEs), developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTPs) define how we formatively and summatively assess all candidates.

TPE 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator
TPE 7: Effective Literacy Instruction for All Students

K. District and University will address the updated standards and teaching performance expectations (TPEs) required by Senate Bill 488 (Chap. 678, Stats. 2021). The intent of SB 488 was to ensure that teachers prepared in California can implement effective literacy instruction for all California students, including multilingual and English learner students and students with disabilities, such as dyslexia.

LITERACY INSTRUCTION PREPARATION FOR MULTIPLE SUBJECT TEACHER CANDIDATES
SB 488 Literacy Standards and TPE Requirements

With the passage of AB 488, the California Commission on Teacher Credentialing (CTC) has adopted a new Literacy Standard and updated Teaching Performance Expectations (TPEs) for Multiple Subject, Single Subject, and Education Specialist Credentials. These changes take effect on July 1, 2024, and align with the English Language Arts/English Language Development (ELA/ELD) Framework.

The new Literacy Standard and TPEs emphasize five key themes that apply across all content areas:

- Foundational Skills
- Meaning Making
- Language Development
- Effective Expression

1. What UC Merced Will Do

- Provide instruction in evidence-based literacy practices that support diverse learners.
- Deliver coursework that includes foundational reading skills, Universal Design for Learning (UDL), and strategies for English learners and students with disabilities.
- Train candidates to use literacy assessment and progress monitoring to guide instruction and interventions.
- Teach candidates to apply the California Dyslexia Guidelines in instructional planning.
- Require candidates to complete the Literacy Instruction Performance Assessment (LPA) starting July 1, 2025, in place of the RICA.
- Support candidates through core literacy course EDUC X424 and Clinical Practice courses 302, 303 & 305.
- Provide guidance and resources for candidates preparing for the LPA, including help from UC Merced faculty, and ensure that all instructional materials and course content are accessible and compliant with WCAG 2.1 Level AA standards (e.g., captioned videos, screen-reader compatible documents, and accessible LMS content).
- Assess candidates on TPE-aligned literacy expectations, including foundational skills, meaning making, language development, effective expression, and content knowledge integration.
- Provide training to faculty and candidates on creating accessible digital content.

2. What the School District Will Do

- Assign a district mentor/cooperating teacher to work with each student teacher candidate.
- Provide a clinical practice setting where candidates can plan, teach, assess, and record literacy lessons.
- Support literacy-focused work by giving candidates access to students and instructional settings that allow them to practice teaching reading and language skills.
- Promote observation and application of literacy strategies, including dyslexia-informed practices, within classroom instruction.
- Provide feedback on instructional practices, focusing on foundational literacy skills, comprehension, and language development.
- Encourage candidates to use literacy assessments to monitor student progress and inform instruction in real-time.
- Ensure that candidates engage with a diverse range of students, including those with reading difficulties, English learners, and students with disabilities, to develop an inclusive literacy teaching approach.
- Work collaboratively with UC Merced to align district classroom practices with the literacy requirements outlined by the university.
- Provide ongoing support for the candidates to develop and implement effective literacy instruction by giving them opportunities to engage in reflective discussions and collaborative planning with mentor teachers.
- Ensure that candidates have access to appropriate resources, tools, and accessible instructional technologies and materials to teach literacy effectively in real classroom settings.
- Teachers hired within the Participating District must be in settings that allow student teacher candidates to practice utilizing the California Dyslexia Guidelines, including screening students for dyslexia and providing support to those identified as needing additional reading support.

3. What Both UC Merced and the School District Will Do

- Collaborate to ensure teacher candidates learn, practice, and are assessed on the new literacy skills through coursework and hands-on classroom experience.
- Support student teacher candidates in planning instructional opportunities aligned with foundational and cross-cutting literacy skills.
- Facilitate the integration of California Dyslexia Guidelines strategies in practice, even if students with dyslexia are not present.
- Provide formative feedback to student teacher candidates after all classroom observations to guide their development and improve instructional practices.
- Maintain a process for reporting and resolving accessibility concerns related to instructional materials or technologies and will respond in a timely and equitable manner.

III. SUPERVISION OF STUDENT & INTERN TEACHERS

A. UNIVERSITY shall provide Site Supervisors (University Mentors) for all Teacher Candidates. UNIVERSITY shall have clearly defined qualifications for Site Supervisors to include: (1) current knowledge in the content they teach; (2) understanding of the context of schooling; (3) ability to model best professional practices in teaching and learning, scholarship, and service; (4) knowledgeable about diverse abilities, cultural, language, ethnic, and gender diversity; and (5) thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools, and hold a valid California Clear Teaching Credential in the area of the credential the teacher candidate is seeking. (Note: One who holds a valid teaching credential has undergone livescan fingerprints and a background check.)

B. Such UNIVERSITY Site Supervisors (University Mentor) shall visit Teacher Candidates in their fieldwork placement six times per semester to provide support, mentoring and supervision.

C. DISTRICT shall provide a qualified supervisor (Cooperating Teacher) who will serve as the on-site guide, observing the teacher candidate at the classroom level and in collaboration with the UNIVERSITY'S Site Supervisors.

D. INTERN TEACHER ONLY: As an employee, intern candidates will also be supervised by the school site's principal or assistant principal, unless designated otherwise.

E. PK-3 Site Supervisors must hold a valid California teaching credential (with significant experience in early childhood education), hold a Master Teacher or higher- level Child Development Permit as appropriate to the field placement of the candidate being supervised, or have equivalent expertise such as an advanced degree or other evidence of professional competence and expertise in the field of early childhood education. They should have recent professional experiences in ECE settings where the curriculum aligns with California's Preschool Learning Foundations and Curriculum Frameworks

IV. CONDITIONS OF INTERN EMPLOYMENT (INTERN TEACHERS ONLY)

Intern Teachers are employees of DISTRICT and subject to all of the rights and obligations associated to such employment, including the normal teacher evaluation policies and practice. For employment purposes, the DISTRICT shall be the sole evaluator of the Intern Teacher, including the evaluation process, instrument, and content.

V. SELECTION AND QUALIFICATIONS OF SUPERVISORS/MENTORS

A. DISTRICT (cooperating teacher) and UNIVERSITY (university mentor) shall each provide a qualified supervisor to assist the Teacher Candidate. DISTRICT and UNIVERSITY shall independently determine the qualifications of their respective supervisors.

B. DISTRICT shall provide a qualified supervisor who will serve as the on-site guide (Cooperating Teacher), observing the Teacher Candidate at the classroom level and in collaboration with the UNIVERSITY'S Supervisors (University Mentors).

C. INTERN TEACHER ONLY: As an employee, the intern will also be supervised by the school site's principal or assistant principal, unless designated otherwise.

D. PK-3 Program Supervisors must hold a valid California teaching credential (with significant experience in early childhood education), hold a Master Teacher or higher-level Child

Development Permit as appropriate to the field placement of the candidate being supervised, or have equivalent expertise such as an advanced degree or other evidence of professional competence and expertise in the field of early childhood education. They should have recent professional experiences in ECE settings where the curriculum aligns with California's Preschool Learning Foundations and Curriculum Frameworks

E. DISTRICT shall assign a Supervisor (Cooperating Teacher) to the Teacher Candidate prior to assuming daily teaching responsibilities. DISTRICT shall select and evaluate such Supervisor (Cooperating Teacher) in accordance with DISTRICT policy and practices and based on clearly defined description of qualifications to include: (1) valid corresponding Clear or Life credential; (2) Three (3) years successful teaching experience; and (3) English Learner Authorization (ELA) if responsible for providing specified ELA support. See attached to the Teacher Preparation Program Handbooks.

F. UNIVERSITY shall provide Supervisors (University Mentors) for all Teacher Candidates. UNIVERSITY shall have clearly defined qualifications for UNIVERSITY Supervisors (University Mentors) to include: (1) current knowledge in the content they teach; (2) understanding of the context of schooling; (3) ability to model best professional practices in teaching and learning, scholarship, and service; (4) knowledgeable about diverse abilities, cultural, language, ethnic, and gender diversity; and (5) thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

VI. TIMING AND HOURS OF SUPERVISION OF STUDENT/INTERN TEACHERS

A. STUDENT TEACHER ONLY: UNIVERSITY Supervisors (University Mentors) shall visit Student Teachers, in the fieldwork placement environment six times during the semester.

B. INTERN TEACHER ONLY: The "COMMISSION" (CTC) requires a minimum of 144 hours of mentoring and supervision for Intern Teachers who have earned an English Learner Authorization (ELA). Intern Teachers who have not earned an ELA shall receive an additional 45 hours of support (CTC's Precondition for Internship Program).

C. INTERN TEACHER ONLY: Intern Teachers who assume daily teaching responsibilities after the beginning of a school year shall be provided the following minimum hours of mentoring and supervision: four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of mentoring and supervision shall be provided to an Intern Teacher every five instructional days.

D. INTERN TEACHER ONLY: UNIVERSITY Supervisors (University Mentors) shall visit Intern Teachers, in the intern environment, a minimum of once every two weeks. The UNIVERSITY Supervisor (University Mentor) will provide a minimum of 90 hours of support per academic year through the combination of biweekly site visits and coursework. The DISTRICT will provide a minimum 54 hours of support, as determined by the DISTRICT and in accordance with activities satisfying the COMMISSIONS'S support and supervision requirements.

E. DISTRICT shall provide sufficient resources including the identification of protected time for the DISTRICT Supervisor (Cooperating Teacher) to work with Teacher Candidates during the school day to include clearly defined expectations for type and frequency of mentoring.

F. INTERN TEACHER ONLY:

Table 1: Minimum Number of Hours Required Annually:			
Type of Hours	Total Hours Required	Intern & Cooperating Teacher Combined	University
General Support and Supervision	144	60	12
EL Specific Support and Supervision	45	15	7.5
Total Support and Supervision Hours	189	75	19.5

VII. ROLES AND RESPONSIBILITIES

A. DISTRICT and UNIVERSITY agree to adhere to the distribution of Teacher Candidate support and supervision responsibilities.

B. DISTRICT agrees to provide protected time for DISTRICT Mentor (Cooperating Teacher) to work with Teacher Candidate within the school day. DISTRICT Mentor (Cooperating Teacher) will log all support activities provided for Teacher Candidates.

C. DISTRICT and UNIVERSITY supervisors will meet regularly with Teacher Candidates to ensure Teacher Candidates are following the California Teaching Performance Expectations (TPE's) or other such standards as may be applicable to the specific regular standard credential each Teacher Candidate is seeking to obtain.

D. UNIVERSITY shall provide mandatory orientation and training for the DISTRICT Mentor (Cooperating Teacher) and UNIVERSITY Supervisor (University Mentor). UNIVERSITY shall provide DISTRICT Supervisors a minimum of 10 hours of initial orientation to the program curriculum, effective supervision approaches, and content-specific pedagogy and instructional practices. UNIVERSITY shall also provide ongoing development for DISTRICT Supervisors to remain current in the knowledge and skills for candidate supervision and program expectations (per COMMISSION PK-3 Early Childhood Education; MS/SS Program Standard 3(D)).

E. DISTRICT shall include Teacher Candidate in appropriate DISTRICT support programs and regularly scheduled staff development activities.

F. INTERN TEACHER ONLY: DISTRICT shall develop and implement a Professional Development Plan for Intern Teachers in consultation with the UNIVERSITY. The plan shall include all of the following: (1) Provisions for annual evaluation of the Intern Teacher; (2) A description of the courses to be completed by the Intern Teacher, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching; (3) Additional instruction during the first semester of service, for Intern Teachers in kindergarten or grade 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities; (4) Instruction, during the first year of service, for Intern Teachers teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

VIII. PREPARATION TO TEACH ENGLISH LEARNERS

A. UNIVERSITY shall provide supervision, including in-classroom coaching, specific to the needs of English Learners (per COMMISSION PSA 13-06, Appendix B, See Exhibit 2).

B. STUDENT TEACHER ONLY: DISTRICT MENTORS (Cooperating Teachers) shall assist the Teacher Candidates, through in- classroom modeling and coaching as needed, with (1) planning lessons that are appropriately designed and differentiated for English Learners; (2) assessing language needs and progress; and (3) supporting language accessible instruction.

C. INTERN TEACHER ONLY: DISTRICT shall identify an individual who is immediately available to assist Intern Teachers, through in-classroom modeling and coaching as needed, with (1) planning lessons that are appropriately designed and differentiated for English Learners; (2) assessing language needs and progress; and (3) supporting language accessible instruction. The identified individual may be the same Mentor (Cooperating Teacher) assigned pursuant to Section V: Selection and Qualifications of Supervisors/Mentors, provided the individual possesses an English Learner Authorization (ELA) and is immediately available to assist the Intern Teacher.

D. INTERN TEACHER ONLY: The minimum mentoring and supervision provided to an Intern Teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The mentoring and supervision should be distributed in a manner that sufficiently supports the Intern Teacher's development of knowledge and skills in the instruction of English Learners.

E. INTERN TEACHER ONLY: An individual who passes the California Teaching of English Learner (CTEL) examination (including all three subtests) prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of mentoring and supervision specific to the needs of the English Learners.

Table 2: Distribution of Responsibility for COMMISSION Required Hours of English Learner Support

RESPONSIBILITY	SHARED	UNIVERSITY	DISTRICT
45 hours of additional mentoring and supervision	X		
Supervision, including in-classroom coaching, specific to the needs of English Learners	X		
Identification of qualified individual who can immediately assist the Intern Teacher and provide in-class coaching and modeling of lessons for English Learners (as specified in Section VIII C, above).			X

IX. COMMUNICATION AND COLLABORATION

DISTRICT and UNIVERSITY shall work collaboratively together to provide the necessary support to the Teacher Candidate to ensure success.

A. DISTRICT and UNIVERSITY shall cooperate and collaborate in developing and maintaining a process of and procedures for access, communication, and collaboration between DISTRICT Supervisor, as employer (the school site's principal or assistant principal, unless designated otherwise), DISTRICT Mentor (Cooperating Teacher), and UNIVERSITY Supervisor (University Mentor).

B. DISTRICT and UNIVERSITY agree to cooperate in resolving problems related to Teacher Candidate performance or preparation following the procedures outlined in the Clinical Practice Handbook.

C. DISTRICT and UNIVERSTIY agree that changes cannot be made to the program or responsibilities of the parties unless the changes are made in writing and signed by both parties.

D. INTERN TEACHER ONLY: DISTRICT agrees to cooperate with UNIVERSITY managed documentation and

monitoring processes to ensure that Intern Teachers receive the COMMISSION required minimum of 144 hours of mentoring and supervision.

E. INTERN TEACHER ONLY: DISTRICT agrees to cooperate with UNIVERSITY-managed documentation and monitoring processes for additional 45 hours of mentoring and supervision to Intern Teachers who have not yet earned the English Learner Authorization.

X. INTERN ADVISORY COMMITTEE AND PROGRAM EVALUATION (INTERN TEACHER ONLY)

A. If UNIVERSITY requires representation by DISTRICT on a UNIVERSITY Intern Advisory Committee, DISTRICT shall provide appropriate staff to serve on such committee. The selection of DISTRICT staff for this purpose is at the sole discretion of the DISTRICT.

B. If DISTRICT establishes a DISTRICT Intern Advisory Committee for the purpose of providing program evaluation or other collaborative process input about interns, and if DISTRICT requires representation by UNIVERSITY on such committee, UNIVERSITY shall provide appropriate staff to serve on such committee. The selection of UNIVERSITY staff for this purpose is at the sole discretion of the UNIVERSITY.

XI. RESPONSIBILITY OF UNIVERSITY'S ACADEMIC PROGRAM

UNIVERSITY shall have exclusive control over all academic and operational issues involving the UNIVERSITY'S programs, which shall include, without limitation: selection of course content and required textbooks, delivery of instructional programs, selection and approval of faculty, admission, registration and retention of Teacher Candidates, evaluation of Teacher Candidates' prior experience and education, evaluation of Teacher Candidates' academic progress, scheduling courses, awarding academic credit, and conferring degrees.

XII. RIGHTS AND RESPONSIBILITY OF INTERN TEACHERS (INTERN TEACHER ONLY)

Intern Teachers shall be DISTRICT employees for all purposes. As such, Intern Teachers shall be entitled to all rights and obligations normally afforded DISTRICT employees of like classification, assignment and working conditions.

A. Intern Teachers shall assume full teaching and legal responsibility for their classroom.

B. Intern Teachers shall be paid as commensurate with their assignment and the applicable collectively bargained agreement for the Certificated Bargaining Unit.

C. Intern Teachers shall not acquire tenure while serving on an internship credential or in a "non-credentialed" status. Acquiring tenure shall be governed by the then-applicable California Education Code provisions.

XIII. SITE SUPERVISOR RESPONSIBILTY WHEN VISITING DISTRICT

A. DISTRICT is proud to provide healthy, tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by DISTRICT.

B. UNIVERSITY and UNIVERSITY'S staff shall always comply with the provisions and requirements of the Drug-Free Workplace Act of 1990 (Government Code Section8350 et seq.).

C. UNIVERSITY shall at all times enforce appropriate discipline and good order itself and among its employees and shall not employ or work any unfit person or anyone not skilled in providing the services required under this Agreement.

XIV. FINGERPRINTING/CRIMINAL BACKGROUND INVESTIGATION CERTFICATION

Teacher Candidates and the University Mentors shall at all times comply with the fingerprinting and criminal background investigation requirements of the California Education Code ("Education Code") section 45125.1.

UNIVERSITY further agrees and acknowledges that if at any time during the Term of this Agreement UNIVERSITY learns or becomes aware of additional information which differs in any way from the representations set forth above, UNIVERSITY shall immediately notify DISTRICT and prohibit any new personnel from having any contact with DISTRICT students until the fingerprinting and background check requirements have been satisfied and District determines whether any contact is permissible.

XV. TUBERCULOSIS CERTIFICATION

Teacher Candidates and the University Mentors shall at all times comply with the tuberculosis ("TB") certification requirements of Education Code section 49406.

UNIVERSITY shall maintain on file the certificates showing that Teacher Candidates and University Mentors were examined and found free from active TB. These forms shall be regularly maintained and updated by UNIVERSITY and shall be available to District upon request or audit.

UNIVERSITY further agrees and acknowledges that all new personnel hired after the Effective Date of this Agreement by UNIVERSITY are subject to the TB certification requirements and shall be prohibited from having any contact with District students until the TB certification requirements have been satisfied and District determines whether any contact is permissible.

XVI. INDEMNIFICATION

A. DISTRICT shall defend, indemnify, and hold UNIVERSITY, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of DISTRICT, its officers, employees or agents.

B. UNIVERSITY shall defend, indemnify, and hold DISTRICT, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of UNIVERSITY, its officers, employees or agents.

XVII. INSURANCE

A. Each PARTY, at its sole cost and expense, shall insure its activities in connection with this Agreement by maintaining programs of self-insurance as follows:

i. General Liability, Sexual Abuse Liability, Employer's Liability, Professional Liability and Automobile Liability insurance. General Liability (including broad form property damage and contractual

liability) insurance on a per occurrence basis with a single limit of not less than One Million Dollars ($1,000,000); Sexual Abuse Liability Insurance on a per occurrence basis with a single limit of not less than One Million Dollars ($1,000,000); Employer's Liability insurance on a per occurrence basis with a single limit of not less than One Million Dollars ($1,000,000); Professional Liability insurance on a per occurrence basis with a single limit of not less than One Million Dollars ($1,000,000); and automobile liability insurance for owned, hired and non-owned vehicles on a per occurrence basis with a combined single limit of not less than One Million Dollars ($1,000,000).

ii. Workers' Compensation as required under California State Law.

iii. Such other insurance in such amount which from time to time may be reasonably required by the mutual consent of DISTRICT and UNIVERSITY against other insurable risks relating to the performance of this Agreement.

B. It should be expressly understood, however, that the coverage and limits required under this Article shall not in any way limit the liability of either PARTY.

C. Each PARTY shall further provide for thirty (30) days advance written notice of any modification, change or cancellation of any of the above insurance coverage.

XVIII. RESPONSIBILITY FOR OWN ACTS

Each PARTY will be responsible for its own acts or omissions and any and all claims, liabilities, injuries, suits, and demands and expenses of all kinds which may result or arise out of any alleged malfeasance or neglect caused or alleged to have been caused by such PARTY, its employees or representatives, in the performance or omission of any act or responsibility of such PARTY under this Agreement. In the event that a claim is made against both PARTIES, it is the intent of both PARTIES to cooperate in the defense of said claim and to cause their insurers to do likewise. However, both PARTIES shall have the right to take any and all actions they believe necessary to protect their interests.

XIX. NOTICES

All notices, statements, demands, requests, consents, approvals, authorizations, appointments, or designations hereunder by either PARTY to the other will be in writing and will be deemed given and served upon the other PARTY, if delivered personally or three (3) days after depositing in the United States mail, postage prepaid, addressed to:

A. If to DISTRICT:

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
300 W. 6th Street
Hanford CA 93230
Attn: Ward Whaley

B. If to UNIVERSITY:

University of California, Merced
Extension Education Programs 5200
Lake Rd.
Merced, CA 95343
Attn: Procurement Services

XX. COVID-19 POLICY: University requires all members of the University community, including its Students, Trainees, and all others who work, live, and/or learn in any of the University locations or

otherwise participate in person in University Programs, to comply with the following policies:

https://policy.ucop.edu/doc/5000695/SARS-CoV-2_Covid-19

XXI. INDEPENDENT

None of the provisions of this Agreement are intended to create nor shall be deemed or construed to create any relationship between DISTRICT and UNIVERSITY other than that of independent entities contracting with each hereunder, solely for the purpose of effecting the provisions of this Agreement.

XXII. AUTHORIZATION WARRANTY

A. DISTRICT hereby represents and warrants that the person executing this Agreement for the DISTRICT is an authorized agent who has actual authority to bind DISTRICT to each and every term, condition and obligation set forth in this Agreement and that all requirements of DISTRICT have been fulfilled to provide such actual authority.

B. UNIVERSITY hereby represents and warrants that the person executing this Agreement for UNIVERSITY is an authorized agent who has actual authority to bind UNIVERSITY to each and every term, condition and obligation set forth in this Agreement and that all requirements of UNIVERSITY have been fulfilled to provide such actual authority.

XXIII. COOPERATION IN DISPOSITION OF CLAIMS

DISTRICT and UNIVERSITY agree to cooperate with each other in the investigation and disposition of audits, peer review matters, disciplinary actions and third-party liability claims arising out of any services provided under this Agreement. It is the intention of the PARTIES to fully cooperate in the disposition of all such audits, actions, or claims. Such cooperation may include, but is not limited to, joint investigation, defense, disposition of claims of third parties arising from services performed under this Agreement, and making witnesses available; provided, however, that nothing shall require either DISTRICT or UNIVERSITY to disclose any peer review documents, records or communications which are privileged under Section 1157 of the California Evidence Code, under the Attorney-Client Privilege or under Attorney Work-Product Privilege.

XXIV. NON-WAIVER

No waiver or breach of any term or provision of this Agreement shall be construed to be, nor shall be, a waiver of any other breach of this Agreement. No waiver shall be binding unless in writing signed by the PARTY waiving the breach.

XXV. SEVERABILITY

In the event that any provision of this Agreement shall be held void, voidable, or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

XXVI. GOVERNING LAW

This Agreement will be governed by and construed in accordance with the laws of the State of California. In the event of any dispute or litigation concerning or arising out of this Agreement, both PARTIES agree to seek resolution of the dispute or litigation within the venue of the appropriate courts in the County of Merced, State of California.

XXVII. ASSIGNMENT

Neither PARTY shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other PARTY.

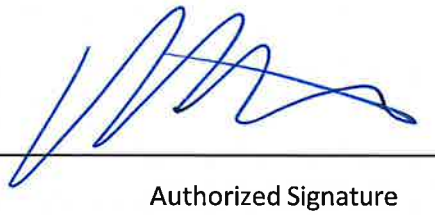
XXVIII. ENTIRE AGREEMENT/AMENDMENTS

This Agreement represents the PARTIES' final and complete agreement with regard to the subject matter contained herein. As such, it supersedes all other understandings, discussions and/or agreements between the PARTIES regarding the subject matter of the Agreement. Any change in, modification of or addition, amendment or supplement to this Agreement shall be valid only if set forth in writing, signed and dated by all PARTIES hereto the Agreement.

XXIX. COUNTERPARTS

The PARTIES may execute this Agreement in two or more counterparts, which shall, in the aggregate be signed by all of the PARTIES; each counterpart shall be deemed an original instrument against any PARTY who has signed it. The PARTIES further agree that signatures sent by electronic mail, in .PDF format shall be treated as original signatures to this Agreement.

IN WITNESS WHERE OF, the PARTIES hereto on the day and year written below have executed this Agreement.

HANFORD JOINT UNION HIGH SCHOOL DISTRICT	**THE REGENTS OF THE UNIVERSITY OF CALIFORNIA**
	
Authorized Signature	Authorized Signature
Dr. Victor Rosa	
Name (Printed or Typed)	Name (Printed or Typed)
Superintendent	
Title	Title
June 3, 2026	
Date	Date

Financial Report
#1

AGENDA: New Business / Information Only

TOPIC: GASB54 – Fund Balance Board Policy 3100

DESCRIPTION: Governmental Accounting Standards Board (GASB) Statement 54 changed how fund balance for governmental funds is presented on the financial statements. Fund balance is now focused on "spendability" and is separated into five classifications: Non-Spendable, Restricted, Committed, Assigned, and Unassigned. Board Policy 3100 was previously updated to define these classifications and designate fund balance for a few specific funds. We have been required to report our fund balance under GASB54 regulations since the 2010/2011 financial statements.

FISCAL IMPACT: None

RECOMMENDATION: This item is presented for information only.

Policy 3100: Budget

Status: ADOPTED

Original Adopted Date: 05/28/2019 **| Last Revised Date:** 02/25/2025 **| Last Reviewed Date:** 02/25/2025

The Governing Board recognizes its critical responsibility for adopting a sound budget each fiscal year which is aligned with and reflects the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127. The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)

The Board shall adopt the district budget at a public meeting held after the date of the public hearing, but on or before July 1 of each year. The Board shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, and the LCFF budget overview for parents/guardians. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

The budget that is presented at the public hearing as well as the budget formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file the adopted district budget with the County Superintendent of Schools. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to the County Superintendent's recommendations at a regular public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget Advisory Committee

The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

Board representation on any budget advisory committee shall not comprise a majority of the Board.

The committee shall submit recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board.

Budget Criteria and Standards

The district budget shall be developed in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, LCFF revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. In addition, the Superintendent or designee shall provide the supplemental information specified in 5 CCR 15451, which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33129, 42127.01; 5 CCR 15440-15451)

The district budget shall provide for increased or improved services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students in accordance with 5 CCR 15496. Unduplicated students are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

Additionally, the district budget shall provide for increased or improved services for each school which generates LCFF equity multiplier funding. (Education Code 42238.024, 52064)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

Fund Balance

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. Nonspendable fund balance includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact

2. Restricted fund balance includes amounts constrained to specific purposes by their providers or by law

3. Committed fund balance includes amounts constrained to specific purposes by the Board

   For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. Assigned fund balance includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed

   The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent shall have discretion to further delegate the authority to assign funds.

5. Unassigned fund balance includes amounts that are available for any purpose

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Reserve Balance

The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

In any year following the fiscal year in which the district is notified by the SPI that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds, unless the requirement is waived in accordance with Education Code 42127.01. (Education Code 42127.01)

Long-Term Financial Obligations

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

The Board may approve a plan for meeting the district's long-term obligations to fund contributions to the California Public Employees' Retirement System (CalPERS) or other defined pension plans such as the California State Teachers Retirement System which, to the extent possible, minimizes significant increases in annual general fund expenditures towards pension obligations. The plan may include prefunding required pension contributions through the California Employers' Pension Prefunding Trust Program pursuant to Government Code 21710-21716.

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

The Superintendent or designee shall annually present a report to the Board on the estimated accrued but unfunded cost of OPEBs. As a separate agenda item at the same meeting, the Board shall disclose whether it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

The Superintendent or designee shall annually present a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims and the actuarial reports upon which the estimated costs are based. As a separate agenda item at the same meeting, the Board shall disclose whether it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Financial Report
#2

AGENDA: New Business / Information Only

TOPIC: Student Wellness Policy Update

DESCRIPTION: The Student Wellness Policy Action Plan was developed in 2017 by the School Health Council, which is made up of representatives from various areas of the community (i.e. parents, District and School staff, human services, health department, and county organizations). Specific and measurable goals are identified and an annual update to the public on the outcomes is required. Every three years, a triennial assessment is also required in which the Student Wellness Policy and Action Plan are assessed and goals are updated. The following attachments reflect the goals and outcomes of the Action Plan for the 2025-2026 school year.

FISCAL IMPACT: None

RECOMMENDATION: This item is presented for information only.

Hanford Joint Union High School District

Student Wellness Policy Action Plan

Hanford Joint Union High School District is committed to creating an environment in which every student has the opportunity, skill, and knowledge to achieve success in all areas of life. The Student Wellness Policy serves as an action plan of the implementation of the District's goal to create a safe, positive, and health-promoting environment. This action plan was developed by the School Health Council, which is made up of representatives from various areas of the community (i.e. parents, staff, human services, health department, county organizations). Each goal and action was established following an in-depth needs assessment in every area of wellness. This policy applies to all students and staff within the District. Specific measurable goals and outcomes are identified below.

The following actions and services are aligned with the Hanford Joint Union High School Local Control Accountability Plan:

GOAL 1:	The District will provide nutrition education as well as teach, model, encourage and support healthy eating by all students. All foods and beverages provided and sold on campus will meet federal and state regulations while aiming to accommodate student preferences. Students will be provided with experiences that promote the integration of nutrition education into all areas of life as well as across numerous school subjects.	
Identified Need:	Nutrition education in subject areas other than Health and/or P.E. class. Students have the knowledge necessary to live a healthy lifestyle outside of school. Foods sold on campus meet requirements while considered palatable to the students.	
Goal Applies to:	**Schools:**	Hanford Joint Union High School District, all sites
	Applicable Subgroups:	All (including Black or African American, Asian, Filipino, Hispanic or Latino, White, Low Income, English Learners, Students with Disabilities, Migrant, Foster Youth & Homeless)

SWP Year 1: 2023-24	
Expected Annual Measurable Outcomes:	**Increase participation in the breakfast and lunch programs.** *There was a 2% increase in meal participation overall compared to SY 22-23.* **Once per year a Wellness Fair held on each campus.** *Wellness Day was held on each campus during the week of April 9, 2024.* **At least 40% of meals offered to students are considered scratch-cooked.** *53% of meals offered to students are considered scratch-cooked.*

Action & Services 2023-24	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase the weekly offerings of menu items that are the most popular. Add appealing new seating to accommodate more students eating in the cafeteria (round tables, booths, high tops).	LEA-Wide	**X** ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$50,000
Each campus will participate in an annual Wellness Fair in which students will be able to provide input about the food services program.			$100
Increase the amount of meals that are scratch-cooked. Research and implement new recipes and preparation methods.			

SWP Year 2: 2024-25

Expected Annual Measurable Outcomes:	**Once per year a Wellness Fair is held on each campus.** *Wellness Week held on April 8-11.* **At least 60% of meals offered to students are scratch-cooked.** *70% of meals are scratch-cooked.* **Improve the Hanford High School serving area & EFJ kitchen with new equipment.** *All new equipment was received and installed. New menus will begin SY 25-26.*

Action & Services 2024-25	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Each campus will participate in an annual Wellness Fair in which students will be able to provide input about the food services program.	LEA-Wide	**X** ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100
Increase the amount of meals that are scratch-cooked. Research and implement new recipes and preparation methods.			
Install new countertops in the serving area to allow the ability to serve out of food wells. This will increase menu options and give students the ability to personalize the meals they choose.			$350,000

SWP Year 3: 2025-26

Expected Annual Measurable Outcomes:	**Once per year a Wellness Fair is held on each campus.** *Wellness Day was held on each campus during the week of March 23, 2026.* **At least 60% of meals offered to students are scratch-cooked.** *70% of meals are scratch-cooked.* **Improve the Hanford West High School serving area with new equipment.** *Equipment has been received and will be installed over summer 2026.*

Action & Services 2025-26	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Each campus will participate in an annual Wellness Fair in which students will be able to provide input about the food services program.	LEA-Wide	**X** ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100
Increase the amount of meals that are scratch-cooked. Research and implement new recipes and preparation methods.			
Install new countertops in the serving area to allow the ability to serve out of food wells. This will increase menu options and give students the ability to personalize the meals they choose.			$250,000

GOAL 2:	The District will promote and provide opportunities for physical activity during the school day in addition to physical education class. All sites will be in compliance with state and federal regulations for physical activity as well as exceed expectations through various methods and programs. Students will be equipped with the knowledge and skills to lead an active lifestyle.	
Identified Need:	Students have multiple opportunities and ways to be physically active during the school day. Students have the knowledge necessary to live an active lifestyle outside of school. The district is meeting state and federal requirements.	
Goal Applies to:	**Schools:**	Hanford Joint Union High School District, all sites
	Applicable Subgroups:	All (including Black or African American, Asian, Filipino, Hispanic or Latino, White, Low Income, English Learners, Students with Disabilities, Migrant, Foster Youth & Homeless)

SWP Year 1: 2023-24	
Expected Annual Measurable Outcomes:	**Active minutes are monitored 6 times per year by Physical Education instructors.** *Active minutes continued to be monitored every 6 weeks by physical education teachers. Use of functional fitness in classes increases intensity and effectiveness of the required minutes. All PE teachers have been trained in current effective practices as of August 2023.* **100% of site physical education classes will assess individual student fitness levels and set goals for growth in areas of fitness.** *Physical Education classes completed goal setting lessons for students to set personal fitness and wellness goals. Share common assessment data monthly at PLC meetings to ensure best practices in PE classes.* **Sites will survey to identify and improve participation in physical activity in other subject areas.** *This is still an area we would like to grow to include all teachers in the effort to give students the benefits of active time throughout these block periods particularly during testing* **Increase activity options on campus beyond scheduled physical education classes** *Before school access to facilities and lunch time activity options were identified as an area of growth that would benefit all students increase physical activity during the school day.*

Action & Services 2023-24	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The active time spent in all Physical Education classes will be at least 60%.This will be monitored each gradin period by physical education teacher	LEA-Wide	**X** ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient __Other Subgroups:(Specify)	No cost
Physical Education PLC create common fitness assessments in the absence of state fitness testing score reporting. Shared data to drive instruction			No cost
Professional Development in staff meetings to provide activity break options to teachers to reduce sedentary classroom time.			Free Online resource and in house PD
Purchase new equipment in order to integrate new lifetime activities into the Physical Education curriculum and recreational/intramural use for all students			$5,000.00 for new equiptment

All PE teacher trained in functional fitness Crossfit Certifications in 2023 All sites to assess number of clubs and student activity offerings (outside of PE)			No cost- Crossfit Foundation funded

SWP Year 2: 2024-25	
Expected Annual Measurable Outcomes:	**Active minutes are monitored 6 times per year by Physical Education instructors.** *Ongoing: PE teachers monitor active minutes. Teachers meet or exceed on monitored days* **100% of site physical education classes will assess individual student fitness levels and set goals for growth in areas of fitness** *We have progress/improvement data shared at our monthly PLC meetings. In the process of aligning all common fitness tests with military/ public service tests to prepare students for career physical standards* **Increase participation in physical activity in other subject areas and ongoing professional development for teacher in core subjects to integrate activity** *Area for growth. Will discuss at Feb PLC* **All sites will Integrate and update lifetime activities within the PE curriculum** *Ongoing: All sites have purchase lifetime fitness equipment with 3 year funding.* **Increase the number of sports clubs and lunchtime activity options from prior year** *Ongoing/area for growth: SPHS fully implemented intramural program. Area for growth at HW/HH lunch time/wednesday morning options* **Students will have access to staffed facilities on Wednesday late start mornings and lunch break** *In discussion for a use of intervention/extension* **All sites have access use of PLT4m.com to streamline curriculum and provide student access to varied guided fitness options at all times** *Complete: All sites had access to student accounts. All students at SPHS have access, HH teacher access to online platform, HW declined needing the service*

Action & Services 2024-25	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continued monitoring: The active time spent in all Physical Education classes will be at least 60%.	LEA-Wide	**X** ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Cost
Recruit student volunteers to coach/teach other students through lunchtime activities or sports camps.			
Host 1 season of sport for intramurals at each site. Assess interest and student participation in intramural sports Plan staff vs. Student activity			$500.00 equipment
Schedule community speakers to promote community resources and physical activity options after school hours.			No cost volunteer
Schedule two days per week that fitness facility or gym is available during lunch or wednesday late start mornings for students on campus before school day			staffing cost for open times
PE staff develop a monthly physical activity tip to be included in the school bulletin and posted in gym area			No Cost

SWP Year 3: 2025-26			
Expected Annual Measurable Outcomes:	**Active minutes continued monitoring of active minutes 6 times per year by Physical Education instructors. The use of effective methods of training to maximize time spend in PE.** *PE Staff continue to monitor active class minutes. PE class continue to exceed the state recommended active minutes.* **100% of physical education classes will assess individual student fitness levels and set goals for growth in areas of fitness.** *Share common assessment data monthly at PLC meetings to ensure best practices in PE classes.* **Increase participation in physical activity in other subject areas and ongoing professional development for teacher in core subjects to integrate activity** *Discussions are ongoing to align initiatives with staff wellness challenges in order to promote campus-wide wellness conversations and engagement.* **All sites will Integrate and update lifetime activities within the PE curriculum** *All sites initiated staff training to integrate CPR, First Aid, and AED instruction into the PE curriculum in preparation for the student graduation requirement. HH & SP have integrated swim and the use of the pool into PE classes and on campus activities.* **Increase the number of sports clubs and lunchtime activity options from prior year- fully implement intramural sports at all sites** *All sites have expanded lunchtime activities and sports opportunities, though full intramural implementation was not completed at every site.* **Access to staffed facilities on Wednesday late start mornings and lunch break** *Access to staffed facilities during Wednesday late-start mornings and lunch periods remains limited due to staffing constraints. Discussions are ongoing regarding expanded access opportunities.* **Increase PE course offerings and options for students beyond required PE courses** *All sites increased the number of weight room, strength training, and conditioning course sections to expand PE course offerings beyond required PE classes.* *Area for continued growth: Develop partnerships with local gyms and fitness instructors to promote community fitness and wellness resources on a monthly basis.*		

Action & Services 2025-26	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to schedule guest instructors into the Physical Education curriculum, 1 per site per semester Contact local recreation department and fitness groups to provide information to students regarding local youth community organizations (PAL, soccer, basketball, softball, boxing, baseball leagues, gyms)	LEA-Wide	**X** ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Free Speaker volunteer
Ongoing staff development to encourage teachers to provide short physical activity breaks (i.e. stretching, brief exercise) to students during class time.			No cost
Physical education staff begins course proposal for additional course elective offerings			No cost
Schedule staffed lunch and wednesday morning access to facilities 4 days per week			Staff supervision cost
Schedule monthly student & staff fitness challenge. Announce winners and provide prizes: ongoing			$300.00 student incentives
Share common assessment data monthly at PLC meetings to ensure best practices in PE classes.			

GOAL 3:	The District will promote student wellness in all areas of life including environmental, social, emotional, and behavioral health. Students and families will be aware of the resources available on and off the school campus.
Identified Need:	.Maintain existing staffing and supports to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the district wide effort to monitor and address mental health needs as they arise.

Goal Applies to:	**Schools:**	Hanford Joint Union High School District, all sites
	Applicable Subgroups:	All (including Black or African American, Asian, Filipino, Hispanic or Latino, White, Low Income, English Learners, Students with Disabilities, Migrant, Foster Youth & Homeless)

SWP Year 1: 2023-24	
Expected Annual Measurable Outcomes:	**Increase attendance rates.** 94% (P1: 12/2023) **Decrease chronic absenteeism rate.** 21% (DataQuest 2022- 23) 28% African American 28% English Learners 51% Foster Youth 49% Homeless Youth 33% Students With Disabilities **Decrease Four-year adjusted cohort dropout rate.** 2% (DataQuest 2022- 23) **Decrease suspension rates.** 8% (DataQuest 2022- 23) Orange (CA Dashboard 2023) 17% African American 14% English Learners 20% Foster Youth 19% Homeless Youth 16% Students With Disabilities **Decrease expulsion rates .** 2% (DataQuest 2021- 22) **Increase the degree to which students believe that their school fosters a culture of respect and fairness.** 3.19 out of 5 (YouthTruth Survey Nov 2023) **The degree to which students feel they receive support and personal attention from their teachers.** 3.15 out of 5 (YouthTruth Survey Nov 2023)

Action & Services 2023-24	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	LEA-Wide	**X** ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

SWP Year 2: 2024-25	
Expected Annual Measurable Outcomes:	**Increase attendance rates.** 94% **Increase the degree to which students report feeling safe on campus.** *3.45 out of 5* **Increase the degree to which students feel connected.** *3.7 out of 5*

Action & Services 2024-25	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
inclusive learning environment Our school community is deeply committed to providing every student with equitable access to a supportive and inclusive learning environment. In the 2022-23 school year, HJUHSD identified significant disproportionality in suspension rates, with 507 suspensions recorded, 71% (362) involving unduplicated students. To address this issue, we are working closely with the County Office through Differentiated Assistance (DA) to develop targeted interventions aimed at reducing suspension rates among these students. By focusing on early interventions, we strive to create lasting improvements in both their academic performance and social well-being.	LEA-Wide	**X** ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,471,278.00
extended learning opportunities Enhance student participation and enthusiasm in Visual and Performing Arts courses and performances through proactive engagement and nurturing of their artistic talents. Additionally, involvement in arts-related programs fosters positive relationships between students and teachers, further incentivizing regular attendance and active participation in school activities			$606,850.00
student, parent, and community communication Enhance communication channels by delivering timely and relevant updates to parents, students, and community members. In addition to phone calls and mailers, this platform goes above and beyond by providing a more comprehensive, inclusive, and efficient communication system, demonstrating a commitment to improving parent engagement and supporting students' educational experiences			$214,170.00

credit recovery Enhance academic support by offering Credit Recovery courses, aimed at reducing dropout rates and bolstering graduation numbers. Similarly, for English learners and foster students who may encounter additional barriers to academic success, credit recovery courses offer tailored support and flexibility to address their unique needs, ultimately increasing their chances of staying enrolled and obtaining a high school diploma.			$570,000.00
student transportation Strengthen student retention efforts by providing comprehensive support, transportation services, and incentives to ensure sustained school attendance. A key contributor to this issue is the lack of required bussing. Providing transportation is crucial for reducing absenteeism by increasing accessibility, ensuring reliable and safe travel, alleviating financial burdens, and supporting vulnerable students with tailored solutions. Consistent transportation schedules foster regular attendance habits, enhance safety during harsh weather, and protect students on unsafe routes. Closing this gap requires targeted interventions, improved transportation options, and a focus on equitable solutions			$3,005,083.00
student information system HJUHSD is committed to sustaining and enhancing support for the Student Information System (SIS) to optimize administrative processes and facilitate student success. The platform facilitates enhanced communication and collaboration among educators and support staff, enabling targeted interventions and support. This comprehensive approach helps identify and address the unique challenges faced by these students, improving their overall educational experience. Its real-time monitoring and integration with other systems allow schools to proactively address issues specific to English learners, foster youth, and low-income students.			$50,000.00
health and wellness Sustain and advance efforts to prioritize the health and safety of students through comprehensive support initiatives. This action addresses Suspension rates for all students, specifically Hispanics and Socioeconomically disadvantaged students at Hanford Community Day. Suspension rates for all students, specifically Hispanics, Socioeconomically disadvantaged, and English Learners at Hanford West. Suspension rates for African Americans, students with disabilities, and Homeless at Hanford High. Suspension rates for Hispanics, Socioeconomically disadvantaged, and English Learners in HJUHSD. Additionally, through Differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the suspension rates of 9th-grade students. By intervening early, we hope to have a lasting positive impact on their			$1,139,740.00

SWP Year 3: 2025-26	
Expected Annual Measurable Outcomes:	**Increase attendance rates.** 98% **Decrease chronic absenteeism rate.** 12% **Decrease Four-year adjusted cohort dropout rate.** 0%

Action & Services 2025-26	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide suicide prevention education.	LEA-Wide	**X** ALL OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	No cost
Continue to educate students and families on the resources available for substance abuse, bullying, suicide, and other wellness issues.			No cost
MTSS professional development			12,000- PD

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410

(2) Fax: 202-690-7442

(3) E-mail: program.intake@usda.gov

This institution is an equal opportunity provider.

Financial Report
#3

AGENDA: New Business / Information

TOPIC: Regarding the Education Protection Account for 2026/2027
Resolution # 26-09

DESCRIPTION: Proposition 30, passed by voters on November 6, 2012, added Article XIII, Section 36, and Proposition 55 amended said Article, to the California Constitution which creates in the state General Fund an Education Protection Account (EPA) to receive and disburse the revenues derived from the incremental increases in taxes imposed by Prop 30. Although these funds are part of the District's Local Control Funding Formula (LCFF) calculation they are to be accounted for in a separate funding resource (Resource 1400) and have additional requirements.

Each year, school districts are to determine, by Board Resolution, how the EPA funds are to be spent with the understanding that no EPA funds shall be used for salaries and benefits of administrators or any other administrative costs.

There is also a requirement that districts annually post on their website an accounting of how much money was received from EPA and how it was spent. This report will be completed after year-end close and the unaudited actuals report is completed each September.

FISCAL IMPACT: The estimated Proposition 30 funds provided through the EPA to HJUHSD is $12,043,877, approximately 18% of our Local Control Funding Formula (LCFF) revenue projected for 2026/2027.

RECOMMENDATION: This item will be brought back to the next regularly scheduled meeting for Board consideration.

BEFORE THE BOARD OF TRUSTEES OF THE HANFORD JOINT UNION HIGH SCHOOL DISTRICT REGARDING THE EDUCATION PROTECTION ACCOUNT 2026-2027

Resolution #26-09

WHEREAS, the voters approved temporary sales and income tax increases with Proposition 30 on November 6, 2012; and voters approved Proposition 55 on November 8, 2016 which allowed the sales tax increase to expire in 2016 while extending the increased income tax rates through 2030.

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and Proposition 55 amended Article XIII, Section 36 of the California Constitution effective November 8, 2016 and commencing on January 1, 2018.

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Hanford Joint Union High School District.

2. In compliance with Article XIII, Section 36(e), of the California Constitution, the governing board of the Hanford Joint Union High School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 23, 2026

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

_____
Board Member

Financial Report
#4

AGENDA: New Business / Information

TOPIC: 2026/2027 Proposed District Budget

DESCRIPTION: Attached is the 2026/2027 proposed district budget presented in the CDE Standardized Account Code Structure System format. This format is required for state reporting. This report contains the proposed budget for all funds of the District. The 2026/2027 Budget as presented is a balanced budget and the Unrestricted General Fund shows a projected Net Increase of $229,547. The Restricted General fund shows a projected Net Increase of $2,092,490. The increase on the Restricted budget is due to one-time funding resources the Learning Recovery Block Grant and the Student Support and Professional Development Block Grant. The Total General Fund combined net increase is $2,322,037.

FISCAL IMPACT: The budget includes a Local Control Funding Formula (LCFF) Cost of Living Adjustment (COLA) of 2.87% plus an add-on of 1.44% based on the Governors May Revision Budget Proposal. Once the actual state budget is adopted at the end of June, a 45-day budget revision may be necessary if funding to K-12 education is changed significantly. If significant changes are not made in the state's final adopted budget, the next budget revision will be presented with the First Interim Report in the fall.
As required by Education Code 42127.01, districts must commit balances of all General Fund Unrestricted Balances above 10%. The district administration does not agree that the maximum allowed of 10% will be a sufficient level of reserves to preserve positions in the event of an economic recession. Due to budget uncertainty of Proposition 98 funding, administration believes reserves should be kept for cashflow deferrals in the event these are applied to our 26/27 budget.

RECOMMENDATION: This item will be brought back to the next regularly scheduled meeting for Board consideration.

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: 300 W. 6th Street Hanford, CA 93230

Date: 5/29/2026

Public Hearing:

Place: 300 W. 6th Street Hanford, CA 93230

Date: 6/9/2026

Time: 6:00 p.m.

Adoption Date: 6/23/2026

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Dr. Victor Rosa

Title: Superintendent/Board Secretary

Contact person for additional information on the budget reports:

Name: Julie Fagundes

Title: Director of Business

Telephone: 559-583-5901 ext. 3112

E-mail: jfagundes@hjuhsd.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)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	**06/23/2026**	
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	

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):	3,673
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	3,772	3,729		
Charter School				
Total ADA	**3,772**	**3,729**	**1.1%**	**Not Met**
Second Prior Year (2024-25)				
District Regular	3,729	3,825		
Charter School				
Total ADA	**3,729**	**3,825**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	3,823	3,791		
Charter School		0		
Total ADA	**3,823**	**3,791**	**0.8%**	**Met**
Budget Year (2026-27)				
District Regular	3,673			
Charter School	0			
Total ADA	**3,673**			

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)

FUNDED ADA WAS OVERESTIMATED IN 23-24 BY 1.1%.

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): 3,673

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	3,992	4,180		
Charter School				
Total Enrollment	**3,992**	**4,180**	**N/A**	**Met**
Second Prior Year (2024-25)				
District Regular	4,043	4,238		
Charter School				
Total Enrollment	**4,043**	**4,238**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	4,101	4,082		
Charter School				
Total Enrollment	**4,101**	**4,082**	**0.5%**	**Met**
Budget Year (2026-27)				
District Regular	3,968			
Charter School				
Total Enrollment	**3,968**			

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	3,729	4,180	
Charter School		0	
Total ADA/Enrollment	**3,729**	**4,180**	**89.2%**
Second Prior Year (2024-25)			
District Regular	3,825	4,238	
Charter School	0		
Total ADA/Enrollment	**3,825**	**4,238**	**90.2%**
First Prior Year (2025-26)			
District Regular	3,791	4,082	
Charter School			
Total ADA/Enrollment	**3,791**	**4,082**	**92.9%**
		Historical Average Ratio:	90.8%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**91.3%**

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	3,673	3,968		
Charter School	0			
Total ADA/Enrollment	**3,673**	**3,968**	**92.6%**	**Not Met**
1st Subsequent Year (2027-28)				
District Regular	3,673	3,968		
Charter School				
Total ADA/Enrollment	**3,673**	**3,968**	**92.6%**	**Not Met**
2nd Subsequent Year (2028-29)				
District Regular	3,673	3,968		
Charter School				
Total ADA/Enrollment	**3,673**	**3,968**	**92.6%**	**Not 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 NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

25-26 P2 ADA ENROLLMENT PERCENTAGE USED FOR BUDGET & SUBSEQUENT YEARS.

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)	3,856.50	3,738.18	3,890.00	3,890.00
b.	Prior Year ADA (Funded)		3,856.50	3,738.18	3,890.00
c.	Difference (Step 1a minus Step 1b)		(118.32)	151.82	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(3.07%)	4.06%	0.00%
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding				
b1.	COLA percentage				
b2.	COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			(3.07%)	4.06%	0.00%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**-4.07% to -2.07%**	**3.06% to 5.06%**	**-1.00% to 1.00%**

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)	7,006,567.00	7,770,761.00	7,692,956.00	7,692,956.00
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)	64,499,434.00	66,885,149.00	68,470,350.00	69,607,415.00
District's Projected Change in LCFF Revenue:		3.70%	2.37%	1.66%
LCFF Revenue Standard		**-4.07% to -2.07%**	**3.06% to 5.06%**	**-1.00% to 1.00%**
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

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

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

Explanation:
(required if NOT met)

SCHOOL SERVICES OF CALIFORNIA MAY REVISE DARTBOARD PROJECTIONS AND THE FCMAT LCFF CALCULATOR WERE USED TO DETERMINE LCFF REVENUES: 4.31% (26-27), 3.3% (27-28), AND 3.09% (28-29).

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)	41,360,711.57	53,746,307.00	77.0%
Second Prior Year (2024-25)	42,516,487.61	56,160,213.87	75.7%
First Prior Year (2025-26)	44,208,703.29	55,688,854.86	79.4%
		Historical Average Ratio:	77.3%

	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):	**74.3% to 80.3%**	**74.3% to 80.3%**	**74.3% to 80.3%**

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2026-27)	45,913,032.28	58,415,092.62	78.6%	Met
1st Subsequent Year (2027-28)	47,016,400.00	59,717,971.34	78.7%	Met
2nd Subsequent Year (2028-29)	48,119,000.00	61,034,000.00	78.8%	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):	(3.07%)	4.06%	0.00%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-13.07% to 6.93%**	**-5.94% to 14.06%**	**-10.00% to 10.00%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-8.07% to 1.93%	-0.94% to 9.06%	-5.00% to 5.00%

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)	2,710,963.57		
Budget Year (2026-27)	2,148,386.00	(20.75%)	Yes
1st Subsequent Year (2027-28)	2,248,323.00	4.65%	No
2nd Subsequent Year (2028-29)	2,248,323.00	0.00%	No

Explanation: (required if Yes) FEDERAL REDUCTIONS BUDGETED FOR TITLE I & PERKINS. COPS/DOJ GRANT ELIMINATED.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2025-26)	8,603,295.00		
Budget Year (2026-27)	9,822,306.00	14.17%	Yes
1st Subsequent Year (2027-28)	7,164,938.00	(27.05%)	Yes
2nd Subsequent Year (2028-29)	7,164,938.00	0.00%	No

Explanation: (required if Yes) STATE INCREASES BUDGETED FOR ONE-TIME REVENUES LREBG & SSPDBG IN 26-27. BOTH RESOURCES ARE REMOVED IN SUBSEQUENT YEARS.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2025-26)	3,405,907.06		
Budget Year (2026-27)	4,073,621.00	19.60%	Yes
1st Subsequent Year (2027-28)	3,827,929.00	(6.03%)	Yes
2nd Subsequent Year (2028-29)	3,827,929.00	0.00%	No

Explanation: (required if Yes) AB602 (SPECIAL ED) TRANSFER OF APPORTIONMENTS FROM KCOE INCREASE SIGNIFICANTLY IN 26-27. INTEREST, MEDI CAL REIMBURSEMENT, & SBHI GRANT REDUCED FOR SUBSEQUENT YEARS.

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

First Prior Year (2025-26)	3,401,728.81		
Budget Year (2026-27)	3,255,701.00	(4.29%)	No
1st Subsequent Year (2027-28)	3,260,000.00	.13%	No
2nd Subsequent Year (2028-29)	3,300,000.00	1.23%	No

Explanation:
(required if Yes)

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

First Prior Year (2025-26)	9,143,290.98		
Budget Year (2026-27)	9,361,379.52	2.39%	Yes
1st Subsequent Year (2027-28)	9,400,000.00	.41%	No
2nd Subsequent Year (2028-29)	9,500,000.00	1.06%	No

Explanation:
(required if Yes)

ANTICIPATED COST INCREASES IN INSURANCE, UTILITIES, REPAIRS, & SOFTWARE/LICENSES.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2025-26)	14,720,165.63		
Budget Year (2026-27)	16,044,313.00	9.00%	Not Met
1st Subsequent Year (2027-28)	13,241,190.00	(17.47%)	Not Met
2nd Subsequent Year (2028-29)	13,241,190.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2025-26)	12,545,019.79		
Budget Year (2026-27)	12,617,080.52	.57%	Met
1st Subsequent Year (2027-28)	12,660,000.00	.34%	Met
2nd Subsequent Year (2028-29)	12,800,000.00	1.11%	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)	FEDERAL REDUCTIONS BUDGETED FOR TITLE I & PERKINS. COPS/DOJ GRANT ELIMINATED.
Explanation: Other State Revenue (linked from 6B if NOT met)	STATE INCREASES BUDGETED FOR ONE-TIME REVENUES LREBG & SSPDBG IN 26-27. BOTH RESOURCES ARE REMOVED IN SUBSEQUENT YEARS.
Explanation: Other Local Revenue (linked from 6B if NOT met)	AB602 (SPECIAL ED) TRANSFER OF APPORTIONMENTS FROM KCOE INCREASE SIGNIFICANTLY IN 26-27. INTEREST, MEDI CAL REIMBURSEMENT, & SBHI GRANT REDUCED FOR SUBSEQUENT YEARS.

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

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

7. CRITERION: Facilities Maintenance

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

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

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

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

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — No

   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)	77,965,045.14			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00			
		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	77,965,045.14	2,338,951.35	4,122,348.00	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)	1,400,000.00	1,400,000.00	2,500,000.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1,064,119.24	2,139,062.80	1,473,322.89
	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)	2,464,119.24	3,539,062.80	3,973,322.89
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	81,474,717.10	79,778,235.40	79,426,374.95
	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)	81,474,717.10	79,778,235.40	79,426,374.95
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	4.4%	5.0%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.0%**	**1.5%**	**1.7%**

[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)	(243,842.00)	56,944,122.00	.4%	Met
Second Prior Year (2024-25)	744,977.42	58,760,771.00	N/A	Met
First Prior Year (2025-26)	801,256.32	57,476,854.86	N/A	Met
Budget Year (2026-27) (Information only)	229,547.04	60,200,092.62		

8C. Comparison of District Deficit Spending to the Standard

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

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

Explanation:
(required if NOT met)

9. CRITERION: Fund and Cash Balances

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

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

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

District Estimated P-2 ADA (Form A, Lines A6 and C4): 3,738

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)	10,250,953.19	12,001,033.21	N/A	Met
Second Prior Year (2024-25)	11,011,772.19	11,757,191.21	N/A	Met
First Prior Year (2025-26)	11,493,012.63	12,502,168.63	N/A	Met
Budget Year (2026-27) (Information only)	13,303,424.95			

[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)	17,269,679.35	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.)	3,673	3,673	3,673
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)	80,371,664.14	82,283,370.34	84,475,502.60
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)	80,371,664.14	82,283,370.34	84,475,502.60

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	2,411,149.92	2,468,501.11	2,534,265.08
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)**	**2,411,149.92**	**2,468,501.11**	**2,534,265.08**

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)	2,500,000.00	2,500,000.00	2,500,000.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	1,659,662.81	2,282,067.65	2,785,734.65
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)	4,159,662.81	4,782,067.65	5,285,734.65
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	5.18%	5.81%	6.26%
	District's Reserve Standard (Section 10B, Line 7):	**2,411,149.92**	**2,468,501.11**	**2,534,265.08**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

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

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

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

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

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

S5. Contributions

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

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

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

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

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

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

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2025-26)	(8,868,470.00)			
Budget Year (2026-27)	(9,327,359.34)	458,889.34	5.2%	Met
1st Subsequent Year (2027-28)	(9,327,359.34)	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	(9,327,359.34)	0.00	0.0%	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)	1,788,000.00			
Budget Year (2026-27)	1,785,000.00	(3,000.00)	(.2%)	Met
1st Subsequent Year (2027-28)	1,800,000.00	15,000.00	.8%	Met
2nd Subsequent Year (2028-29)	1,850,000.00	50,000.00	2.8%	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. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

1d. 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)

HANFORD WEST HIGH SCHOOL NEW POOL PROJECT TO START IN 2027.

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				
Certificates of Participation	23	DEVELOPER FEES	FUND 25, FUND 40 RESERVES & GENERAL FUND	16,860,000
General Obligation Bonds	18	PROPERTY TAX	FUND 51 BOND	65,413,528
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				82,273,528

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				
Certificates of Participation	1,065,850	899,400	920,800	899,400
General Obligation Bonds	3,900,000	3,900,000	3,900,000	3,900,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	4,965,850	4,799,400	4,820,800	4,799,400
Has total annual payment increased over prior year (2025-26)?		**No**	**No**	**No**

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

DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

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

No

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

Explanation:
(required if Yes)

S7. Unfunded Liabilities

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

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

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

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

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

2. For the district's OPEB:

a. Are they lifetime benefits? — No

b. Do benefits continue past age 65? — No

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

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	81,254

4. OPEB Liabilities

a. Total OPEB liability	14,828,082.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	14,828,082.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2025

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)	240,000.00	240,000.00	240,000.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	256,000.00	256,000.00	256,000.00
d. Number of retirees receiving OPEB benefits	18.00	18.00	18.00

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

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

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

Yes

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

EMPLOYEE HEALTH & WELFARE

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	1,500,000.00
b. Unfunded liability for self-insurance programs	1,500,000.00

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	7,600,000.00	7,800,000.00	7,800,000.00
b. Amount contributed (funded) for self-insurance programs	7,600,000.00	7,800,000.00	7,800,000.00

S8. Status of Labor Agreements

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

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

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

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

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

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

	Prior Year (2nd Interim) (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	217.00	217.00	217.00	217.00

Certificated (Non-management) Salary and Benefit Negotiations

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

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

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

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

SALARIES & HEALTH/WELFARE BENEFITS ARE NOT SETTLED

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

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
6.	Cost of a one percent increase in salary and statutory benefits	347,730		
7.	Amount included for any tentative salary schedule increases	0	0	0

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?	No	No	No
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? No

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

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

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?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	160.00	168.10	168.10	168.10

Classified (Non-management) Salary and Benefit Negotiations

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

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

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

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

SALARIES & HEALTH/WELFARE BENEFITS ARE NOT SETTLED

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	198,000		
		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7.	Amount included for any tentative salary schedule increases	0	0	0

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?	No	No	No
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? No

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

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

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?	No	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Classified (Non-management) - Other

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

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

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

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	28.00	28.00	28.00	28.00

Management/Supervisor/Confidential

Salary and Benefit Negotiations

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

If Yes, complete question 2.

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

SALARIES & HEALTH/WELFARE BENEFITS ARE NOT SETTLED

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 73,000

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
4. Amount included for any tentative salary schedule increases	0	0	0

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?	No	No	No
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?	Yes	Yes	Yes
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?	No	No	No
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year	2.0%	2.0%	2.0%

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 23, 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)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

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: $ 252,503.00
- Less: Amount of total liabilities reserved in budget: $ 177,079.00
- Estimated accrued but unfunded liabilities: $ 75,424.00

○ This school district is self-insured for workers' compensation claims through the JPA identified below:

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

Signature (Original signature required)

Signature of Clerk/Secretary of the Governing Board

06/23/2026
Date of Meeting (Format: MM/DD/YYYY)

Dr. Victor Rosa
Printed Name

Superintendent/Board Secretary
Title

For additional information on this certification, please contact:

Julie Fagundes
Name

Director of Business
Title

jfagundes@hjuhsd.org
Email

559-583-5901 ext. 3112
Telephone

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)	3,791.32	3,791.32	3,791.32	3,673.00	3,673.00	3,673.00
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)	3,791.32	3,791.32	3,791.32	3,673.00	3,673.00	3,673.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	65.18	65.18	65.18	65.18	65.18	65.18
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)	65.18	65.18	65.18	65.18	65.18	65.18
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,856.50	3,856.50	3,856.50	3,738.18	3,738.18	3,738.18
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
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	169.59	169.59	169.59	169.59	169.59	169.59
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)	169.59	169.59	169.59	169.59	169.59	169.59
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	169.59	169.59	169.59	169.59	169.59	169.59

Cash Flow Report

Actuals Thru Month of July 2026

Fund: 0100 General Fund

	OBJECT	Working Budget	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
A. BEGINNING CASH	9110		$19,237,038.32	$16,239,776.62	$13,242,514.92	$15,015,260.09	$13,924,396.51	$12,833,532.93	$18,491,658.60	$17,400,795.02	$16,309,931.44	$18,082,676.61	$20,877,193.53	$19,786,329.95
B. RECEIPTS														
LCFF/Revenue Limit Sources														
Principal Apportionment	8010-8019	$47,659,953.00	$2,382,997.65	$2,382,997.65	$4,289,395.77	$4,289,395.77	$4,289,395.77	$4,289,395.77	$4,289,395.77	$4,289,395.77	$4,289,395.77	$4,289,395.77	$4,289,395.77	$0.00
Education Protection Act	8012	$11,454,435.00	$0.00	$0.00	$2,863,608.75	$0.00	$0.00	$2,863,608.75	$0.00	$0.00	$2,863,608.75	$0.00	$0.00	$2,863,608.75
Property Tax	8020-8079	$7,770,761.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,885,380.50	$0.00	$0.00	$0.00	$3,885,380.50	$0.00	$0.00
Miscellaneous Funds	8080-8099	($235,761.00)	($19,646.75)	($19,646.75)	($19,646.75)	($19,646.75)	($19,646.75)	($19,646.75)	($19,646.75)	($19,646.75)	($19,646.75)	($19,646.75)	($19,646.75)	($19,646.75)
Federal Revenue	8100-8299	$2,148,386.00	$179,032.17	$179,032.17	$179,032.17	$179,032.17	$179,032.17	$179,032.17	$179,032.17	$179,032.17	$179,032.17	$179,032.17	$179,032.17	$179,032.13
Other State Revenues	8300-8599	$9,822,306.00	$818,525.50	$818,525.50	$818,525.50	$818,525.50	$818,525.50	$818,525.50	$818,525.50	$818,525.50	$818,525.50	$818,525.50	$818,525.50	$818,525.50
Other Local Revenues	8600-8799	$4,073,621.00	$339,468.42	$339,468.42	$339,468.42	$339,468.42	$339,468.42	$339,468.42	$339,468.42	$339,468.42	$339,468.42	$339,468.42	$339,468.42	$339,468.38
TOTAL RECEIPTS		**$82,693,701.00**	**$3,700,376.98**	**$3,700,376.98**	**$8,470,383.85**	**$5,606,775.10**	**$5,606,775.10**	**$12,355,764.35**	**$5,606,775.10**	**$5,606,775.10**	**$8,470,383.85**	**$9,492,155.60**	**$5,606,775.10**	**$4,180,988.08**
C. DISBURSEMENTS														
Certificated Salaries	1000-1999	$27,387,336.00	$2,282,278.00	$2,282,278.00	$2,282,278.00	$2,282,278.00	$2,282,278.00	$2,282,278.00	$2,282,278.00	$2,282,278.00	$2,282,278.00	$2,282,278.00	$2,282,278.00	$2,282,278.00
Classified Salaries	2000-2999	$11,942,023.00	$995,168.58	$995,168.58	$995,168.58	$995,168.58	$995,168.58	$995,168.58	$995,168.58	$995,168.58	$995,168.58	$995,168.58	$995,168.58	$995,168.62
Employee Benefits	3000-3999	$19,855,229.28	$1,654,602.44	$1,654,602.44	$1,654,602.44	$1,654,602.44	$1,654,602.44	$1,654,602.44	$1,654,602.44	$1,654,602.44	$1,654,602.44	$1,654,602.44	$1,654,602.44	$1,654,602.44
Books and Supplies	4000-4999	$3,255,701.00	$271,308.42	$271,308.42	$271,308.42	$271,308.42	$271,308.42	$271,308.42	$271,308.42	$271,308.42	$271,308.42	$271,308.42	$271,308.42	$271,308.38
Services	5000-5999	$9,361,379.52	$780,114.96	$780,114.96	$780,114.96	$780,114.96	$780,114.96	$780,114.96	$780,114.96	$780,114.96	$780,114.96	$780,114.96	$780,114.96	$780,114.96
Capital Outlay	6000-6999	$3,480,000.00	$290,000.00	$290,000.00	$290,000.00	$290,000.00	$290,000.00	$290,000.00	$290,000.00	$290,000.00	$290,000.00	$290,000.00	$290,000.00	$290,000.00
Other Outgo	7000-7499	$3,304,995.34	$275,416.28	$275,416.28	$275,416.28	$275,416.28	$275,416.28	$275,416.28	$275,416.28	$275,416.28	$275,416.28	$275,416.28	$275,416.28	$275,416.26
Interfund Transfers Out	7600-7629	$1,785,000.00	$148,750.00	$148,750.00	$148,750.00	$148,750.00	$148,750.00	$148,750.00	$148,750.00	$148,750.00	$148,750.00	$148,750.00	$148,750.00	$148,750.00
TOTAL DISBURSEMENTS		**$80,371,664.14**	**$6,697,638.68**	**$6,697,638.68**	**$6,697,638.68**	**$6,697,638.68**	**$6,697,638.68**	**$6,697,638.68**	**$6,697,638.68**	**$6,697,638.68**	**$6,697,638.68**	**$6,697,638.68**	**$6,697,638.68**	**$6,697,638.68**
E. NET INCREASE/DECREASE (B-C+D)		**$2,322,036.86**	**($2,997,261.70)**	**($2,997,261.70)**	**$1,772,745.17**	**($1,090,863.58)**	**($1,090,863.58)**	**$5,658,125.67**	**($1,090,863.58)**	**($1,090,863.58)**	**$1,772,745.17**	**$2,794,516.92**	**($1,090,863.58)**	**($2,516,650.60)**
F. ENDING CASH (A+E)			**$16,239,776.62**	**$13,242,514.92**	**$15,015,260.09**	**$13,924,396.51**	**$12,833,532.93**	**$18,491,658.60**	**$17,400,795.02**	**$16,309,931.44**	**$18,082,676.61**	**$20,877,193.53**	**$19,786,329.95**	**$17,269,679.35**

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	27,027,645.51	301	0.00	303	27,027,645.51	305	54,552.00		307	26,973,093.51	309
2000 - Classified Salaries	11,553,856.18	311	8,500.00	313	11,545,356.18	315	1,159,358.00		317	10,385,998.18	319
3000 - Employee Benefits	19,575,097.38	321	213,580.00	323	19,361,517.38	325	719,486.00		327	18,642,031.38	329
4000 - Books, Supplies Equip Replace. (6500)	3,401,728.81	331	0.00	333	3,401,728.81	335	1,040,791.69		337	2,360,937.12	339
5000 - Services. . . & 7300 - Indirect Costs	9,003,509.19	341	15,000.00	343	8,988,509.19	345	1,269,367.31		347	7,719,141.88	349
			TOTAL		70,324,757.07	365			TOTAL	66,081,202.07	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	19,955,702.50	375
2. Salaries of Instructional Aides Per EC 41011	2100	1,917,554.00	380
3. STRS	3101 & 3102	5,811,365.08	382
4. PERS	3201 & 3202	1,006,825.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	572,707.76	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	4,236,071.00	385
7. Unemployment Insurance	3501 & 3502	11,561.44	390
8. Workers' Compensation Insurance	3601 & 3602	272,788.01	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)		33,784,574.79	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		8,000.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		33,776,574.79	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		51.11%	
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)	50.00%
2. Percentage spent by this district (Part II, Line 15)	51.11%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	66,081,202.07
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

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	27,387,336.00	301	0.00	303	27,387,336.00	305	46,494.00		307	27,340,842.00	309
2000 - Classified Salaries	11,942,023.00	311	8,500.00	313	11,933,523.00	315	1,171,427.00		317	10,762,096.00	319
3000 - Employee Benefits	19,855,229.28	321	242,115.00	323	19,613,114.28	325	709,097.00		327	18,904,017.28	329
4000 - Books, Supplies Equip Replace. (6500)	3,255,701.00	331	0.00	333	3,255,701.00	335	1,043,677.00		337	2,212,024.00	339
5000 - Services. . . & 7300 - Indirect Costs	9,211,396.52	341	0.00	343	9,211,396.52	345	1,192,217.00		347	8,019,179.52	349
				TOTAL	71,401,070.80	365			TOTAL	67,238,158.80	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	20,301,313.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	2,026,354.00	380
3. STRS.	3101 & 3102	6,254,113.08	382
4. PERS.	3201 & 3202	985,255.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	577,712.76	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	3,978,248.00	385
7. Unemployment Insurance.	3501 & 3502	11,718.44	390
8. Workers' Compensation Insurance.	3601 & 3602	381,978.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	34,516,692.28	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	11,000.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	34,505,692.28	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	51.32%	
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)	50.00%
2. Percentage spent by this district (Part II, Line 15)	51.32%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	67,238,158.80
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

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

Section I - Expenditures	Funds 01, 09, and 62			2025-26 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	82,108,840.44
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	2,734,535.57
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	3,811.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	3,166,193.88
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	871,600.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	1,788,000.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				5,829,604.88
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	599,873.01
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				74,144,573.00

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)	4,026.09
B. Expenditures per ADA (Line I.E divided by Line II.A)	18,416.02

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.)	69,790,589.59	17,335.23
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)	69,790,589.59	17,335.23
B. Required effort (Line A.2 times 90%)	62,811,530.63	15,601.71
C. Current year expenditures (Line I.E and Line II.B)	74,144,573.00	18,416.02
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) — 2,010,224.93
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) — 58,144,368.14

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) — 3.46%

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) — 2,769,947.50
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10) — 293,500.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	50,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	320,146.46
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)	3,433,593.96
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	3,433,593.96
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	41,058,624.17
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	8,501,437.35
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	8,693,245.40
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	669,221.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	3,811.00
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)	880,462.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	262,443.93
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)	17,316.00
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)	8,932,641.54
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	1,501,598.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	2,019,533.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	72,540,333.39
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)	4.73%
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)	4.73%

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)	3,433,593.96
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	266,043.54
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 (5.12%) 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 (5.12%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5.01%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	0.00
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	0.00

Approved indirect cost rate: 5.12%

Highest rate used in any program: 5.01%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	1,644,861.00	65,779.00	4.00%
01	3550	155,376.00	6,036.00	3.88%
01	4035	196,291.78	8,660.00	4.41%
01	4127	106,527.65	5,335.00	5.01%
01	4203	58,747.50	709.50	1.21%
01	5810	204,767.93	10,201.21	4.98%
01	6385	48,556.00	1,844.00	3.80%
01	6387	469,813.00	20,000.00	4.26%
01	6388	410,500.00	16,500.00	4.02%
01	6500	4,196,628.00	168,770.00	4.02%
01	7220	155,340.00	6,660.00	4.29%
01	8150	2,824,904.00	108,000.00	3.82%
01	9010	575,554.00	5,560.00	0.97%
11	6391	1,101,800.00	35,695.00	3.24%
13	5310	2,019,533.00	60,000.00	2.97%

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	1,601,032.67		1,590,016.46	3,191,049.13
2. State Lottery Revenue	8560	884,999.64		422,000.00	1,306,999.64
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)		2,486,032.31	0.00	2,012,016.46	4,498,048.77
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	324,813.00		266,000.00	590,813.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	427,974.00			427,974.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			156,000.00	156,000.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		752,787.00	0.00	422,000.00	1,174,787.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	1,733,245.31	0.00	1,590,016.46	3,323,261.77

D. COMMENTS:

DIGITAL SUBSCRIPTION TEXTBOOKS

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	66,649,388.00	2.73%	68,470,350.00	1.66%	69,607,415.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	2,279,682.00	0.00%	2,279,682.00	0.00%	2,279,682.00
4. Other Local Revenues	8600-8799	827,929.00	0.00%	827,929.00	0.00%	827,929.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(9,327,359.34)	0.00%	(9,327,359.00)	0.00%	(9,327,359.00)
6. Total (Sum lines A1 thru A5c)		60,429,639.66	3.01%	62,250,602.00	1.83%	63,387,667.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				22,796,791.00		23,297,000.00
b. Step & Column Adjustment				500,209.00		465,000.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	22,796,791.00	2.19%	23,297,000.00	2.00%	23,762,000.00
2. Classified Salaries						
a. Base Salaries				9,007,254.00		9,187,400.00
b. Step & Column Adjustment				180,146.00		201,600.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	9,007,254.00	2.00%	9,187,400.00	2.19%	9,389,000.00
3. Employee Benefits	3000-3999	14,108,987.28	3.00%	14,532,000.00	3.00%	14,968,000.00
4. Books and Supplies	4000-4999	2,403,682.00	0.26%	2,410,000.00	1.66%	2,450,000.00
5. Services and Other Operating Expenditures	5000-5999	5,844,571.00	2.66%	6,000,000.00	1.67%	6,100,000.00
6. Capital Outlay	6000-6999	2,680,000.00	0.75%	2,700,000.00	1.85%	2,750,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,126,571.34	0.94%	2,146,571.34	1.32%	2,175,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(552,764.00)	0.40%	(555,000.00)	0.90%	(560,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,785,000.00	0.84%	1,800,000.00	2.78%	1,850,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		60,200,092.62	2.19%	61,517,971.34	2.22%	62,884,000.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		229,547.04		732,630.66		503,667.00

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)		13,303,424.95		13,532,971.99		14,265,602.65
2. Ending Fund Balance (Sum lines C and D1)		13,532,971.99		14,265,602.65		14,769,269.65
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		345.00		345.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	7,470,559.72		7,500,000.00		7,500,000.00
d. Assigned	9780	1,902,749.46		1,983,190.00		1,983,190.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,500,000.00		2,500,000.00		2,500,000.00
2. Unassigned/Unappropriated	9790	1,659,662.81		2,282,067.65		2,785,734.65
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		13,532,971.99		14,265,602.65		14,769,269.65
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,500,000.00		2,500,000.00		2,500,000.00
c. Unassigned/Unappropriated	9790	1,659,662.81		2,282,067.65		2,785,734.65
(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)		4,159,662.81		4,782,067.65		5,285,734.65

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%	
2. Federal Revenues	8100-8299	2,148,386.00	4.65%	2,248,323.00	0.00%	2,248,323.00
3. Other State Revenues	8300-8599	7,542,624.00	-35.23%	4,885,256.00	0.00%	4,885,256.00
4. Other Local Revenues	8600-8799	3,245,692.00	-7.57%	3,000,000.00	0.00%	3,000,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	9,327,359.34	0.00%	9,327,359.34	0.00%	9,327,359.34
6. Total (Sum lines A1 thru A5c)		22,264,061.34	-12.59%	19,460,938.34	0.00%	19,460,938.34
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,590,545.00		4,683,000.00
b. Step & Column Adjustment				92,455.00		93,000.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,590,545.00	2.01%	4,683,000.00	1.99%	4,776,000.00
2. Classified Salaries						
a. Base Salaries				2,934,769.00		2,993,769.00
b. Step & Column Adjustment				59,000.00		59,731.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,934,769.00	2.01%	2,993,769.00	2.00%	3,053,500.00
3. Employee Benefits	3000-3999	5,746,242.00	3.00%	5,918,630.00	2.00%	6,037,002.60
4. Books and Supplies	4000-4999	852,019.00	-0.24%	850,000.00	0.00%	850,000.00
5. Services and Other Operating Expenditures	5000-5999	3,516,808.52	-3.32%	3,400,000.00	0.00%	3,400,000.00
6. Capital Outlay	6000-6999	800,000.00	0.00%	800,000.00	0.00%	800,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,328,407.00	27.97%	1,700,000.00	32.35%	2,250,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	402,781.00	4.28%	420,000.00	1.19%	425,000.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		20,171,571.52	2.94%	20,765,399.00	3.98%	21,591,502.60
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		2,092,489.82		(1,304,460.66)		(2,130,564.26)

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)		5,508,874.15		7,601,363.97		6,296,903.31
2. Ending Fund Balance (Sum lines C and D1)		7,601,363.97		6,296,903.31		4,166,339.05
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	7,601,363.97		6,296,903.31		4,166,339.05
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)		7,601,363.97		6,296,903.31		4,166,339.05
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	66,649,388.00	2.73%	68,470,350.00	1.66%	69,607,415.00
2. Federal Revenues	8100-8299	2,148,386.00	4.65%	2,248,323.00	0.00%	2,248,323.00
3. Other State Revenues	8300-8599	9,822,306.00	-27.05%	7,164,938.00	0.00%	7,164,938.00
4. Other Local Revenues	8600-8799	4,073,621.00	-6.03%	3,827,929.00	0.00%	3,827,929.00
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%	.34	0.00%	.34
6. Total (Sum lines A1 thru A5c)		82,693,701.00	-1.19%	81,711,540.34	1.39%	82,848,605.34
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				27,387,336.00		27,980,000.00
b. Step & Column Adjustment				592,664.00		558,000.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	27,387,336.00	2.16%	27,980,000.00	1.99%	28,538,000.00
2. Classified Salaries						
a. Base Salaries				11,942,023.00		12,181,169.00
b. Step & Column Adjustment				239,146.00		261,331.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	11,942,023.00	2.00%	12,181,169.00	2.15%	12,442,500.00
3. Employee Benefits	3000-3999	19,855,229.28	3.00%	20,450,630.00	2.71%	21,005,002.60
4. Books and Supplies	4000-4999	3,255,701.00	0.13%	3,260,000.00	1.23%	3,300,000.00
5. Services and Other Operating Expenditures	5000-5999	9,361,379.52	0.41%	9,400,000.00	1.06%	9,500,000.00
6. Capital Outlay	6000-6999	3,480,000.00	0.57%	3,500,000.00	1.43%	3,550,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,454,978.34	11.33%	3,846,571.34	15.04%	4,425,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(149,983.00)	-9.99%	(135,000.00)	0.00%	(135,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,785,000.00	0.84%	1,800,000.00	2.78%	1,850,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		80,371,664.14	2.38%	82,283,370.34	2.66%	84,475,502.60
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		2,322,036.86		(571,830.00)		(1,626,897.26)

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)		18,812,299.10		21,134,335.96		20,562,505.96
2. Ending Fund Balance (Sum lines C and D1)		21,134,335.96		20,562,505.96		18,935,608.70
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		345.00		345.00
b. Restricted	9740	7,601,363.97		6,296,903.31		4,166,339.05
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	7,470,559.72		7,500,000.00		7,500,000.00
d. Assigned	9780	1,902,749.46		1,983,190.00		1,983,190.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,500,000.00		2,500,000.00		2,500,000.00
2. Unassigned/Unappropriated	9790	1,659,662.81		2,282,067.65		2,785,734.65
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		21,134,335.96		20,562,505.96		18,935,608.70
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,500,000.00		2,500,000.00		2,500,000.00
c. Unassigned/Unappropriated	9790	1,659,662.81		2,282,067.65		2,785,734.65
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)		4,159,662.81		4,782,067.65		5,285,734.65
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		5.18%		5.81%		6.26%
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)		3,673.00		3,673.00		3,673.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		80,371,664.14		82,283,370.34		84,475,502.60
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)		80,371,664.14		82,283,370.34		84,475,502.60
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)		2,411,149.92		2,468,501.11		2,534,265.08
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)		2,411,149.92		2,468,501.11		2,534,265.08
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	(18,707.29)	0.00	(149,983.00)				
Other Sources/Uses Detail					0.00	1,788,000.00		
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	12,000.00	0.00	54,288.00	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	200.00	0.00	35,695.00	0.00				
Other Sources/Uses Detail					0.00	1,300.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	100.00	0.00	60,000.00	0.00				
Other Sources/Uses Detail					0.00	2,000.00		
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		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					66,300.00	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	6,000,000.00		
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					18,000,000.00	15,098,000.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					16,823,000.00	12,000,000.00		
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

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
53 TAX OVERRIDE FUND								
Expenditure Detail								
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					6,500,000.00	6,500,000.00		
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	6,407.29	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

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
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	18,707.29	(18,707.29)	149,983.00	(149,983.00)	41,389,300.00	41,389,300.00	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	(25,300.00)	0.00	(149,983.00)				
Other Sources/Uses Detail					0.00	1,785,000.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	21,000.00	0.00	54,288.00	0.00				
Other Sources/Uses Detail					0.00	3,000.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	200.00	0.00	35,695.00	0.00				
Other Sources/Uses Detail					0.00	1,300.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	100.00	0.00	60,000.00	0.00				
Other Sources/Uses Detail					0.00	2,000.00		
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					66,300.00	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					7,000,000.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,725,000.00	7,000,000.00		
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								

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
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
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					6,500,000.00	6,500,000.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	4,000.00	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								

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
Fund Reconciliation								
TOTALS	25,300.00	(25,300.00)	149,983.00	(149,983.00)	15,291,300.00	15,291,300.00		

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	64,216,683.00	0.00	64,216,683.00	66,649,388.00	0.00	66,649,388.00	3.8%
2) Federal Revenue		8100-8299	0.00	2,710,963.57	2,710,963.57	0.00	2,148,386.00	2,148,386.00	-20.8%
3) Other State Revenue		8300-8599	1,945,834.00	6,657,461.00	8,603,295.00	2,279,682.00	7,542,624.00	9,822,306.00	14.2%
4) Other Local Revenue		8600-8799	984,064.18	2,421,842.88	3,405,907.06	827,929.00	3,245,692.00	4,073,621.00	19.6%
5) TOTAL, REVENUES			67,146,581.18	11,790,267.45	78,936,848.63	69,756,999.00	12,936,702.00	82,693,701.00	4.8%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	22,308,867.00	4,718,778.51	27,027,645.51	22,796,791.00	4,590,545.00	27,387,336.00	1.3%
2) Classified Salaries		2000-2999	8,178,704.00	3,375,152.18	11,553,856.18	9,007,254.00	2,934,769.00	11,942,023.00	3.4%
3) Employee Benefits		3000-3999	13,721,132.29	5,853,965.09	19,575,097.38	14,108,987.28	5,746,242.00	19,855,229.28	1.4%
4) Books and Supplies		4000-4999	2,204,402.19	1,197,326.62	3,401,728.81	2,403,682.00	852,019.00	3,255,701.00	-4.3%
5) Services and Other Operating Expenditures		5000-5999	5,627,561.20	3,515,729.78	9,143,290.98	5,844,571.00	3,516,808.52	9,361,379.52	2.4%
6) Capital Outlay		6000-6999	2,254,418.68	886,775.20	3,141,193.88	2,680,000.00	800,000.00	3,480,000.00	10.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,957,606.00	1,977,738.00	3,935,344.00	2,126,571.34	1,328,407.00	3,454,978.34	-12.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(563,836.50)	424,054.71	(139,781.79)	(552,764.00)	402,781.00	(149,983.00)	7.3%
9) TOTAL, EXPENDITURES			55,688,854.86	21,949,520.09	77,638,374.95	58,415,092.62	20,171,571.52	78,586,664.14	1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			11,457,726.32	(10,159,252.64)	1,298,473.68	11,341,906.38	(7,234,869.52)	4,107,036.86	216.3%
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	1,788,000.00	0.00	1,788,000.00	1,785,000.00	0.00	1,785,000.00	-0.2%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(8,868,470.00)	8,868,470.00	0.00	(9,327,359.34)	9,327,359.34	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(10,656,470.00)	8,868,470.00	(1,788,000.00)	(11,112,359.34)	9,327,359.34	(1,785,000.00)	-0.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			801,256.32	(1,290,782.64)	(489,526.32)	229,547.04	2,092,489.82	2,322,036.86	-574.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	12,502,168.63	6,799,656.79	19,301,825.42	13,303,424.95	5,508,874.15	18,812,299.10	-2.5%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,502,168.63	6,799,656.79	19,301,825.42	13,303,424.95	5,508,874.15	18,812,299.10	-2.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,502,168.63	6,799,656.79	19,301,825.42	13,303,424.95	5,508,874.15	18,812,299.10	-2.5%
2) Ending Balance, June 30 (E + F1e)			13,303,424.95	5,508,874.15	18,812,299.10	13,532,971.99	7,601,363.97	21,134,335.96	12.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	345.00	0.00	345.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	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	5,508,874.15	5,508,874.15	0.00	7,601,363.97	7,601,363.97	38.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	7,510,592.95	0.00	7,510,592.95	7,470,559.72	0.00	7,470,559.72	-0.5%
d) Assigned									
Other Assignments		9780	1,819,164.11	0.00	1,819,164.11	1,902,749.46	0.00	1,902,749.46	4.6%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,500,000.00	0.00	2,500,000.00	2,500,000.00	0.00	2,500,000.00	0.0%
Unassigned/Unappropriated Amount		9790	1,473,322.89	0.00	1,473,322.89	1,659,662.81	0.00	1,659,662.81	12.6%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	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
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	46,038,432.00	0.00	46,038,432.00	47,659,953.00	0.00	47,659,953.00	3.5%
Education Protection Account State Aid - Current Year		8012	11,454,435.00	0.00	11,454,435.00	11,454,435.00	0.00	11,454,435.00	0.0%
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	54,805.00	0.00	54,805.00	54,805.00	0.00	54,805.00	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	23,000.00	0.00	23,000.00	New
County & District Taxes									
Secured Roll Taxes		8041	8,959,602.00	0.00	8,959,602.00	8,959,602.00	0.00	8,959,602.00	0.0%
Unsecured Roll Taxes		8042	935,656.00	0.00	935,656.00	935,656.00	0.00	935,656.00	0.0%
Prior Years' Taxes		8043	140,803.00	0.00	140,803.00	140,803.00	0.00	140,803.00	0.0%
Supplemental Taxes		8044	126,473.00	0.00	126,473.00	126,473.00	0.00	126,473.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(3,210,772.00)	0.00	(3,210,772.00)	(2,772,256.00)	0.00	(2,772,256.00)	-13.7%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	302,678.00	0.00	302,678.00	New
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			64,499,434.00	0.00	64,499,434.00	66,885,149.00	0.00	66,885,149.00	3.7%
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	(282,751.00)	0.00	(282,751.00)	(235,761.00)	0.00	(235,761.00)	-16.6%
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			64,216,683.00	0.00	64,216,683.00	66,649,388.00	0.00	66,649,388.00	3.8%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	197,750.00	197,750.00	0.00	193,388.00	193,388.00	-2.2%
Special Education Discretionary Grants		8182	0.00	49,921.00	49,921.00	0.00	49,921.00	49,921.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	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		1,710,640.00	1,710,640.00		1,413,694.00	1,413,694.00	-17.4%
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		204,951.78	204,951.78		169,168.00	169,168.00	-17.5%

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)	
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		59,457.00	59,457.00		57,920.00	57,920.00	-2.6%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		111,862.65	111,862.65		109,829.00	109,829.00	-1.8%
Career and Technical Education	3500-3599	8290		161,412.00	161,412.00		154,466.00	154,466.00	-4.3%
All Other Federal Revenue	All Other	8290	0.00	214,969.14	214,969.14	0.00	0.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			0.00	2,710,963.57	2,710,963.57	0.00	2,148,386.00	2,148,386.00	-20.8%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	275,000.00	0.00	275,000.00	293,000.00	0.00	293,000.00	6.5%
Lottery - Unrestricted and Instructional Materials		8560	850,000.00	407,000.00	1,257,000.00	850,000.00	301,924.00	1,151,924.00	-8.4%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
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		500,000.00	500,000.00		485,479.00	485,479.00	-2.9%
Arts and Music in Schools (Prop 28)	6770	8590		721,473.00	721,473.00		767,211.00	767,211.00	6.3%
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	820,834.00	5,028,988.00	5,849,822.00	1,136,682.00	5,988,010.00	7,124,692.00	21.8%
TOTAL, OTHER STATE REVENUE			1,945,834.00	6,657,461.00	8,603,295.00	2,279,682.00	7,542,624.00	9,822,306.00	14.2%
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	50,000.00	0.00	50,000.00	New
Interest		8660	687,125.00	0.00	687,125.00	500,000.00	0.00	500,000.00	-27.2%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	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
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	296,939.18	435,700.88	732,640.06	277,929.00	443,456.00	721,385.00	-1.5%
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		1,986,142.00	1,986,142.00		2,802,236.00	2,802,236.00	41.1%
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			984,064.18	2,421,842.88	3,405,907.06	827,929.00	3,245,692.00	4,073,621.00	19.6%
TOTAL, REVENUES			67,146,581.18	11,790,267.45	78,936,848.63	69,756,999.00	12,936,702.00	82,693,701.00	4.8%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	17,318,388.00	3,163,485.50	20,481,873.50	17,470,589.00	3,356,895.00	20,827,484.00	1.7%
Certificated Pupil Support Salaries		1200	1,718,948.00	1,003,224.00	2,722,172.00	1,840,683.00	890,855.00	2,731,538.00	0.3%
Certificated Supervisors' and Administrators' Salaries		1300	3,271,531.00	552,069.01	3,823,600.01	3,485,519.00	342,795.00	3,828,314.00	0.1%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			22,308,867.00	4,718,778.51	27,027,645.51	22,796,791.00	4,590,545.00	27,387,336.00	1.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	287,933.00	1,629,621.00	1,917,554.00	291,701.00	1,734,653.00	2,026,354.00	5.7%
Classified Support Salaries		2200	3,535,525.00	1,130,039.18	4,665,564.18	4,026,525.00	825,325.00	4,851,850.00	4.0%
Classified Supervisors' and Administrators' Salaries		2300	716,135.00	78,954.00	795,089.00	727,165.00	78,954.00	806,119.00	1.4%
Clerical, Technical and Office Salaries		2400	2,655,254.00	278,030.00	2,933,284.00	2,756,143.00	240,837.00	2,996,980.00	2.2%
Other Classified Salaries		2900	983,857.00	258,508.00	1,242,365.00	1,205,720.00	55,000.00	1,260,720.00	1.5%
TOTAL, CLASSIFIED SALARIES			8,178,704.00	3,375,152.18	11,553,856.18	9,007,254.00	2,934,769.00	11,942,023.00	3.4%
EMPLOYEE BENEFITS									
STRS		3101-3102	4,165,496.08	2,963,577.29	7,129,073.37	4,276,045.08	3,270,206.00	7,546,251.08	5.9%
PERS		3201-3202	2,321,423.00	993,007.96	3,314,430.96	2,496,027.00	833,221.00	3,329,248.00	0.4%
OASDI/Medicare/Alternative		3301-3302	984,104.76	344,605.75	1,328,710.51	1,055,977.76	302,156.00	1,358,133.76	2.2%
Health and Welfare Benefits		3401-3402	5,663,320.00	1,453,380.60	7,116,700.60	5,507,609.00	1,217,273.00	6,724,882.00	-5.5%
Unemployment Insurance		3501-3502	15,251.44	4,042.49	19,293.93	15,875.44	3,681.00	19,556.44	1.4%
Workers' Compensation		3601-3602	360,066.01	95,351.00	455,417.01	517,453.00	119,705.00	637,158.00	39.9%
OPEB, Allocated		3701-3702	211,471.00	0.00	211,471.00	240,000.00	0.00	240,000.00	13.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			13,721,132.29	5,853,965.09	19,575,097.38	14,108,987.28	5,746,242.00	19,855,229.28	1.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	60,000.00	90,000.00	150,000.00	60,000.00	90,000.00	150,000.00	0.0%
Books and Other Reference Materials		4200	87,000.00	9,000.00	96,000.00	47,000.00	0.00	47,000.00	-51.0%
Materials and Supplies		4300	1,486,577.19	898,774.45	2,385,351.64	1,514,372.00	599,486.00	2,113,858.00	-11.4%
Noncapitalized Equipment		4400	570,825.00	199,552.17	770,377.17	782,310.00	162,533.00	944,843.00	22.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			2,204,402.19	1,197,326.62	3,401,728.81	2,403,682.00	852,019.00	3,255,701.00	-4.3%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	755,000.00	755,000.00	0.00	863,000.00	863,000.00	14.3%
Travel and Conferences		5200	171,297.89	172,919.24	344,217.13	157,685.00	117,870.00	275,555.00	-19.9%
Dues and Memberships		5300	56,235.00	46,622.00	102,857.00	58,330.00	3,800.00	62,130.00	-39.6%
Insurance		5400 - 5499	623,000.00	0.00	623,000.00	688,000.00	0.00	688,000.00	10.4%
Operations and Housekeeping Services		5500	2,599,620.00	20,000.00	2,619,620.00	2,671,000.00	20,000.00	2,691,000.00	2.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	594,175.00	1,416,541.32	2,010,716.32	558,746.00	1,405,200.00	1,963,946.00	-2.3%
Transfers of Direct Costs		5710	(67,303.40)	77,576.53	10,273.13	(45,350.00)	45,350.00	0.00	-100.0%
Transfers of Direct Costs - Interfund		5750	(18,707.29)	0.00	(18,707.29)	(25,300.00)	0.00	(25,300.00)	35.2%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	1,635,624.00	986,108.69	2,621,732.69	1,750,140.00	1,031,688.52	2,781,828.52	6.1%
Communications		5900	33,620.00	40,962.00	74,582.00	31,320.00	29,900.00	61,220.00	-17.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,627,561.20	3,515,729.78	9,143,290.98	5,844,571.00	3,516,808.52	9,361,379.52	2.4%
CAPITAL OUTLAY									
Land		6100	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)	
Land Improvements		6170	50,000.00	750,000.00	800,000.00	150,000.00	750,000.00	900,000.00	12.5%
Buildings and Improvements of Buildings		6200	1,372,713.68	71,600.00	1,444,313.68	2,065,000.00	0.00	2,065,000.00	43.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	831,705.00	65,175.20	896,880.20	465,000.00	50,000.00	515,000.00	-42.6%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,254,418.68	886,775.20	3,141,193.88	2,680,000.00	800,000.00	3,480,000.00	10.8%
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	1,086,006.00	1,977,738.00	3,063,744.00	1,123,751.34	1,328,407.00	2,452,158.34	-20.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	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	691,600.00	0.00	691,600.00	925,800.00	0.00	925,800.00	33.9%
Other Debt Service - Principal		7439	180,000.00	0.00	180,000.00	77,020.00	0.00	77,020.00	-57.2%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,957,606.00	1,977,738.00	3,935,344.00	2,126,571.34	1,328,407.00	3,454,978.34	-12.2%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(413,853.50)	424,054.71	10,201.21	(402,781.00)	402,781.00	0.00	-100.0%
Transfers of Indirect Costs - Interfund		7350	(149,983.00)	0.00	(149,983.00)	(149,983.00)	0.00	(149,983.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(563,836.50)	424,054.71	(139,781.79)	(552,764.00)	402,781.00	(149,983.00)	7.3%
TOTAL, EXPENDITURES			55,688,854.86	21,949,520.09	77,638,374.95	58,415,092.62	20,171,571.52	78,586,664.14	1.2%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	1,788,000.00	0.00	1,788,000.00	1,785,000.00	0.00	1,785,000.00	-0.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,788,000.00	0.00	1,788,000.00	1,785,000.00	0.00	1,785,000.00	-0.2%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	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) 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	(8,868,470.00)	8,868,470.00	0.00	(9,327,359.34)	9,327,359.34	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			(8,868,470.00)	8,868,470.00	0.00	(9,327,359.34)	9,327,359.34	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(10,656,470.00)	8,868,470.00	(1,788,000.00)	(11,112,359.34)	9,327,359.34	(1,785,000.00)	-0.2%

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	64,216,683.00	0.00	64,216,683.00	66,649,388.00	0.00	66,649,388.00	3.8%
2) Federal Revenue		8100-8299	0.00	2,710,963.57	2,710,963.57	0.00	2,148,386.00	2,148,386.00	-20.8%
3) Other State Revenue		8300-8599	1,945,834.00	6,657,461.00	8,603,295.00	2,279,682.00	7,542,624.00	9,822,306.00	14.2%
4) Other Local Revenue		8600-8799	984,064.18	2,421,842.88	3,405,907.06	827,929.00	3,245,692.00	4,073,621.00	19.6%
5) TOTAL, REVENUES			67,146,581.18	11,790,267.45	78,936,848.63	69,756,999.00	12,936,702.00	82,693,701.00	4.8%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		27,724,223.18	11,907,963.70	39,632,186.88	28,150,623.28	11,451,149.52	39,601,772.80	-0.1%
2) Instruction - Related Services	2000-2999		7,138,867.00	723,102.35	7,861,969.35	7,796,673.00	418,145.00	8,214,818.00	4.5%
3) Pupil Services	3000-3999		6,944,881.00	2,832,924.40	9,777,805.40	7,070,420.00	2,539,425.00	9,609,845.00	-1.7%
4) Ancillary Services	4000-4999		666,221.00	3,000.00	669,221.00	668,622.00	0.00	668,622.00	-0.1%
5) Community Services	5000-5999		3,811.00	0.00	3,811.00	3,827.00	0.00	3,827.00	0.4%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		3,430,073.00	703,814.64	4,133,887.64	3,802,846.00	422,097.00	4,224,943.00	2.2%
8) Plant Services	8000-8999		7,823,172.68	3,800,977.00	11,624,149.68	8,795,510.00	4,012,348.00	12,807,858.00	10.2%
9) Other Outgo	9000-9999	Except 7600-7699	1,957,606.00	1,977,738.00	3,935,344.00	2,126,571.34	1,328,407.00	3,454,978.34	-12.2%
10) TOTAL, EXPENDITURES			55,688,854.86	21,949,520.09	77,638,374.95	58,415,092.62	20,171,571.52	78,586,664.14	1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			11,457,726.32	(10,159,252.64)	1,298,473.68	11,341,906.38	(7,234,869.52)	4,107,036.86	216.3%
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	1,788,000.00	0.00	1,788,000.00	1,785,000.00	0.00	1,785,000.00	-0.2%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(8,868,470.00)	8,868,470.00	0.00	(9,327,359.34)	9,327,359.34	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(10,656,470.00)	8,868,470.00	(1,788,000.00)	(11,112,359.34)	9,327,359.34	(1,785,000.00)	-0.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			801,256.32	(1,290,782.64)	(489,526.32)	229,547.04	2,092,489.82	2,322,036.86	-574.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	12,502,168.63	6,799,656.79	19,301,825.42	13,303,424.95	5,508,874.15	18,812,299.10	-2.5%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,502,168.63	6,799,656.79	19,301,825.42	13,303,424.95	5,508,874.15	18,812,299.10	-2.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,502,168.63	6,799,656.79	19,301,825.42	13,303,424.95	5,508,874.15	18,812,299.10	-2.5%
2) Ending Balance, June 30 (E + F1e)			13,303,424.95	5,508,874.15	18,812,299.10	13,532,971.99	7,601,363.97	21,134,335.96	12.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	345.00	0.00	345.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	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	5,508,874.15	5,508,874.15	0.00	7,601,363.97	7,601,363.97	38.0%
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	7,510,592.95	0.00	7,510,592.95	7,470,559.72	0.00	7,470,559.72	-0.5%
d) Assigned									
Other Assignments (by Resource/Object)		9780	1,819,164.11	0.00	1,819,164.11	1,902,749.46	0.00	1,902,749.46	4.6%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,500,000.00	0.00	2,500,000.00	2,500,000.00	0.00	2,500,000.00	0.0%
Unassigned/Unappropriated Amount		9790	1,473,322.89	0.00	1,473,322.89	1,659,662.81	0.00	1,659,662.81	12.6%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6019	Student Support and Professional Development Discretionary Block Grant	1,197,389.00	1,737,975.00
6300	Lottery: Instructional Materials	1,539,072.36	1,539,072.36
6500	Special Education	0.00	1,369,236.34
6546	Mental Health-Related Services	45,382.67	45,382.67
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	116,268.25	106,606.25
7399	LCFF Equity Multiplier	256,906.88	221,175.88
7415	Classified School Employee Summer Assistance Program	2,571.00	2,571.00
7435	Learning Recovery Emergency Block Grant	8,638.43	554,002.43
7810	Other Restricted State	83,137.52	0.00
9010	Other Restricted Local	2,259,508.04	2,025,342.04
Total, Restricted Balance		5,508,874.15	7,601,363.97

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,738,837.00	2,970,735.00	8.5%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	156,396.64	134,336.00	-14.1%
4) Other Local Revenue		8600-8799	26,000.00	45,000.00	73.1%
5) TOTAL, REVENUES			2,921,233.64	3,150,071.00	7.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,194,616.00	1,354,499.00	13.4%
2) Classified Salaries		2000-2999	318,607.00	327,212.00	2.7%
3) Employee Benefits		3000-3999	696,242.00	702,878.00	1.0%
4) Books and Supplies		4000-4999	146,173.95	72,747.00	-50.2%
5) Services and Other Operating Expenditures		5000-5999	247,538.54	93,300.00	-62.3%
6) Capital Outlay		6000-6999	25,000.00	25,000.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	54,288.00	54,288.00	0.0%
9) TOTAL, EXPENDITURES			2,682,465.49	2,629,924.00	-2.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			238,768.15	520,147.00	117.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	3,000.00	New
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	(3,000.00)	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			238,768.15	517,147.00	116.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,681,856.19	1,920,624.34	14.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,681,856.19	1,920,624.34	14.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,681,856.19	1,920,624.34	14.2%
2) Ending Balance, June 30 (E + F1e)			1,920,624.34	2,437,771.34	26.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	**0.00**	**0.00**	**0.0%**
b) Restricted		9740	271,901.93	279,014.93	2.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	1,513,162.56	2,006,016.56	32.6%
d) Assigned					
Other Assignments		9780	135,559.85	152,739.85	12.7%
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	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					
(G10 + H2) - (I6 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	2,423,458.00	2,655,356.00	9.6%
Education Protection Account State Aid - Current Year		8012	32,628.00	32,628.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	282,751.00	282,751.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			2,738,837.00	2,970,735.00	8.5%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	7,472.00	7,811.00	4.5%
Lottery - Unrestricted and Instructional Materials		8560	49,999.64	38,780.00	-22.4%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	25,507.00	25,507.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	73,418.00	62,238.00	-15.2%
TOTAL, OTHER STATE REVENUE			156,396.64	134,336.00	-14.1%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	26,000.00	45,000.00	73.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			26,000.00	45,000.00	73.1%
TOTAL, REVENUES			2,921,233.64	3,150,071.00	7.8%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	816,015.00	938,187.00	15.0%
Certificated Pupil Support Salaries		1200	86,842.00	131,055.00	50.9%
Certificated Supervisors' and Administrators' Salaries		1300	291,759.00	285,257.00	-2.2%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,194,616.00	1,354,499.00	13.4%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	58,327.00	61,291.00	5.1%
Classified Support Salaries		2200	15,024.00	15,683.00	4.4%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	146,868.00	146,868.00	0.0%
Other Classified Salaries		2900	98,388.00	103,370.00	5.1%
TOTAL, CLASSIFIED SALARIES			318,607.00	327,212.00	2.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	289,143.00	278,518.00	-3.7%
PERS		3201-3202	86,183.00	86,384.00	0.2%
OASDI/Medicare/Alternative		3301-3302	41,875.00	44,913.00	7.3%
Health and Welfare Benefits		3401-3402	260,353.00	264,478.00	1.6%
Unemployment Insurance		3501-3502	756.00	851.00	12.6%
Workers' Compensation		3601-3602	17,932.00	27,734.00	54.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			696,242.00	702,878.00	1.0%
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	126,173.95	37,747.00	-70.1%
Noncapitalized Equipment		4400	20,000.00	35,000.00	75.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			146,173.95	72,747.00	-50.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	14,000.00	10,500.00	-25.0%
Dues and Memberships		5300	1,600.00	1,600.00	0.0%
Insurance		5400-5499	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	14,000.00	20,000.00	42.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,300.00	19,000.00	1,361.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	12,000.00	21,000.00	75.0%
Professional/Consulting Services and Operating Expenditures		5800-5899	197,138.54	13,200.00	-93.3%
Communications		5900	7,500.00	8,000.00	6.7%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			247,538.54	93,300.00	-62.3%
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	25,000.00	25,000.00	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			25,000.00	25,000.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
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		7310	**0.00**	**0.00**	**0.0%**
Transfers of Indirect Costs - Interfund		7350	54,288.00	54,288.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			54,288.00	54,288.00	0.0%
TOTAL, EXPENDITURES			2,682,465.49	2,629,924.00	-2.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	3,000.00	New
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	3,000.00	New
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	**0.00**	**0.00**	**0.0%**
Contributions from Restricted Revenues		8990	**0.00**	**0.00**	**0.0%**
(e) TOTAL, CONTRIBUTIONS			**0.00**	**0.00**	**0.0%**
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	(3,000.00)	New

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	2,738,837.00	2,970,735.00	8.5%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	156,396.64	134,336.00	-14.1%
4) Other Local Revenue		8600-8799	26,000.00	45,000.00	73.1%
5) TOTAL, REVENUES			2,921,233.64	3,150,071.00	7.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		1,711,487.49	1,659,718.00	-3.0%
2) Instruction - Related Services	2000-2999		639,468.00	618,193.00	-3.3%
3) Pupil Services	3000-3999		131,330.00	179,918.00	37.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		54,288.00	54,288.00	0.0%
8) Plant Services	8000-8999		145,892.00	117,807.00	-19.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,682,465.49	2,629,924.00	-2.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			238,768.15	520,147.00	117.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	3,000.00	New
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	(3,000.00)	New
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			238,768.15	517,147.00	116.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,681,856.19	1,920,624.34	14.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,681,856.19	1,920,624.34	14.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,681,856.19	1,920,624.34	14.2%
2) Ending Balance, June 30 (E + F1e)			1,920,624.34	2,437,771.34	26.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	**0.00**	**0.00**	**0.0%**
b) Restricted		9740	271,901.93	279,014.93	2.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	1,513,162.56	2,006,016.56	32.6%
d) Assigned					
Other Assignments (by Resource/Object)		9780	135,559.85	152,739.85	12.7%
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
6300	Lottery: Instructional Materials	50,944.10	61,444.10
6546	Mental Health-Related Services	22,360.00	22,360.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	48,227.83	44,840.83
7435	Learning Recovery Emergency Block Grant	150,370.00	150,370.00
Total, Restricted Balance		271,901.93	279,014.93

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	216,694.00	216,694.00	0.0%
3) Other State Revenue		8300-8599	1,057,500.00	1,077,851.00	1.9%
4) Other Local Revenue		8600-8799	95,600.00	91,600.00	-4.2%
5) TOTAL, REVENUES			1,369,794.00	1,386,145.00	1.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	489,024.00	467,058.00	-4.5%
2) Classified Salaries		2000-2999	343,569.00	336,053.00	-2.2%
3) Employee Benefits		3000-3999	424,382.00	368,634.00	-13.1%
4) Books and Supplies		4000-4999	100,093.00	59,875.00	-40.2%
5) Services and Other Operating Expenditures		5000-5999	144,530.00	162,660.00	12.5%
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	35,695.00	35,695.00	0.0%
9) TOTAL, EXPENDITURES			1,537,293.00	1,429,975.00	-7.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(167,499.00)	(43,830.00)	-73.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,300.00	1,300.00	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			(1,300.00)	(1,300.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(168,799.00)	(45,130.00)	-73.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,816,074.85	1,647,275.85	-9.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,816,074.85	1,647,275.85	-9.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,816,074.85	1,647,275.85	-9.3%
2) Ending Balance, June 30 (E + F1e)			1,647,275.85	1,602,145.85	-2.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	50.00	50.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	**0.00**	**0.00**	**0.0%**
b) Restricted		9740	1,112,524.11	1,027,394.11	-7.7%
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	534,701.74	574,701.74	7.5%
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		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Pass-Through Revenues from					
Federal Sources		8287	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	1,804.00	1,804.00	0.0%
All Other Federal Revenue	All Other	8290	214,890.00	214,890.00	0.0%
TOTAL, FEDERAL REVENUE			216,694.00	216,694.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	78,000.00	78,000.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Adult Education Program	6391	8590	892,584.00	912,935.00	2.3%
All Other State Revenue	All Other	8590	86,916.00	86,916.00	0.0%
TOTAL, OTHER STATE REVENUE			1,057,500.00	1,077,851.00	1.9%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	40,000.00	40,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	54,000.00	50,000.00	-7.4%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,600.00	1,600.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			95,600.00	91,600.00	-4.2%
TOTAL, REVENUES			1,369,794.00	1,386,145.00	1.2%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	378,524.00	358,316.00	-5.3%
Certificated Pupil Support Salaries		1200	47,003.00	45,245.00	-3.7%
Certificated Supervisors' and Administrators' Salaries		1300	63,497.00	63,497.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			489,024.00	467,058.00	-4.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	47,786.00	52,008.00	8.8%
Classified Support Salaries		2200	34,219.00	34,219.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	200,141.00	208,646.00	4.2%
Other Classified Salaries		2900	61,423.00	41,180.00	-33.0%
TOTAL, CLASSIFIED SALARIES			343,569.00	336,053.00	-2.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	125,320.00	96,888.00	-22.7%
PERS		3201-3202	95,589.00	88,718.00	-7.2%
OASDI/Medicare/Alternative		3301-3302	34,125.00	32,527.00	-4.7%
Health and Welfare Benefits		3401-3402	158,978.00	136,850.00	-13.9%
Unemployment Insurance		3501-3502	422.00	407.00	-3.6%
Workers' Compensation		3601-3602	9,948.00	13,244.00	33.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			424,382.00	368,634.00	-13.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	84,843.00	53,817.00	-36.6%
Noncapitalized Equipment		4400	15,250.00	6,058.00	-60.3%
TOTAL, BOOKS AND SUPPLIES			100,093.00	59,875.00	-40.2%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	11,000.00	9,500.00	-13.6%
Dues and Memberships		5300	1,250.00	1,300.00	4.0%
Insurance		5400-5450	400.00	400.00	0.0%
Operations and Housekeeping Services		5500	64,000.00	59,000.00	-7.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	15,300.00	33,300.00	117.6%
Transfers of Direct Costs		5710	**0.00**	**0.00**	**0.0%**
Transfers of Direct Costs - Interfund		5750	200.00	200.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	51,380.00	58,460.00	13.8%
Communications		5900	1,000.00	500.00	-50.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			144,530.00	162,660.00	12.5%
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)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	35,695.00	35,695.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			35,695.00	35,695.00	0.0%
TOTAL, EXPENDITURES			1,537,293.00	1,429,975.00	-7.0%
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	1,300.00	1,300.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,300.00	1,300.00	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)			(1,300.00)	(1,300.00)	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	216,694.00	216,694.00	0.0%
3) Other State Revenue		8300-8599	1,057,500.00	1,077,851.00	1.9%
4) Other Local Revenue		8600-8799	95,600.00	91,600.00	-4.2%
5) TOTAL, REVENUES			1,369,794.00	1,386,145.00	1.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		862,060.00	742,795.00	-13.8%
2) Instruction - Related Services	2000-2999		453,084.00	455,201.00	0.5%
3) Pupil Services	3000-3999		59,000.00	55,697.00	-5.6%
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		35,695.00	35,695.00	0.0%
8) Plant Services	8000-8999		127,454.00	140,587.00	10.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,537,293.00	1,429,975.00	-7.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(167,499.00)	(43,830.00)	-73.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,300.00	1,300.00	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			(1,300.00)	(1,300.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(168,799.00)	(45,130.00)	-73.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,816,074.85	1,647,275.85	-9.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,816,074.85	1,647,275.85	-9.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,816,074.85	1,647,275.85	-9.3%
2) Ending Balance, June 30 (E + F1e)			1,647,275.85	1,602,145.85	-2.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	50.00	50.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	**0.00**	**0.00**	**0.0%**
b) Restricted		9740	1,112,524.11	1,027,394.11	-7.7%
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	534,701.74	574,701.74	7.5%
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
6015	Adults in Correctional Facilities	278,179.21	278,179.21
6371	CalWORKs for ROCP or Adult Education	280,618.88	280,618.88
6391	Adult Education Program	553,726.02	468,596.02
Total, Restricted Balance		1,112,524.11	1,027,394.11

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	1,794,000.00	2,022,000.00	12.7%
3) Other State Revenue		8300-8599	1,182,000.00	1,058,000.00	-10.5%
4) Other Local Revenue		8600-8799	194,000.00	125,260.00	-35.4%
5) TOTAL, REVENUES			3,170,000.00	3,205,260.00	1.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,039,723.00	1,087,163.00	4.6%
3) Employee Benefits		3000-3999	567,510.00	623,892.00	9.9%
4) Books and Supplies		4000-4999	1,240,000.00	1,682,200.00	35.7%
5) Services and Other Operating Expenditures		5000-5999	279,300.00	168,850.00	-39.5%
6) Capital Outlay		6000-6999	583,340.01	686,342.00	17.7%
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	60,000.00	60,000.00	0.0%
9) TOTAL, EXPENDITURES			3,769,873.01	4,308,447.00	14.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(599,873.01)	(1,103,187.00)	83.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,000.00	2,000.00	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			(2,000.00)	(2,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(601,873.01)	(1,105,187.00)	83.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,462,087.63	2,860,214.62	-17.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,462,087.63	2,860,214.62	-17.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,462,087.63	2,860,214.62	-17.4%
2) Ending Balance, June 30 (E + F1e)			2,860,214.62	1,755,027.62	-38.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	**0.00**	**0.00**	**0.0%**
b) Restricted		9740	2,860,214.62	1,755,027.62	-38.6%
c) Committed					
Stabilization Arrangements		9750	**0.00**	**0.00**	**0.0%**
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	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	1,674,000.00	1,772,000.00	5.9%
Donated Food Commodities		8221	120,000.00	250,000.00	108.3%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,794,000.00	2,022,000.00	12.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	1,182,000.00	1,058,000.00	-10.5%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,182,000.00	1,058,000.00	-10.5%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	111,000.00	42,260.00	-61.9%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	80,000.00	80,000.00	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	3,000.00	3,000.00	0.0%
TOTAL, OTHER LOCAL REVENUE			194,000.00	125,260.00	-35.4%
TOTAL, REVENUES			3,170,000.00	3,205,260.00	1.1%
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	864,079.00	908,699.00	5.2%
Classified Supervisors' and Administrators' Salaries		2300	116,136.00	116,136.00	0.0%
Clerical, Technical and Office Salaries		2400	59,508.00	62,328.00	4.7%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			1,039,723.00	1,087,163.00	4.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	281,246.00	287,012.00	2.1%
OASDI/Medicare/Alternative		3301-3302	79,539.00	83,168.00	4.6%
Health and Welfare Benefits		3401-3402	193,926.00	235,944.00	21.7%
Unemployment Insurance		3501-3502	521.00	543.00	4.2%
Workers' Compensation		3601-3602	12,278.00	17,225.00	40.3%
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			567,510.00	623,892.00	9.9%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	110,000.00	210,000.00	90.9%
Noncapitalized Equipment		4400	23,000.00	77,000.00	234.8%
Food		4700	1,107,000.00	1,395,200.00	26.0%
TOTAL, BOOKS AND SUPPLIES			1,240,000.00	1,682,200.00	35.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,250.00	2,500.00	100.0%
Dues and Memberships		5300	600.00	1,000.00	66.7%
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	7,000.00	16,000.00	128.6%
Transfers of Direct Costs		5710	**0.00**	**0.00**	**0.0%**
Transfers of Direct Costs - Interfund		5750	100.00	100.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	270,100.00	149,000.00	-44.8%
Communications		5900	250.00	250.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			279,300.00	168,850.00	-39.5%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	583,340.01	686,342.00	17.7%
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			583,340.01	686,342.00	17.7%
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	60,000.00	60,000.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			60,000.00	60,000.00	0.0%
TOTAL, EXPENDITURES			3,769,873.01	4,308,447.00	14.3%
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	2,000.00	2,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,000.00	2,000.00	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)			(2,000.00)	(2,000.00)	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	1,794,000.00	2,022,000.00	12.7%
3) Other State Revenue		8300-8599	1,182,000.00	1,058,000.00	-10.5%
4) Other Local Revenue		8600-8799	194,000.00	125,260.00	-35.4%
5) TOTAL, REVENUES			3,170,000.00	3,205,260.00	1.1%
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		3,709,623.01	4,248,197.00	14.5%
4) Ancillary Services	4000-4999		**0.00**	**0.00**	**0.0%**
5) Community Services	5000-5999		**0.00**	**0.00**	**0.0%**
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		60,000.00	60,000.00	0.0%
8) Plant Services	8000-8999		250.00	250.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,769,873.01	4,308,447.00	14.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(599,873.01)	(1,103,187.00)	83.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,000.00	2,000.00	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			(2,000.00)	(2,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(601,873.01)	(1,105,187.00)	83.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,462,087.63	2,860,214.62	-17.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,462,087.63	2,860,214.62	-17.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,462,087.63	2,860,214.62	-17.4%
2) Ending Balance, June 30 (E + F1e)			2,860,214.62	1,755,027.62	-38.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	**0.00**	**0.00**	**0.0%**
b) Restricted		9740	2,860,214.62	1,755,027.62	-38.6%
c) Committed					
Stabilization Arrangements		9750	**0.00**	**0.00**	**0.0%**
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	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
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2,849,953.02	1,744,766.02
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	10,261.60	10,261.60
Total, Restricted Balance		2,860,214.62	1,755,027.62

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	40,000.00	40,000.00	0.0%
5) TOTAL, REVENUES			40,000.00	40,000.00	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)			40,000.00	40,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	66,300.00	66,300.00	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			66,300.00	66,300.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			106,300.00	106,300.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,167,560.65	1,273,860.65	9.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,167,560.65	1,273,860.65	9.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,167,560.65	1,273,860.65	9.1%
2) Ending Balance, June 30 (E + F1e)			1,273,860.65	1,380,160.65	8.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	**0.00**	**0.00**	**0.0%**
Stores		9712	**0.00**	**0.00**	**0.0%**
Prepaid Items		9713	**0.00**	**0.00**	**0.0%**
All Others		9719	**0.00**	**0.00**	**0.0%**
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	**0.00**	**0.00**	**0.0%**
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,273,860.65	1,380,160.65	8.3%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	**0.00**	**0.00**	**0.0%**
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	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					
Interest		8660	40,000.00	40,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			40,000.00	40,000.00	0.0%
TOTAL, REVENUES			40,000.00	40,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	66,300.00	66,300.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			66,300.00	66,300.00	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)			66,300.00	66,300.00	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	40,000.00	40,000.00	0.0%
5) TOTAL, REVENUES			40,000.00	40,000.00	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)			40,000.00	40,000.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	66,300.00	66,300.00	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			66,300.00	66,300.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			106,300.00	106,300.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,167,560.65	1,273,860.65	9.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,167,560.65	1,273,860.65	9.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,167,560.65	1,273,860.65	9.1%
2) Ending Balance, June 30 (E + F1e)			1,273,860.65	1,380,160.65	8.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,273,860.65	1,380,160.65	8.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	**0.00**	**0.00**	**0.0%**
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	100,000.00	75,000.00	-25.0%
5) TOTAL, REVENUES			100,000.00	75,000.00	-25.0%
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	1,800.00	0.00	-100.0%
6) Capital Outlay		6000-6999	784,000.00	2,487,826.17	217.3%
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			785,800.00	2,487,826.17	216.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(685,800.00)	(2,412,826.17)	251.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	**0.00**	**0.00**	**0.0%**
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(685,800.00)	(2,412,826.17)	251.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,098,626.17	2,412,826.17	-22.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,098,626.17	2,412,826.17	-22.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,098,626.17	2,412,826.17	-22.1%
2) Ending Balance, June 30 (E + F1e)			2,412,826.17	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	**0.00**	**0.00**	**0.0%**
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	**0.00**	**0.00**	**0.0%**
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,412,826.17	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		
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	100,000.00	75,000.00	-25.0%
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			100,000.00	75,000.00	-25.0%
TOTAL, REVENUES			100,000.00	75,000.00	-25.0%
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	1,800.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,800.00	0.00	-100.0%
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	784,000.00	2,487,826.17	217.3%
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			784,000.00	2,487,826.17	217.3%
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			785,800.00	2,487,826.17	216.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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	100,000.00	75,000.00	-25.0%
5) TOTAL, REVENUES			100,000.00	75,000.00	-25.0%
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		785,800.00	2,487,826.17	216.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			785,800.00	2,487,826.17	216.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(685,800.00)	(2,412,826.17)	251.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(685,800.00)	(2,412,826.17)	251.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,098,626.17	2,412,826.17	-22.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,098,626.17	2,412,826.17	-22.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,098,626.17	2,412,826.17	-22.1%
2) Ending Balance, June 30 (E + F1e)			2,412,826.17	0.00	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,412,826.17	0.00	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	800,000.00	610,000.00	-23.8%
5) TOTAL, REVENUES			800,000.00	610,000.00	-23.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	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)			800,000.00	610,000.00	-23.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	6,000,000.00	0.00	-100.0%
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			(6,000,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,200,000.00)	610,000.00	-111.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,758,788.58	1,558,788.58	-76.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,758,788.58	1,558,788.58	-76.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,758,788.58	1,558,788.58	-76.9%
2) Ending Balance, June 30 (E + F1e)			1,558,788.58	2,168,788.58	39.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,558,788.58	2,168,788.58	39.1%
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	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	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	200,000.00	10,000.00	-95.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	600,000.00	600,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			800,000.00	610,000.00	-23.8%
TOTAL, REVENUES			800,000.00	610,000.00	-23.8%
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	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					
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	6,000,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			6,000,000.00	0.00	-100.0%

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)			(6,000,000.00)	0.00	-100.0%

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	800,000.00	610,000.00	-23.8%
5) TOTAL, REVENUES			800,000.00	610,000.00	-23.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	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)			800,000.00	610,000.00	-23.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	6,000,000.00	0.00	-100.0%
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			(6,000,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,200,000.00)	610,000.00	-111.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,758,788.58	1,558,788.58	-76.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,758,788.58	1,558,788.58	-76.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,758,788.58	1,558,788.58	-76.9%
2) Ending Balance, June 30 (E + F1e)			1,558,788.58	2,168,788.58	39.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,558,788.58	2,168,788.58	39.1%
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	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
9010	Other Restricted Local	1,558,788.58	2,168,788.58
Total, Restricted Balance		1,558,788.58	2,168,788.58

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	18,433,914.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	190,000.00	105,000.00	-44.7%
5) TOTAL, REVENUES			18,623,914.00	105,000.00	-99.4%
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	109,999.34	0.00	-100.0%
6) Capital Outlay		6000-6999	17,916,734.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	**0.0%**
8) Other Outgo - Transfers of Indirect Costs		7300-7399	**0.00**	**0.00**	**0.0%**
9) TOTAL, EXPENDITURES			18,026,733.34	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			597,180.66	105,000.00	-82.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	18,000,000.00	7,000,000.00	-61.1%
b) Transfers Out		7600-7629	15,098,000.00	0.00	-100.0%
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			2,902,000.00	**7,000,000.00**	**141.2%**
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,499,180.66	7,105,000.00	103.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,910,013.12	10,409,193.78	50.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,910,013.12	10,409,193.78	50.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,910,013.12	10,409,193.78	50.6%
2) Ending Balance, June 30 (E + F1e)			10,409,193.78	17,514,193.78	68.3%
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	10,409,193.78	17,514,193.78	68.3%
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	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	**0.00**	**0.00**	**0.0%**
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	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					
School Facilities Apportionments		8545	18,433,914.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			18,433,914.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	190,000.00	105,000.00	-44.7%
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			190,000.00	105,000.00	-44.7%
TOTAL, REVENUES			18,623,914.00	105,000.00	-99.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	45,550.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	64,449.34	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			109,999.34	0.00	-100.0%
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	17,916,734.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			17,916,734.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			18,026,733.34	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	18,000,000.00	7,000,000.00	-61.1%
(a) TOTAL, INTERFUND TRANSFERS IN			18,000,000.00	7,000,000.00	-61.1%
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	15,098,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			15,098,000.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	**0.00**	**0.00**	**0.0%**
Contributions from Restricted Revenues		8990	**0.00**	**0.00**	**0.0%**
(e) TOTAL, CONTRIBUTIONS			**0.00**	**0.00**	**0.0%**
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			2,902,000.00	7,000,000.00	141.2%

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	18,433,914.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	190,000.00	105,000.00	-44.7%
5) TOTAL, REVENUES			18,623,914.00	105,000.00	-99.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		18,026,733.34	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			18,026,733.34	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			597,180.66	105,000.00	-82.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	18,000,000.00	7,000,000.00	-61.1%
b) Transfers Out		7600-7629	15,098,000.00	0.00	-100.0%
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			2,902,000.00	7,000,000.00	141.2%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,499,180.66	7,105,000.00	103.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,910,013.12	10,409,193.78	50.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,910,013.12	10,409,193.78	50.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,910,013.12	10,409,193.78	50.6%
2) Ending Balance, June 30 (E + F1e)			10,409,193.78	17,514,193.78	68.3%
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	10,409,193.78	17,514,193.78	68.3%
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	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
7710	State School Facilities Projects	10,409,193.78	17,514,193.78
Total, Restricted Balance		10,409,193.78	17,514,193.78

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	457,400.00	310,400.00	-32.1%
5) TOTAL, REVENUES			457,400.00	310,400.00	-32.1%
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	47,565.76	20,000.00	-58.0%
5) Services and Other Operating Expenditures		5000-5999	(40,596.11)	3,000.00	-107.4%
6) Capital Outlay		6000-6999	(50,565.00)	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	189,609.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	**0.00**	**0.00**	**0.0%**
9) TOTAL, EXPENDITURES			146,013.65	23,000.00	-84.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			311,386.35	287,400.00	-7.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	16,823,000.00	1,725,000.00	-89.7%
b) Transfers Out		7600-7629	12,000,000.00	7,000,000.00	-41.7%
2) Other Sources/Uses					
a) Sources		8930-8979	302.49	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	**(2,632.44)**	**0.00**	**-100.0%**
4) TOTAL, OTHER FINANCING SOURCES/USES			4,820,670.05	(5,275,000.00)	-209.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,132,056.40	(4,987,600.00)	-197.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	17,590,187.18	22,722,243.58	29.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,590,187.18	22,722,243.58	29.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,590,187.18	22,722,243.58	29.2%
2) Ending Balance, June 30 (E + F1e)			22,722,243.58	17,734,643.58	-22.0%
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	22,722,243.58	17,734,643.58	-22.0%
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					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	35,400.00	35,400.00	0.0%
Interest		8660	427,000.00	275,000.00	-35.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	(5,000.00)	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			457,400.00	310,400.00	-32.1%
TOTAL, REVENUES			457,400.00	310,400.00	-32.1%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	37,565.76	10,000.00	-73.4%
Noncapitalized Equipment		4400	10,000.00	10,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			47,565.76	20,000.00	-58.0%
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	3,000.00	3,000.00	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	(43,596.11)	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			(40,596.11)	3,000.00	-107.4%
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	(50,565.00)	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			(50,565.00)	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	4,609.00	0.00	-100.0%
Other Debt Service - Principal		7439	185,000.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			189,609.00	0.00	-100.0%
TOTAL, EXPENDITURES			146,013.65	23,000.00	-84.2%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	16,823,000.00	1,725,000.00	-89.7%
(a) TOTAL, INTERFUND TRANSFERS IN			16,823,000.00	1,725,000.00	-89.7%
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	12,000,000.00	7,000,000.00	-41.7%
(b) TOTAL, INTERFUND TRANSFERS OUT			12,000,000.00	7,000,000.00	-41.7%
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	302.49	0.00	-100.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
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			302.49	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	**(2,632.44)**	**0.00**	**-100.0%**
Contributions from Restricted Revenues		8990	**0.00**	**0.00**	**0.0%**
(e) TOTAL, CONTRIBUTIONS			**(2,632.44)**	**0.00**	**-100.0%**
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			4,820,670.05	(5,275,000.00)	-209.4%

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	457,400.00	310,400.00	-32.1%
5) TOTAL, REVENUES			457,400.00	310,400.00	-32.1%
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		(43,595.35)	23,000.00	-152.8%
9) Other Outgo	9000-9999	Except 7600-7699	189,609.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			146,013.65	23,000.00	-84.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			311,386.35	287,400.00	-7.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	16,823,000.00	1,725,000.00	-89.7%
b) Transfers Out		7600-7629	12,000,000.00	7,000,000.00	-41.7%
2) Other Sources/Uses					
a) Sources		8930-8979	302.49	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,632.44)	0.00	-100.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			4,820,670.05	(5,275,000.00)	-209.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,132,056.40	(4,987,600.00)	-197.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	17,590,187.18	22,722,243.58	29.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,590,187.18	22,722,243.58	29.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			17,590,187.18	22,722,243.58	29.2%
2) Ending Balance, June 30 (E + F1e)			22,722,243.58	17,734,643.58	-22.0%
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	22,722,243.58	17,734,643.58	-22.0%
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	10,350,200.00	9,450,200.00	-8.7%
5) TOTAL, REVENUES			10,350,200.00	9,450,200.00	-8.7%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	10,350,000.00	9,450,000.00	-8.7%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	**0.00**	**0.00**	**0.0%**
8) Other Outgo - Transfers of Indirect Costs		7300-7399	**0.00**	**0.00**	**0.0%**
9) TOTAL, EXPENSES			10,350,000.00	9,450,000.00	-8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			200.00	200.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	6,500,000.00	6,500,000.00	0.0%
b) Transfers Out		7600-7629	6,500,000.00	6,500,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	**0.00**	**0.00**	**0.0%**
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			200.00	200.00	0.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	36,028.10	36,228.10	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			36,028.10	36,228.10	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			36,028.10	36,228.10	0.6%
2) Ending Net Position, June 30 (E + F1e)			36,228.10	36,428.10	0.6%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	36,228.10	36,428.10	0.6%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	**0.00**		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	**0.00**		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	**0.00**		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	200.00	200.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	9,600,000.00	8,700,000.00	-9.4%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	750,000.00	750,000.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,350,200.00	9,450,200.00	-8.7%
TOTAL, REVENUES			10,350,200.00	9,450,200.00	-8.7%
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5499	10,300,000.00	9,400,000.00	-8.7%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800-5899	50,000.00	50,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			10,350,000.00	9,450,000.00	-8.7%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			10,350,000.00	9,450,000.00	-8.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	6,500,000.00	6,500,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			6,500,000.00	6,500,000.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	6,500,000.00	6,500,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			6,500,000.00	6,500,000.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	**0.00**	**0.00**	**0.0%**
Contributions from Restricted Revenues		8990	**0.00**	**0.00**	**0.0%**
(e) TOTAL, CONTRIBUTIONS			**0.00**	**0.00**	**0.0%**
TOTAL, OTHER FINANCING SOURCES/USES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(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	10,350,200.00	9,450,200.00	-8.7%
5) TOTAL, REVENUES			10,350,200.00	9,450,200.00	-8.7%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		10,350,000.00	9,450,000.00	-8.7%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			10,350,000.00	9,450,000.00	-8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			200.00	200.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	6,500,000.00	6,500,000.00	0.0%
b) Transfers Out		7600-7629	6,500,000.00	6,500,000.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			200.00	200.00	0.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	36,028.10	36,228.10	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			36,028.10	36,228.10	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			36,028.10	36,228.10	0.6%
2) Ending Net Position, June 30 (E + F1e)			36,228.10	36,428.10	0.6%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	36,228.10	36,428.10	0.6%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Net Position		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	**0.00**	**0.00**	**0.0%**
2) Federal Revenue		8100-8299	**0.00**	**0.00**	**0.0%**
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	105,211.03	72,990.00	-30.6%
5) TOTAL, REVENUES			105,211.03	72,990.00	-30.6%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	300.00	300.00	0.0%
5) Services and Other Operating Expenses		5000-5999	93,883.16	80,575.00	-14.2%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	**0.00**	**0.00**	**0.0%**
9) TOTAL, EXPENSES			94,183.16	80,875.00	-14.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			11,027.87	(7,885.00)	-171.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	**0.00**	**0.00**	**0.0%**
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	**0.00**	**0.00**	**0.0%**
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			11,027.87	(7,885.00)	-171.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,578,555.21	1,589,583.08	0.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,578,555.21	1,589,583.08	0.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,578,555.21	1,589,583.08	0.7%
2) Ending Net Position, June 30 (E + F1e)			1,589,583.08	1,581,698.08	-0.5%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,589,583.08	1,581,698.08	-0.5%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	**0.00**		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	**0.00**		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	**0.00**		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			0.00		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	39,610.00	39,240.00	-0.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	65,601.03	33,750.00	-48.6%
TOTAL, OTHER LOCAL REVENUE			105,211.03	72,990.00	-30.6%
TOTAL, REVENUES			105,211.03	72,990.00	-30.6%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
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	300.00	300.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			300.00	300.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	6,407.29	4,000.00	-37.6%
Professional/Consulting Services and Operating Expenditures		5800	87,475.87	76,575.00	-12.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			93,883.16	80,575.00	-14.2%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENSES			94,183.16	80,875.00	-14.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

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 + 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	105,211.03	72,990.00	-30.6%
5) TOTAL, REVENUES			105,211.03	72,990.00	-30.6%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		7,007.29	4,600.00	-34.4%
3) Pupil Services	3000-3999		87,175.87	76,275.00	-12.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			94,183.16	80,875.00	-14.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			11,027.87	(7,885.00)	-171.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			11,027.87	(7,885.00)	-171.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,578,555.21	1,589,583.08	0.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,578,555.21	1,589,583.08	0.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,578,555.21	1,589,583.08	0.7%
2) Ending Net Position, June 30 (E + F1e)			1,589,583.08	1,581,698.08	-0.5%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	1,589,583.08	1,581,698.08	-0.5%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Net Position		0.00	0.00

SACS Web System - SACS V15
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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**

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**

District: Hanford Joint Union High School District
CDS #: 16-63925

Adopted Budget
2026-2027 Budget Attachment
Fund Balances Above Minimum Reserve Percentage

Reasons for Assigned and Unassigned Ending Fund Balances Above State Minimum Reserve Percentage

Education Code Section 42127(a)(2)(B) requires a statement of reasons that substantiates the need for assigned and unassigned ending fund balances above the state minimum reserve percentage for economic uncertainties for adopted budget

Combined Assigned and Unassigned/Unappropriated Fund Balances			
Form	Fund	**2026-27 Budget**	Objects 9780/9789/9790
01	General Fund/County School Service Fund	$6,062,412.00	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	Form 17
	Total Assigned and Unassigned Ending Fund Balances	$6,062,412.00	
	District State Minimum Reserve Percentage	3%	Form 01CS Line 10B-4
	Less District Minimum Reserve for Economic Uncertainties	$2,411,149.92	Form 01CS Line 10B-7
	Balance Above State Minimum Reserve Percentage	$3,651,262.08	

Substantiation for Fund Balances Above State Minimum Reserve Percentage for Economic Uncertainties			
Form	**Fund**	**2026-27 Budget**	**Description of Fund Balances Above State Minimum %**
01	General Fund	$182,000.00	Assigned for Site Improvements
01	General Fund	$1,720,749.46	Assigned for Instructional Materials/Lottery
01	General Fund	$1,748,512.62	Additional Cashflow Reserve (average month payroll =
	Total of Substantiated Needs	$3,651,262.08	

Remaining Fund Balance to Substantiate	**$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 hearing for Adopted Budget.

Financial Report
#5

AGENDA: New Business / Information

TOPIC: 2026/2027 Budget Revisions (initial budget)
Resolution #26-10

DESCRIPTION: Attached is the 2026/2027 budget revisions report. We are required by the Kings County Office of Education to submit our initial budget in this format. Once approved, the Kings County Office of Education will roll the Working Budget to the Approved Budget.

FISCAL IMPACT: Not applicable

RECOMMENDATION: This item will be brought back to the next regularly scheduled meeting forBoard consideration.

BEFORE THE GOVERNING BOARD OF THE
HANFORD JT. UNION HIGH SCHOOL DISTRICT
COUNTY OF KINGS, STATE OF CALIFORNIA

The Matter of
Adopting Budget
Revisions

RESOLUTION #: 26-10

NOW, THEREFORE, the Board of Trustees of the District resolves that the transfers for the attached budget revision be made as indicated.

The Board of Trustees adopted this resolution on 06/23/2026 by the following vote:

AYES:
NOES:
ABSTENTIONS:
ABSENT:

_____
Clerk of the Governing Board

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-0000-0-0000-00000-866000-000-0000	$0.00	$500,000.00	$500,000.00
0100-0000-0-0000-00000-869900-044-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-0000-00000-869900-047-0000	$0.00	$27,929.00	$27,929.00
0100-0000-0-0000-00000-869900-019-0000	$0.00	$40,000.00	$40,000.00
0100-0000-0-1158-00000-869900-096-0000	$0.00	$50,000.00	$50,000.00
0100-0000-0-0000-00000-869900-000-0000	$0.00	$140,000.00	$140,000.00
0100-0000-0-0000-00000-898000-000-0000	$0.00	($13,802,346.40)	($13,802,346.40)
0100-0000-0-0000-00000-898010-000-0000	$0.00	($1,055,121.00)	($1,055,121.00)
0100-0000-0-0000-00000-898030-000-0000	$0.00	($5,156,907.00)	($5,156,907.00)
0100-0000-0-0000-00000-898050-000-0000	$0.00	($4,122,348.00)	($4,122,348.00)
0100-0000-0-0000-00000-898070-000-0000	$0.00	($1,158,665.94)	($1,158,665.94)
0100-0000-0-0000-00000-802100-000-0000	$0.00	$54,805.00	$54,805.00
0100-0000-0-0000-00000-802900-000-0000	$0.00	$23,000.00	$23,000.00
0100-0000-0-0000-00000-804100-000-0000	$0.00	$8,959,602.00	$8,959,602.00
0100-0000-0-0000-00000-804200-000-0000	$0.00	$935,656.00	$935,656.00
0100-0000-0-0000-00000-804300-000-0000	$0.00	$140,803.00	$140,803.00
0100-0000-0-0000-00000-804400-000-0000	$0.00	$126,473.00	$126,473.00
0100-0000-0-0000-00000-804500-000-0000	$0.00	($2,772,256.00)	($2,772,256.00)
0100-0000-0-0000-00000-804700-000-0000	$0.00	$302,678.00	$302,678.00
0100-0000-0-0000-00000-809600-000-0000	$0.00	($235,761.00)	($235,761.00)
0100-0000-0-0000-00000-801100-000-0000	$0.00	$47,659,953.00	$47,659,953.00
0100-0000-0-0000-00000-855000-000-0000	$0.00	$293,000.00	$293,000.00
0100-0000-0-0000-00000-859000-000-0000	$0.00	$10,000.00	$10,000.00
0100-0000-0-0000-00000-865000-000-0000	$0.00	$50,000.00	$50,000.00
***Income Total	$0.00	$31,015,493.66	$31,015,493.66
Expenses			
0100-0000-0-1110-10000-350100-041-0000	$0.00	$1.00	$1.00
0100-0000-0-1141-10000-350100-052-0000	$0.00	$1.00	$1.00
0100-0000-0-1141-10000-350100-094-0000	$0.00	$1.00	$1.00
0100-0000-0-1141-10000-350100-095-0000	$0.00	$1.00	$1.00
0100-0000-0-1141-10000-350100-096-0000	$0.00	$1.00	$1.00
0100-0000-0-1110-10000-350100-000-1817	$0.00	$1.44	$1.44
0100-0000-0-1166-10000-350100-094-1166	$0.00	$2.00	$2.00
0100-0000-0-1166-10000-350100-095-1166	$0.00	$2.00	$2.00
0100-0000-0-1166-10000-350100-096-1166	$0.00	$2.00	$2.00
0100-0000-0-1135-10000-350100-037-0000	$0.00	$3.00	$3.00
0100-0000-0-1135-10000-350100-065-0000	$0.00	$3.00	$3.00
0100-0000-0-1135-10000-350100-073-0000	$0.00	$3.00	$3.00
0100-0000-0-1110-31100-350100-199-0000	$0.00	$4.00	$4.00
0100-0000-0-1166-10000-350100-094-0000	$0.00	$5.00	$5.00
0100-0000-0-1166-10000-350100-095-0000	$0.00	$5.00	$5.00
0100-0000-0-1166-10000-350100-096-0000	$0.00	$5.00	$5.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1150-10000-350100-018-0000	$0.00	$10.00	$10.00
0100-0000-0-1143-10000-350100-095-0000	$0.00	$357.00	$357.00
0100-0000-0-0000-21300-350100-085-0000	$0.00	$26.00	$26.00
0100-0000-0-0000-27000-350100-079-0000	$0.00	$28.00	$28.00
0100-0000-0-3804-10000-350100-096-0000	$0.00	$30.00	$30.00
0100-0000-0-3805-10000-350100-096-0000	$0.00	$35.00	$35.00
0100-0000-0-3806-10000-350100-096-0000	$0.00	$56.00	$56.00
0100-0000-0-3808-10000-350100-094-0000	$0.00	$63.00	$63.00
0100-0000-0-3808-10000-350100-095-0000	$0.00	$66.00	$66.00
0100-0000-0-1135-27000-350100-094-0000	$0.00	$72.00	$72.00
0100-0000-0-1135-27000-350100-096-0000	$0.00	$76.00	$76.00
0100-0000-0-1158-10000-350100-096-0000	$0.00	$77.00	$77.00
0100-0000-0-3804-10000-350100-095-0000	$0.00	$79.00	$79.00
0100-0000-0-1135-40000-350100-065-0000	$0.00	$83.00	$83.00
0100-0000-0-1135-27000-350100-095-0000	$0.00	$85.00	$85.00
0100-0000-0-1110-10000-350100-199-0000	$0.00	$88.00	$88.00
0100-0000-0-1135-40000-350100-037-0000	$0.00	$89.00	$89.00
0100-0000-0-1135-40000-350100-073-0000	$0.00	$89.00	$89.00
0100-0000-0-0000-74000-350100-024-0000	$0.00	$98.00	$98.00
0100-0000-0-1110-31100-350100-095-0000	$0.00	$101.00	$101.00
0100-0000-0-3804-10000-350100-094-0000	$0.00	$107.00	$107.00
0100-0000-0-1110-31100-350100-096-0000	$0.00	$112.00	$112.00
0100-0000-0-3801-10000-350100-096-0000	$0.00	$115.00	$115.00
0100-0000-0-0000-71500-350100-041-0000	$0.00	$144.00	$144.00
0100-0000-0-3801-10000-350100-095-0000	$0.00	$176.00	$176.00
0100-0000-0-1167-10000-350100-095-0000	$0.00	$179.00	$179.00
0100-0000-0-1110-31100-350100-094-0000	$0.00	$125.00	$125.00
0100-0000-0-1167-10000-350100-094-0000	$0.00	$194.00	$194.00
0100-0000-0-3801-10000-350100-094-0000	$0.00	$208.00	$208.00
0100-0000-0-1152-10000-350100-096-0000	$0.00	$223.00	$223.00
0100-0000-0-1152-10000-350100-095-0000	$0.00	$258.00	$258.00
0100-0000-0-1167-10000-350100-096-0000	$0.00	$259.00	$259.00
0100-0000-0-1110-27000-350100-095-0000	$0.00	$267.00	$267.00
0100-0000-0-1110-27000-350100-094-0000	$0.00	$272.00	$272.00
0100-0000-0-1110-27000-350100-096-0000	$0.00	$274.00	$274.00
0100-0000-0-1152-10000-350100-094-0000	$0.00	$295.00	$295.00
0100-0000-0-1143-10000-350100-096-0000	$0.00	$339.00	$339.00
0100-0000-0-1143-10000-350100-094-0000	$0.00	$375.00	$375.00
0100-0000-0-1110-10000-350100-095-0000	$0.00	$806.00	$806.00
0100-0000-0-1110-10000-350100-094-0000	$0.00	$1,112.00	$1,112.00
0100-0000-0-1110-10000-350100-096-0000	$0.00	$1,118.00	$1,118.00
0100-0000-0-1110-40000-350200-086-0000	$0.00	$3.00	$3.00
0100-0000-0-1156-27000-350200-094-0000	$0.00	$3.00	$3.00
0100-0000-0-1156-27000-350200-095-0000	$0.00	$3.00	$3.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1156-27000-350200-096-0000	$0.00	$3.00	$3.00
0100-0000-0-1135-10000-350200-137-0000	$0.00	$4.00	$4.00
0100-0000-0-1135-10000-350200-165-0000	$0.00	$4.00	$4.00
0100-0000-0-1135-10000-350200-173-0000	$0.00	$4.00	$4.00
0100-0000-0-8100-50000-350200-000-0000	$0.00	$2.00	$2.00
0100-0000-0-0000-71100-350200-087-0000	$0.00	$13.00	$13.00
0100-0000-0-1135-27000-350200-065-0000	$0.00	$14.00	$14.00
0100-0000-0-1135-27000-350200-073-0000	$0.00	$14.00	$14.00
0100-0000-0-1135-27000-350200-037-0000	$0.00	$15.00	$15.00
0100-0000-0-1156-10000-350200-094-0000	$0.00	$15.00	$15.00
0100-0000-0-1156-10000-350200-095-0000	$0.00	$15.00	$15.00
0100-0000-0-1156-10000-350200-096-0000	$0.00	$15.00	$15.00
0100-0000-0-0000-21300-350200-085-0000	$0.00	$16.00	$16.00
0100-0000-0-1157-10000-350200-094-0000	$0.00	$16.00	$16.00
0100-0000-0-1157-10000-350200-095-0000	$0.00	$16.00	$16.00
0100-0000-0-1110-31600-350200-595-0000	$0.00	$24.00	$24.00
0100-0000-0-1110-31600-350200-596-0000	$0.00	$29.00	$29.00
0100-0000-0-1110-31600-350200-594-0000	$0.00	$30.00	$30.00
0100-0000-0-1110-31300-350200-096-0000	$0.00	$37.00	$37.00
0100-0000-0-1171-82000-350200-086-0000	$0.00	$37.00	$37.00
0100-0000-0-1110-31300-350200-094-0000	$0.00	$38.00	$38.00
0100-0000-0-1110-31300-350200-095-0000	$0.00	$42.00	$42.00
0100-0000-0-0000-74000-350200-024-0000	$0.00	$51.00	$51.00
0100-0000-0-1110-31100-350200-096-0000	$0.00	$64.00	$64.00
0100-0000-0-1110-31100-350200-094-0000	$0.00	$66.00	$66.00
0100-0000-0-1110-31100-350200-095-0000	$0.00	$66.00	$66.00
0100-0000-0-0000-71500-350200-041-0000	$0.00	$88.00	$88.00
0100-0000-0-1110-27000-350200-095-0000	$0.00	$116.00	$116.00
0100-0000-0-1110-27000-350200-096-0000	$0.00	$122.00	$122.00
0100-0000-0-1110-27000-350200-094-0000	$0.00	$124.00	$124.00
0100-0000-0-0000-24900-350200-013-0000	$0.00	$407.00	$407.00
0100-0000-0-0000-73000-350200-042-0000	$0.00	$424.00	$424.00
0100-0000-0-0000-82000-350200-043-0000	$0.00	$696.00	$696.00
0100-0000-0-1110-10000-360100-000-0000	$0.00	($122,001.00)	($122,001.00)
0100-0000-0-1141-10000-360100-052-0000	$0.00	$16.00	$16.00
0100-0000-0-1141-10000-360100-094-0000	$0.00	$33.00	$33.00
0100-0000-0-1141-10000-360100-095-0000	$0.00	$33.00	$33.00
0100-0000-0-1141-10000-360100-096-0000	$0.00	$33.00	$33.00
0100-0000-0-1110-10000-360100-041-0000	$0.00	$41.00	$41.00
0100-0000-0-1110-10000-360100-000-1817	$0.00	$47.00	$47.00
0100-0000-0-1166-10000-360100-094-1166	$0.00	$65.00	$65.00
0100-0000-0-1166-10000-360100-095-1166	$0.00	$65.00	$65.00
0100-0000-0-1166-10000-360100-096-1166	$0.00	$65.00	$65.00
0100-0000-0-1135-10000-360100-037-0000	$0.00	$82.00	$82.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1135-10000-360100-065-0000	$0.00	$82.00	$82.00
0100-0000-0-1135-10000-360100-073-0000	$0.00	$82.00	$82.00
0100-0000-0-1166-10000-360100-094-0000	$0.00	$147.00	$147.00
0100-0000-0-1166-10000-360100-095-0000	$0.00	$147.00	$147.00
0100-0000-0-1166-10000-360100-096-0000	$0.00	$147.00	$147.00
0100-0000-0-1110-31100-360100-199-0000	$0.00	$131.00	$131.00
0100-0000-0-1150-10000-360100-018-0000	$0.00	$327.00	$327.00
0100-0000-0-0000-21300-360100-085-0000	$0.00	$852.00	$852.00
0100-0000-0-0000-27000-360100-079-0000	$0.00	$912.00	$912.00
0100-0000-0-3804-10000-360100-096-0000	$0.00	$984.00	$984.00
0100-0000-0-3805-10000-360100-096-0000	$0.00	$1,155.00	$1,155.00
0100-0000-0-3806-10000-360100-096-0000	$0.00	$1,836.00	$1,836.00
0100-0000-0-3808-10000-360100-094-0000	$0.00	$2,059.00	$2,059.00
0100-0000-0-3808-10000-360100-095-0000	$0.00	$2,139.00	$2,139.00
0100-0000-0-1135-27000-360100-094-0000	$0.00	$2,345.00	$2,345.00
0100-0000-0-1135-27000-360100-096-0000	$0.00	$2,486.00	$2,486.00
0100-0000-0-1158-10000-360100-096-0000	$0.00	$2,514.00	$2,514.00
0100-0000-0-3804-10000-360100-095-0000	$0.00	$2,576.00	$2,576.00
0100-0000-0-1135-40000-360100-065-0000	$0.00	$2,727.00	$2,727.00
0100-0000-0-1110-10000-360100-199-0000	$0.00	$2,858.00	$2,858.00
0100-0000-0-1135-40000-360100-037-0000	$0.00	$2,916.00	$2,916.00
0100-0000-0-1135-40000-360100-073-0000	$0.00	$2,916.00	$2,916.00
0100-0000-0-0000-74000-360100-024-0000	$0.00	$3,197.00	$3,197.00
0100-0000-0-1110-31100-360100-095-0000	$0.00	$3,293.00	$3,293.00
0100-0000-0-3804-10000-360100-094-0000	$0.00	$3,496.00	$3,496.00
0100-0000-0-1110-31100-360100-096-0000	$0.00	$3,651.00	$3,651.00
0100-0000-0-3801-10000-360100-096-0000	$0.00	$3,768.00	$3,768.00
0100-0000-0-1135-27000-360100-095-0000	$0.00	$2,782.00	$2,782.00
0100-0000-0-1110-31100-360100-094-0000	$0.00	$4,071.00	$4,071.00
0100-0000-0-0000-71500-360100-041-0000	$0.00	$4,715.00	$4,715.00
0100-0000-0-3801-10000-360100-095-0000	$0.00	$5,742.00	$5,742.00
0100-0000-0-1167-10000-360100-095-0000	$0.00	$5,848.00	$5,848.00
0100-0000-0-1167-10000-360100-094-0000	$0.00	$6,327.00	$6,327.00
0100-0000-0-3801-10000-360100-094-0000	$0.00	$6,802.00	$6,802.00
0100-0000-0-1152-10000-360100-095-0000	$0.00	$8,417.00	$8,417.00
0100-0000-0-1167-10000-360100-096-0000	$0.00	$8,442.00	$8,442.00
0100-0000-0-1110-27000-360100-095-0000	$0.00	$8,719.00	$8,719.00
0100-0000-0-1110-27000-360100-094-0000	$0.00	$8,883.00	$8,883.00
0100-0000-0-1110-27000-360100-096-0000	$0.00	$8,955.00	$8,955.00
0100-0000-0-1152-10000-360100-094-0000	$0.00	$9,634.00	$9,634.00
0100-0000-0-1143-10000-360100-096-0000	$0.00	$11,081.00	$11,081.00
0100-0000-0-1143-10000-360100-095-0000	$0.00	$11,674.00	$11,674.00
0100-0000-0-1143-10000-360100-094-0000	$0.00	$12,245.00	$12,245.00
0100-0000-0-0000-24200-520000-018-0000	$0.00	$500.00	$500.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1110-10000-360100-095-0000	$0.00	$26,315.00	$26,315.00
0100-0000-0-1110-10000-360100-094-0000	$0.00	$36,317.00	$36,317.00
0100-0000-0-1110-10000-360100-096-0000	$0.00	$36,502.00	$36,502.00
0100-0000-0-1152-10000-360100-096-0000	$0.00	$7,270.00	$7,270.00
0100-0000-0-8100-50000-360200-000-0000	$0.00	$57.00	$57.00
0100-0000-0-1135-10000-360200-137-0000	$0.00	$122.00	$122.00
0100-0000-0-1135-10000-360200-165-0000	$0.00	$122.00	$122.00
0100-0000-0-1135-10000-360200-173-0000	$0.00	$122.00	$122.00
0100-0000-0-1110-40000-360200-086-0000	$0.00	$82.00	$82.00
0100-0000-0-1156-27000-360200-094-0000	$0.00	$82.00	$82.00
0100-0000-0-1156-27000-360200-095-0000	$0.00	$82.00	$82.00
0100-0000-0-1156-27000-360200-096-0000	$0.00	$82.00	$82.00
0100-0000-0-0000-71100-360200-087-0000	$0.00	$416.00	$416.00
0100-0000-0-1135-27000-360200-065-0000	$0.00	$455.00	$455.00
0100-0000-0-1135-27000-360200-037-0000	$0.00	$479.00	$479.00
0100-0000-0-1135-27000-360200-073-0000	$0.00	$479.00	$479.00
0100-0000-0-1156-10000-360200-094-0000	$0.00	$490.00	$490.00
0100-0000-0-1156-10000-360200-095-0000	$0.00	$490.00	$490.00
0100-0000-0-1156-10000-360200-096-0000	$0.00	$490.00	$490.00
0100-0000-0-0000-21300-360200-085-0000	$0.00	$511.00	$511.00
0100-0000-0-1157-10000-360200-095-0000	$0.00	$513.00	$513.00
0100-0000-0-1157-10000-360200-094-0000	$0.00	$538.00	$538.00
0100-0000-0-1110-31600-360200-595-0000	$0.00	$785.00	$785.00
0100-0000-0-1110-31600-360200-596-0000	$0.00	$958.00	$958.00
0100-0000-0-1110-31600-360200-594-0000	$0.00	$987.00	$987.00
0100-0000-0-1171-82000-360200-086-0000	$0.00	$1,203.00	$1,203.00
0100-0000-0-1110-31300-360200-096-0000	$0.00	$1,221.00	$1,221.00
0100-0000-0-1110-31300-360200-094-0000	$0.00	$1,230.00	$1,230.00
0100-0000-0-1110-31300-360200-095-0000	$0.00	$1,364.00	$1,364.00
0100-0000-0-1110-31100-360200-096-0000	$0.00	$2,093.00	$2,093.00
0100-0000-0-1110-31100-360200-094-0000	$0.00	$2,141.00	$2,141.00
0100-0000-0-1110-31100-360200-095-0000	$0.00	$2,141.00	$2,141.00
0100-0000-0-0000-74000-360200-024-0000	$0.00	$1,677.00	$1,677.00
0100-0000-0-0000-71500-360200-041-0000	$0.00	$2,858.00	$2,858.00
0100-0000-0-1110-27000-360200-095-0000	$0.00	$3,791.00	$3,791.00
0100-0000-0-1110-27000-360200-096-0000	$0.00	$3,986.00	$3,986.00
0100-0000-0-1110-27000-360200-094-0000	$0.00	$4,043.00	$4,043.00
0100-0000-0-0000-24900-360200-013-0000	$0.00	$12,815.00	$12,815.00
0100-0000-0-0000-73000-360200-042-0000	$0.00	$13,847.00	$13,847.00
0100-0000-0-1110-10000-110000-000-0000	$0.00	($9,694,609.00)	($9,694,609.00)
0100-0000-0-3804-10000-110000-096-0000	$0.00	$60,236.00	$60,236.00
0100-0000-0-3805-10000-110000-096-0000	$0.00	$70,745.00	$70,745.00
0100-0000-0-3806-10000-110000-096-0000	$0.00	$112,416.00	$112,416.00
0100-0000-0-3808-10000-110000-094-0000	$0.00	$126,098.00	$126,098.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-3808-10000-110000-095-0000	$0.00	$131,011.00	$131,011.00
0100-0000-0-3804-10000-110000-094-0000	$0.00	$214,090.00	$214,090.00
0100-0000-0-0000-82000-360200-043-0000	$0.00	$22,717.00	$22,717.00
0100-0000-0-0000-72000-370100-018-0000	$0.00	$190,000.00	$190,000.00
0100-0000-0-0000-72000-370200-018-0000	$0.00	$50,000.00	$50,000.00
0100-0000-0-1158-10000-110000-096-0000	$0.00	$153,932.00	$153,932.00
0100-0000-0-3804-10000-110000-095-0000	$0.00	$157,723.00	$157,723.00
0100-0000-0-0000-71100-430000-087-0000	$0.00	$125.00	$125.00
0100-0000-0-0000-71100-430000-087-0066	$0.00	$125.00	$125.00
0100-0000-0-0000-71500-430000-041-8341	$0.00	$150.00	$150.00
0100-0000-0-1110-31400-430000-094-0000	$0.00	$200.00	$200.00
0100-0000-0-1110-31100-430000-095-0000	$0.00	$200.00	$200.00
0100-0000-0-1110-31300-430000-095-0000	$0.00	$200.00	$200.00
0100-0000-0-1143-10000-430000-095-0000	$0.00	$200.00	$200.00
0100-0000-0-1145-10000-430000-095-0000	$0.00	$200.00	$200.00
0100-0000-0-1152-10000-430000-095-0000	$0.00	$200.00	$200.00
0100-0000-0-1160-10000-430000-095-0000	$0.00	$200.00	$200.00
0100-0000-0-1167-10000-430000-095-0000	$0.00	$200.00	$200.00
0100-0000-0-1169-10000-430000-095-0000	$0.00	$200.00	$200.00
0100-0000-0-1169-10000-430000-096-0000	$0.00	$200.00	$200.00
0100-0000-0-1174-10000-430000-077-0096	$0.00	$87.00	$87.00
0100-0000-0-0000-74000-430000-024-0029	$0.00	$250.00	$250.00
0100-0000-0-1110-31400-430000-095-0000	$0.00	$300.00	$300.00
0100-0000-0-1174-10000-430000-077-0094	$0.00	$400.00	$400.00
0100-0000-0-1110-31200-430000-012-0000	$0.00	$500.00	$500.00
0100-0000-0-1145-10000-430000-094-0000	$0.00	$500.00	$500.00
0100-0000-0-1156-10000-430000-094-0000	$0.00	$500.00	$500.00
0100-0000-0-1157-10000-430000-094-0000	$0.00	$500.00	$500.00
0100-0000-0-1160-10000-430000-094-0000	$0.00	$500.00	$500.00
0100-0000-0-1168-10000-430000-094-0000	$0.00	$500.00	$500.00
0100-0000-0-1110-31300-430000-096-0000	$0.00	$500.00	$500.00
0100-0000-0-1143-10000-430000-096-0000	$0.00	$500.00	$500.00
0100-0000-0-1110-31300-430000-094-0000	$0.00	$300.00	$300.00
0100-0000-0-0000-72000-430000-018-0028	$0.00	$750.00	$750.00
0100-0000-0-1152-10000-430000-096-0000	$0.00	$900.00	$900.00
0100-0000-0-1143-10000-430000-094-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-3801-10000-110000-096-0000	$0.00	$230,765.00	$230,765.00
0100-0000-0-3801-10000-110000-095-0000	$0.00	$351,615.00	$351,615.00
0100-0000-0-1167-10000-110000-095-0000	$0.00	$358,143.00	$358,143.00
0100-0000-0-1167-10000-110000-094-0000	$0.00	$387,448.00	$387,448.00
0100-0000-0-3801-10000-110000-094-0000	$0.00	$416,513.00	$416,513.00
0100-0000-0-1152-10000-110000-096-0000	$0.00	$445,212.00	$445,212.00
0100-0000-0-1152-10000-110000-094-0000	$0.00	$589,982.00	$589,982.00
0100-0000-0-1143-10000-110000-096-0000	$0.00	$678,540.00	$678,540.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1143-10000-110000-095-0000	$0.00	$714,910.00	$714,910.00
0100-0000-0-1143-10000-110000-094-0000	$0.00	$749,821.00	$749,821.00
0100-0000-0-1110-10000-110000-095-0000	$0.00	$1,546,473.00	$1,546,473.00
0100-0000-0-1110-10000-110000-094-0000	$0.00	$2,088,936.00	$2,088,936.00
0100-0000-0-1110-10000-110000-096-0000	$0.00	$2,100,282.00	$2,100,282.00
0100-0000-0-1152-10000-110000-095-0000	$0.00	$515,408.00	$515,408.00
0100-0000-0-1167-10000-110000-096-0000	$0.00	$516,991.00	$516,991.00
0100-0000-0-1110-10000-110010-095-0000	$0.00	$60,000.00	$60,000.00
0100-0000-0-1110-10000-110010-094-0000	$0.00	$125,000.00	$125,000.00
0100-0000-0-1110-10000-110010-096-0000	$0.00	$125,000.00	$125,000.00
0100-0000-0-1141-10000-110020-052-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-1141-10000-110020-094-0000	$0.00	$2,000.00	$2,000.00
0100-0000-0-1141-10000-110020-095-0000	$0.00	$2,000.00	$2,000.00
0100-0000-0-1141-10000-110020-096-0000	$0.00	$2,000.00	$2,000.00
0100-0000-0-1110-10000-110020-000-1817	$0.00	$2,880.00	$2,880.00
0100-0000-0-1166-10000-110020-094-1166	$0.00	$4,000.00	$4,000.00
0100-0000-0-1166-10000-110020-095-1166	$0.00	$4,000.00	$4,000.00
0100-0000-0-1166-10000-110020-096-1166	$0.00	$4,000.00	$4,000.00
0100-0000-0-1166-10000-110020-094-0000	$0.00	$9,000.00	$9,000.00
0100-0000-0-1166-10000-110020-095-0000	$0.00	$9,000.00	$9,000.00
0100-0000-0-1152-10000-430000-094-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-1166-10000-110020-096-0000	$0.00	$9,000.00	$9,000.00
0100-0000-0-1150-10000-110020-018-0000	$0.00	$20,000.00	$20,000.00
0100-0000-0-1110-10000-110020-199-0000	$0.00	$175,000.00	$175,000.00
0100-0000-0-1110-10000-110030-041-0000	$0.00	$2,500.00	$2,500.00
0100-0000-0-1110-10000-110030-095-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-1135-10000-110030-037-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-1135-10000-110030-065-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-1135-10000-110030-073-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-1110-10000-110030-094-0000	$0.00	$10,000.00	$10,000.00
0100-0000-0-1110-10000-110030-096-0000	$0.00	$10,000.00	$10,000.00
0100-0000-0-1135-40000-110040-065-0000	$0.00	$166,968.00	$166,968.00
0100-0000-0-1135-40000-110040-037-0000	$0.00	$178,591.00	$178,591.00
0100-0000-0-1135-40000-110040-073-0000	$0.00	$178,591.00	$178,591.00
0100-0000-0-1167-10000-430000-094-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-1160-10000-430000-096-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-0000-36000-430000-044-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-3805-10000-430000-096-0000	$0.00	$1,200.00	$1,200.00
0100-0000-0-1110-24202-430000-094-0000	$0.00	$1,500.00	$1,500.00
0100-0000-0-1110-31100-430000-096-0000	$0.00	$1,549.00	$1,549.00
0100-0000-0-0000-77000-430000-045-0000	$0.00	$2,000.00	$2,000.00
0100-0000-0-1110-24202-430000-096-0000	$0.00	$2,000.00	$2,000.00
0100-0000-0-0000-72000-430000-159-0000	$0.00	$2,000.00	$2,000.00
0100-0000-0-1110-10000-430000-018-9502	$0.00	$2,000.00	$2,000.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1135-10000-430000-018-0094	$0.00	$2,000.00	$2,000.00
0100-0000-0-1135-10000-430000-018-0095	$0.00	$2,000.00	$2,000.00
0100-0000-0-1135-10000-430000-018-0096	$0.00	$2,000.00	$2,000.00
0100-0000-0-0000-71800-430000-059-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-1110-31100-430000-094-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-1167-10000-430000-096-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-1110-10000-430000-018-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-0000-21300-430000-085-0000	$0.00	$3,571.00	$3,571.00
0100-0000-0-0000-74000-430000-024-0000	$0.00	$3,678.00	$3,678.00
0100-0000-0-0000-73000-430000-042-0000	$0.00	$3,975.00	$3,975.00
0100-0000-0-1110-27000-430000-076-0000	$0.00	$4,000.00	$4,000.00
0100-0000-0-1110-10000-430000-018-9503	$0.00	$4,000.00	$4,000.00
0100-0000-0-1110-10000-430000-096-0000	$0.00	$5,255.00	$5,255.00
0100-0000-0-1110-27000-430000-075-0000	$0.00	$6,000.00	$6,000.00
0100-0000-0-1110-27000-430000-074-0000	$0.00	$7,000.00	$7,000.00
0100-0000-0-1110-27000-430000-094-0000	$0.00	$8,000.00	$8,000.00
0100-0000-0-0000-71500-430000-041-0000	$0.00	$8,166.00	$8,166.00
0100-0000-0-1110-10000-430000-095-0000	$0.00	$10,000.00	$10,000.00
0100-0000-0-1110-27000-430000-095-0000	$0.00	$11,000.00	$11,000.00
0100-0000-0-1110-31100-120000-095-0000	$0.00	$201,633.00	$201,633.00
0100-0000-0-1110-31100-120000-096-0000	$0.00	$223,598.00	$223,598.00
0100-0000-0-1110-31100-120000-094-0000	$0.00	$249,270.00	$249,270.00
0100-0000-0-1110-31100-120020-199-0000	$0.00	$8,000.00	$8,000.00
0100-0000-0-0000-21300-130000-085-0000	$0.00	$52,201.00	$52,201.00
0100-0000-0-0000-27000-130000-079-0000	$0.00	$55,458.00	$55,458.00
0100-0000-0-1135-27000-130000-094-0000	$0.00	$142,100.00	$142,100.00
0100-0000-0-1135-27000-130000-096-0000	$0.00	$150,765.00	$150,765.00
0100-0000-0-1135-27000-130000-095-0000	$0.00	$168,837.00	$168,837.00
0100-0000-0-0000-74000-130000-024-0000	$0.00	$195,752.00	$195,752.00
0100-0000-0-0000-71500-130000-041-0000	$0.00	$288,743.00	$288,743.00
0100-0000-0-1110-27000-130000-095-0000	$0.00	$529,404.00	$529,404.00
0100-0000-0-1110-27000-130000-094-0000	$0.00	$539,459.00	$539,459.00
0100-0000-0-1110-27000-130000-096-0000	$0.00	$543,893.00	$543,893.00
0100-0000-0-0000-27000-130060-079-0000	$0.00	$375.00	$375.00
0100-0000-0-1135-27000-130060-094-0000	$0.00	$1,500.00	$1,500.00
0100-0000-0-1135-27000-130060-095-0000	$0.00	$1,500.00	$1,500.00
0100-0000-0-1135-27000-130060-096-0000	$0.00	$1,500.00	$1,500.00
0100-0000-0-1110-27000-130060-094-0000	$0.00	$4,500.00	$4,500.00
0100-0000-0-1110-27000-130060-095-0000	$0.00	$4,500.00	$4,500.00
0100-0000-0-1110-27000-130060-096-0000	$0.00	$4,500.00	$4,500.00
0100-0000-0-1157-10000-210000-095-0000	$0.00	$31,396.00	$31,396.00
0100-0000-0-1157-10000-210000-094-0000	$0.00	$32,926.00	$32,926.00
0100-0000-0-1156-10000-210020-094-0000	$0.00	$30,000.00	$30,000.00
0100-0000-0-1156-10000-210020-095-0000	$0.00	$30,000.00	$30,000.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1156-10000-210020-096-0000	$0.00	$30,000.00	$30,000.00
0100-0000-0-1110-31100-220000-094-0000	$0.00	$72,420.00	$72,420.00
0100-0000-0-1110-31100-220000-095-0000	$0.00	$72,420.00	$72,420.00
0100-0000-0-1110-31100-220000-096-0000	$0.00	$72,420.00	$72,420.00
0100-0000-0-1171-82000-220000-086-0000	$0.00	$65,659.00	$65,659.00
0100-0000-0-0000-24900-220000-013-0000	$0.00	$656,779.00	$656,779.00
0100-0000-0-0000-82000-220000-043-0000	$0.00	$1,340,067.00	$1,340,067.00
0100-0000-0-1110-40000-430000-086-0000	$0.00	$20,000.00	$20,000.00
0100-0000-0-1110-10000-430000-094-0000	$0.00	$21,460.00	$21,460.00
0100-0000-0-0000-77000-430000-013-0000	$0.00	$27,380.00	$27,380.00
0100-0000-0-1110-27000-430000-096-0000	$0.00	$38,462.00	$38,462.00
0100-0000-0-0000-82000-430000-038-0000	$0.00	$40,000.00	$40,000.00
0100-0000-0-0000-77000-430000-113-0000	$0.00	$35,000.00	$35,000.00
0100-0000-0-0000-82000-430000-071-0000	$0.00	$50,000.00	$50,000.00
0100-0000-0-0000-82000-430000-063-0000	$0.00	$75,000.00	$75,000.00
0100-0000-0-0000-82000-430000-043-0000	$0.00	$135,000.00	$135,000.00
0100-0000-0-0000-36000-430010-044-0000	$0.00	$190,000.00	$190,000.00
0100-0000-0-0000-77000-430040-013-0000	$0.00	$3,200.00	$3,200.00
0100-0000-0-0000-82000-220020-043-0000	$0.00	$40,000.00	$40,000.00
0100-0000-0-1171-82000-220050-086-0000	$0.00	$8,000.00	$8,000.00
0100-0000-0-0000-71100-230000-087-0000	$0.00	$25,500.00	$25,500.00
0100-0000-0-0000-24900-230000-013-0000	$0.00	$156,412.00	$156,412.00
0100-0000-0-0000-73000-230000-042-0000	$0.00	$466,299.00	$466,299.00
0100-0000-0-0000-82000-240000-043-0000	$0.00	$11,026.00	$11,026.00
0100-0000-0-1156-27000-240000-094-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-1156-27000-240000-095-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-1156-27000-240000-096-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-1135-27000-240000-065-0000	$0.00	$27,880.00	$27,880.00
0100-0000-0-1135-27000-240000-037-0000	$0.00	$29,337.00	$29,337.00
0100-0000-0-1135-27000-240000-073-0000	$0.00	$29,337.00	$29,337.00
0100-0000-0-0000-21300-240000-085-0000	$0.00	$31,314.00	$31,314.00
0100-0000-0-1110-31600-240000-595-0000	$0.00	$48,048.00	$48,048.00
0100-0000-0-1110-31100-240000-094-0000	$0.00	$58,674.00	$58,674.00
0100-0000-0-1110-31100-240000-095-0000	$0.00	$58,674.00	$58,674.00
0100-0000-0-1110-31600-240000-596-0000	$0.00	$58,674.00	$58,674.00
0100-0000-0-1110-31600-240000-594-0000	$0.00	$60,434.00	$60,434.00
0100-0000-0-1110-31100-240000-096-0000	$0.00	$55,759.00	$55,759.00
0100-0000-0-0000-24900-240000-013-0000	$0.00	$65,928.00	$65,928.00
0100-0000-0-1110-31300-240000-096-0000	$0.00	$74,755.00	$74,755.00
0100-0000-0-1110-31300-240000-094-0000	$0.00	$75,277.00	$75,277.00
0100-0000-0-1110-31300-240000-095-0000	$0.00	$83,556.00	$83,556.00
0100-0000-0-1110-10000-440000-096-0000	$0.00	$2,500.00	$2,500.00
0100-0000-0-1110-27000-440000-096-0000	$0.00	$2,500.00	$2,500.00
0100-0000-0-0000-73000-440000-042-0000	$0.00	$3,000.00	$3,000.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-0000-77000-440000-045-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-1110-10000-440000-095-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-1110-27000-440000-095-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-0000-21300-440000-085-0000	$0.00	$3,300.00	$3,300.00
0100-0000-0-0000-71500-440000-041-0000	$0.00	$4,000.00	$4,000.00
0100-0000-0-1152-10000-440000-094-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-0000-77000-440000-013-0000	$0.00	$10,000.00	$10,000.00
0100-0000-0-1110-27000-440000-018-0000	$0.00	$200,000.00	$200,000.00
0100-0000-0-0000-82000-440000-038-0000	$0.00	$15,000.00	$15,000.00
0100-0000-0-0000-82000-440000-043-0000	$0.00	$15,000.00	$15,000.00
0100-0000-0-1110-10000-520000-096-0000	$0.00	$400.00	$400.00
0100-0000-0-0000-74000-240000-024-0000	$0.00	$100,215.00	$100,215.00
0100-0000-0-0000-71500-240000-041-0000	$0.00	$173,497.00	$173,497.00
0100-0000-0-1110-27000-240000-095-0000	$0.00	$232,121.00	$232,121.00
0100-0000-0-1110-27000-240000-096-0000	$0.00	$244,078.00	$244,078.00
0100-0000-0-1110-27000-240000-094-0000	$0.00	$247,556.00	$247,556.00
0100-0000-0-0000-73000-240000-042-0000	$0.00	$376,656.00	$376,656.00
0100-0000-0-0000-74000-240020-024-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-0000-73000-240020-042-0000	$0.00	$2,000.00	$2,000.00
0100-0000-0-0000-24900-240060-013-0000	$0.00	$1,500.00	$1,500.00
0100-0000-0-0000-71500-240060-041-0000	$0.00	$1,500.00	$1,500.00
0100-0000-0-0000-74000-240060-024-0000	$0.00	$1,500.00	$1,500.00
0100-0000-0-0000-73000-240060-042-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-8100-50000-290020-000-0000	$0.00	$3,500.00	$3,500.00
0100-0000-0-1110-40000-290020-086-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-1135-10000-290020-137-0000	$0.00	$7,500.00	$7,500.00
0100-0000-0-1135-10000-290020-165-0000	$0.00	$7,500.00	$7,500.00
0100-0000-0-1135-10000-290020-173-0000	$0.00	$7,500.00	$7,500.00
0100-0000-0-1110-10000-310100-000-0000	$0.00	($1,285,076.00)	($1,285,076.00)
0100-0000-0-1141-10000-310100-052-0000	$0.00	$191.00	$191.00
0100-0000-0-1141-10000-310100-094-0000	$0.00	$382.00	$382.00
0100-0000-0-1141-10000-310100-095-0000	$0.00	$382.00	$382.00
0100-0000-0-1141-10000-310100-096-0000	$0.00	$382.00	$382.00
0100-0000-0-1110-10000-310100-041-0000	$0.00	$478.00	$478.00
0100-0000-0-1166-10000-310100-094-1166	$0.00	$764.00	$764.00
0100-0000-0-1166-10000-310100-095-1166	$0.00	$764.00	$764.00
0100-0000-0-1166-10000-310100-096-1166	$0.00	$764.00	$764.00
0100-0000-0-1135-10000-310100-037-0000	$0.00	$955.00	$955.00
0100-0000-0-1135-10000-310100-065-0000	$0.00	$955.00	$955.00
0100-0000-0-1135-10000-310100-073-0000	$0.00	$955.00	$955.00
0100-0000-0-1110-31100-310100-199-0000	$0.00	$1,528.00	$1,528.00
0100-0000-0-1166-10000-310100-094-0000	$0.00	$1,719.00	$1,719.00
0100-0000-0-1166-10000-310100-095-0000	$0.00	$1,719.00	$1,719.00
0100-0000-0-1166-10000-310100-096-0000	$0.00	$1,719.00	$1,719.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1110-10000-310100-000-1817	$0.00	$550.08	$550.08
0100-0000-0-1150-10000-310100-018-0000	$0.00	$3,820.00	$3,820.00
0100-0000-0-0000-21300-310100-085-0000	$0.00	$9,970.00	$9,970.00
0100-0000-0-0000-27000-310100-079-0000	$0.00	$10,664.00	$10,664.00
0100-0000-0-3805-10000-310100-096-0000	$0.00	$13,512.00	$13,512.00
0100-0000-0-3804-10000-310100-095-0000	$0.00	$14,315.00	$14,315.00
0100-0000-0-3806-10000-310100-096-0000	$0.00	$21,471.00	$21,471.00
0100-0000-0-3808-10000-310100-094-0000	$0.00	$24,085.00	$24,085.00
0100-0000-0-3808-10000-310100-095-0000	$0.00	$25,023.00	$25,023.00
0100-0000-0-1110-27000-520000-095-0000	$0.00	$700.00	$700.00
0100-0000-0-1150-10000-520000-018-0000	$0.00	$750.00	$750.00
0100-0000-0-0000-74000-520000-024-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-1110-27000-520000-094-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-0000-82000-520000-043-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-0000-71100-520000-087-0082	$0.00	$1,900.00	$1,900.00
0100-0000-0-0000-71100-520000-087-0083	$0.00	$1,900.00	$1,900.00
0100-0000-0-0000-71100-520000-087-0087	$0.00	$1,900.00	$1,900.00
0100-0000-0-0000-71100-520000-087-0088	$0.00	$1,900.00	$1,900.00
0100-0000-0-0000-71100-520000-087-0089	$0.00	$1,900.00	$1,900.00
0100-0000-0-0000-21300-520000-018-0000	$0.00	$4,800.00	$4,800.00
0100-0000-0-0000-71500-520000-018-0000	$0.00	$5,400.00	$5,400.00
0100-0000-0-0000-73000-520000-018-0000	$0.00	$5,400.00	$5,400.00
0100-0000-0-0000-74000-520000-018-0000	$0.00	$5,400.00	$5,400.00
0100-0000-0-0000-21300-520000-085-0000	$0.00	$6,000.00	$6,000.00
0100-0000-0-0000-73000-520000-042-0000	$0.00	$6,000.00	$6,000.00
0100-0000-0-0000-77000-520000-013-0000	$0.00	$10,000.00	$10,000.00
0100-0000-0-0000-71500-520000-041-0000	$0.00	$10,500.00	$10,500.00
0100-0000-0-0000-71500-520000-041-8341	$0.00	$15,000.00	$15,000.00
0100-0000-0-1110-10000-520000-018-0000	$0.00	$15,000.00	$15,000.00
0100-0000-0-0000-71100-530000-087-0000	$0.00	$250.00	$250.00
0100-0000-0-0000-77000-530000-013-0000	$0.00	$120.00	$120.00
0100-0000-0-0000-82000-530000-043-0000	$0.00	$400.00	$400.00
0100-0000-0-1110-27000-530000-095-0000	$0.00	$1,275.00	$1,275.00
0100-0000-0-1110-27000-530000-094-0000	$0.00	$1,310.00	$1,310.00
0100-0000-0-0000-71500-530000-041-0000	$0.00	$1,500.00	$1,500.00
0100-0000-0-0000-74000-530000-024-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-0000-73000-530000-042-0000	$0.00	$8,420.00	$8,420.00
0100-0000-0-0000-72000-530000-018-0000	$0.00	$30,770.00	$30,770.00
0100-0000-0-1110-27000-530000-096-0000	$0.00	$2,600.00	$2,600.00
0100-0000-0-0000-72000-545000-018-0000	$0.00	$665,000.00	$665,000.00
0100-0000-0-0000-82000-550010-033-0000	$0.00	$320,000.00	$320,000.00
0100-0000-0-0000-82000-550020-033-0000	$0.00	$1,925,000.00	$1,925,000.00
0100-0000-0-0000-82000-550030-033-0000	$0.00	$340,000.00	$340,000.00
0100-0000-0-1110-10000-560000-094-0000	$0.00	$500.00	$500.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1110-27000-560000-094-0000	$0.00	$1,500.00	$1,500.00
0100-0000-0-1110-27000-560000-096-0000	$0.00	$2,000.00	$2,000.00
0100-0000-0-0000-77000-560000-013-0000	$0.00	$4,000.00	$4,000.00
0100-0000-0-1110-27000-560000-095-0000	$0.00	$15,000.00	$15,000.00
0100-0000-0-0000-72000-560000-159-0000	$0.00	$16,000.00	$16,000.00
0100-0000-0-0000-83000-560000-047-0000	$0.00	$20,000.00	$20,000.00
0100-0000-0-1135-27000-310100-096-0000	$0.00	$29,083.00	$29,083.00
0100-0000-0-1158-10000-310100-096-0000	$0.00	$29,401.00	$29,401.00
0100-0000-0-1110-10000-560000-095-0000	$0.00	$7,850.00	$7,850.00
0100-0000-0-0000-82000-560000-038-0000	$0.00	$10,000.00	$10,000.00
0100-0000-0-1135-40000-310100-065-0000	$0.00	$31,891.00	$31,891.00
0100-0000-0-1135-27000-310100-095-0000	$0.00	$32,534.00	$32,534.00
0100-0000-0-1110-10000-310100-199-0000	$0.00	$33,425.00	$33,425.00
0100-0000-0-1135-40000-310100-037-0000	$0.00	$34,111.00	$34,111.00
0100-0000-0-1135-40000-310100-073-0000	$0.00	$34,111.00	$34,111.00
0100-0000-0-1110-31100-310100-095-0000	$0.00	$35,411.00	$35,411.00
0100-0000-0-0000-74000-310100-024-0000	$0.00	$37,389.00	$37,389.00
0100-0000-0-3804-10000-310100-094-0000	$0.00	$40,891.00	$40,891.00
0100-0000-0-1110-31100-310100-096-0000	$0.00	$42,707.00	$42,707.00
0100-0000-0-3801-10000-310100-096-0000	$0.00	$44,076.00	$44,076.00
0100-0000-0-1110-31100-310100-094-0000	$0.00	$46,293.00	$46,293.00
0100-0000-0-0000-71500-310100-041-0000	$0.00	$55,150.00	$55,150.00
0100-0000-0-3801-10000-310100-095-0000	$0.00	$67,158.00	$67,158.00
0100-0000-0-1167-10000-310100-095-0000	$0.00	$68,405.00	$68,405.00
0100-0000-0-1167-10000-310100-094-0000	$0.00	$74,003.00	$74,003.00
0100-0000-0-1152-10000-310100-095-0000	$0.00	$98,443.00	$98,443.00
0100-0000-0-1110-27000-310100-095-0000	$0.00	$101,976.00	$101,976.00
0100-0000-0-1110-27000-310100-094-0000	$0.00	$103,896.00	$103,896.00
0100-0000-0-1110-27000-310100-096-0000	$0.00	$104,843.00	$104,843.00
0100-0000-0-1152-10000-310100-094-0000	$0.00	$112,687.00	$112,687.00
0100-0000-0-1143-10000-310100-096-0000	$0.00	$129,601.00	$129,601.00
0100-0000-0-1143-10000-310100-095-0000	$0.00	$136,548.00	$136,548.00
0100-0000-0-1143-10000-310100-094-0000	$0.00	$143,216.00	$143,216.00
0100-0000-0-1110-10000-310100-095-0000	$0.00	$307,791.00	$307,791.00
0100-0000-0-1110-10000-310100-096-0000	$0.00	$400,331.00	$400,331.00
0100-0000-0-1110-10000-310100-094-0000	$0.00	$475,789.00	$475,789.00
0100-0000-0-3801-10000-310100-094-0000	$0.00	$79,554.00	$79,554.00
0100-0000-0-1167-10000-310100-096-0000	$0.00	$80,130.00	$80,130.00
0100-0000-0-1152-10000-310100-096-0000	$0.00	$85,035.00	$85,035.00
0100-0000-0-1110-31100-320100-095-0000	$0.00	$4,286.00	$4,286.00
0100-0000-0-1110-31100-320100-094-0000	$0.00	$6,429.00	$6,429.00
0100-0000-0-3804-10000-320100-096-0000	$0.00	$15,902.00	$15,902.00
0100-0000-0-0000-36000-560000-044-0000	$0.00	$20,000.00	$20,000.00
0100-0000-0-1110-10000-320100-096-0000	$0.00	$36,778.00	$36,778.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1135-27000-320100-094-0000	$0.00	$37,910.00	$37,910.00
0100-0000-0-3804-10000-320100-095-0000	$0.00	$21,853.00	$21,853.00
0100-0000-0-1167-10000-320100-096-0000	$0.00	$25,730.00	$25,730.00
0100-0000-0-1135-27000-320200-065-0000	$0.00	$7,360.00	$7,360.00
0100-0000-0-1135-27000-320200-037-0000	$0.00	$7,745.00	$7,745.00
0100-0000-0-1135-27000-320200-073-0000	$0.00	$7,745.00	$7,745.00
0100-0000-0-0000-21300-320200-085-0000	$0.00	$8,267.00	$8,267.00
0100-0000-0-1157-10000-320200-095-0000	$0.00	$8,289.00	$8,289.00
0100-0000-0-1157-10000-320200-094-0000	$0.00	$8,692.00	$8,692.00
0100-0000-0-1110-31600-320200-595-0000	$0.00	$12,685.00	$12,685.00
0100-0000-0-0000-82000-560000-043-0000	$0.00	$25,000.00	$25,000.00
0100-0000-0-0000-77000-571000-113-0000	$0.00	($40,000.00)	($40,000.00)
0100-0000-0-0000-77000-571000-019-0000	$0.00	$40,000.00	$40,000.00
0100-0000-0-0000-77000-571011-013-0000	$0.00	$500.00	$500.00
0100-0000-0-1110-27000-571011-095-0000	$0.00	$800.00	$800.00
0100-0000-0-1110-27000-571011-094-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-0000-82000-571011-043-0000	$0.00	$12,000.00	$12,000.00
0100-0000-0-0000-36000-571011-044-0000	$0.00	$16,500.00	$16,500.00
0100-0000-0-0000-36000-571020-044-0000	$0.00	($75,000.00)	($75,000.00)
0100-0000-0-0000-71500-571020-041-0000	$0.00	$500.00	$500.00
0100-0000-0-0000-77000-571020-013-0000	$0.00	$700.00	$700.00
0100-0000-0-0000-71500-571020-041-8341	$0.00	$1,000.00	$1,000.00
0100-0000-0-1110-31600-320200-596-0000	$0.00	$15,490.00	$15,490.00
0100-0000-0-1110-31600-320200-594-0000	$0.00	$15,955.00	$15,955.00
0100-0000-0-1171-82000-320200-086-0000	$0.00	$19,446.00	$19,446.00
0100-0000-0-1110-31300-320200-096-0000	$0.00	$19,735.00	$19,735.00
0100-0000-0-1110-31300-320200-094-0000	$0.00	$19,873.00	$19,873.00
0100-0000-0-1110-31300-320200-095-0000	$0.00	$22,059.00	$22,059.00
0100-0000-0-1110-31100-320200-096-0000	$0.00	$33,839.00	$33,839.00
0100-0000-0-1110-31100-320200-094-0000	$0.00	$34,609.00	$34,609.00
0100-0000-0-1110-31100-320200-095-0000	$0.00	$34,609.00	$34,609.00
0100-0000-0-0000-74000-320200-024-0000	$0.00	$27,117.00	$27,117.00
0100-0000-0-0000-71500-320200-041-0000	$0.00	$46,199.00	$46,199.00
0100-0000-0-1110-27000-320200-095-0000	$0.00	$61,280.00	$61,280.00
0100-0000-0-1110-27000-320200-096-0000	$0.00	$64,437.00	$64,437.00
0100-0000-0-1110-27000-320200-094-0000	$0.00	$65,355.00	$65,355.00
0100-0000-0-0000-24900-320200-013-0000	$0.00	$215,078.00	$215,078.00
0100-0000-0-0000-73000-320200-042-0000	$0.00	$224,765.00	$224,765.00
0100-0000-0-0000-82000-320200-043-0000	$0.00	$367,249.00	$367,249.00
0100-0000-0-1110-10000-330100-000-0000	$0.00	($349,384.00)	($349,384.00)
0100-0000-0-1141-10000-330100-052-0000	$0.00	$15.00	$15.00
0100-0000-0-0000-72000-571040-018-0000	$0.00	($17,345.00)	($17,345.00)
0100-0000-0-1110-27000-571040-095-0000	$0.00	$150.00	$150.00
0100-0000-0-0000-71500-571040-041-0000	$0.00	$250.00	$250.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-0000-21300-571040-085-0000	$0.00	$300.00	$300.00
0100-0000-0-1110-31100-571040-094-0000	$0.00	$600.00	$600.00
0100-0000-0-1110-27000-571040-094-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-1110-31100-571040-095-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-1110-27000-571040-096-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-1110-31100-571040-096-0000	$0.00	$4,000.00	$4,000.00
0100-0000-0-0000-73000-571040-042-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-0000-72000-571090-159-0000	$0.00	($4,200.00)	($4,200.00)
0100-0000-0-0000-21300-571090-085-0000	$0.00	$100.00	$100.00
0100-0000-0-0000-71800-571090-059-0000	$0.00	$500.00	$500.00
0100-0000-0-0000-71500-571090-041-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-0000-73000-571090-042-0000	$0.00	$2,500.00	$2,500.00
0100-0000-0-1141-10000-330100-094-0000	$0.00	$29.00	$29.00
0100-0000-0-1141-10000-330100-095-0000	$0.00	$29.00	$29.00
0100-0000-0-1141-10000-330100-096-0000	$0.00	$29.00	$29.00
0100-0000-0-1110-27000-580000-094-0000	$0.00	$400.00	$400.00
0100-0000-0-1110-24202-571040-096-0000	$0.00	$180.00	$180.00
0100-0000-0-0000-74000-571040-024-0000	$0.00	$200.00	$200.00
0100-0000-0-0000-36000-575020-044-0000	$0.00	($19,000.00)	($19,000.00)
0100-0000-0-0000-72000-575040-018-0000	$0.00	($2,200.00)	($2,200.00)
0100-0000-0-0000-72000-575090-159-0000	$0.00	($100.00)	($100.00)
0100-0000-0-0000-73000-580000-042-0000	$0.00	$250.00	$250.00
0100-0000-0-1110-10000-330100-041-0000	$0.00	$36.00	$36.00
0100-0000-0-1110-27000-580000-074-0000	$0.00	$2,500.00	$2,500.00
0100-0000-0-0000-71500-580000-041-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-0000-71800-580000-059-0000	$0.00	$3,000.00	$3,000.00
0100-0000-0-1110-27000-580000-075-0000	$0.00	$3,500.00	$3,500.00
0100-0000-0-1110-27000-580000-096-0000	$0.00	$1,135.00	$1,135.00
0100-0000-0-0000-74000-580000-024-0000	$0.00	$3,825.00	$3,825.00
0100-0000-0-1110-27000-580000-076-0000	$0.00	$5,500.00	$5,500.00
0100-0000-0-0000-83000-580000-047-0000	$0.00	$7,929.00	$7,929.00
0100-0000-0-1166-10000-330100-094-1166	$0.00	$58.00	$58.00
0100-0000-0-1166-10000-330100-095-1166	$0.00	$58.00	$58.00
0100-0000-0-1166-10000-330100-096-1166	$0.00	$58.00	$58.00
0100-0000-0-1135-10000-330100-037-0000	$0.00	$73.00	$73.00
0100-0000-0-1135-10000-330100-065-0000	$0.00	$73.00	$73.00
0100-0000-0-1135-10000-330100-073-0000	$0.00	$73.00	$73.00
0100-0000-0-0000-82000-340200-043-0000	$0.00	$370,656.00	$370,656.00
0100-0000-0-1110-10000-350100-000-0000	$0.00	($3,365.00)	($3,365.00)
0100-0000-0-1110-31100-330100-199-0000	$0.00	$116.00	$116.00
0100-0000-0-1166-10000-330100-094-0000	$0.00	$131.00	$131.00
0100-0000-0-1166-10000-330100-095-0000	$0.00	$131.00	$131.00
0100-0000-0-1166-10000-330100-096-0000	$0.00	$131.00	$131.00
0100-0000-0-1110-10000-330100-000-1817	$0.00	$41.76	$41.76

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1150-10000-330100-018-0000	$0.00	$290.00	$290.00
0100-0000-0-0000-21300-330100-085-0000	$0.00	$757.00	$757.00
0100-0000-0-0000-27000-330100-079-0000	$0.00	$810.00	$810.00
0100-0000-0-3805-10000-330100-096-0000	$0.00	$1,026.00	$1,026.00
0100-0000-0-3806-10000-330100-096-0000	$0.00	$1,630.00	$1,630.00
0100-0000-0-3808-10000-330100-094-0000	$0.00	$1,828.00	$1,828.00
0100-0000-0-3808-10000-330100-095-0000	$0.00	$1,900.00	$1,900.00
0100-0000-0-1135-27000-330100-096-0000	$0.00	$2,208.00	$2,208.00
0100-0000-0-1158-10000-330100-096-0000	$0.00	$2,232.00	$2,232.00
0100-0000-0-1135-40000-330100-065-0000	$0.00	$2,421.00	$2,421.00
0100-0000-0-1110-31200-580000-012-0000	$0.00	$15,500.00	$15,500.00
0100-0000-0-0000-77000-580000-013-0000	$0.00	$20,000.00	$20,000.00
0100-0000-0-0000-82000-580000-043-0000	$0.00	$20,000.00	$20,000.00
0100-0000-0-0000-77000-580000-045-0000	$0.00	$50,000.00	$50,000.00
0100-0000-0-0000-72000-580000-018-0000	$0.00	$74,100.00	$74,100.00
0100-0000-0-0000-71500-580010-018-0000	$0.00	$72,000.00	$72,000.00
0100-0000-0-0000-73000-580011-042-0000	$0.00	$50.00	$50.00
0100-0000-0-0000-72000-580010-018-0000	$0.00	$8,000.00	$8,000.00
0100-0000-0-1174-10000-580011-077-0096	$0.00	$313.00	$313.00
0100-0000-0-1174-10000-580011-077-0095	$0.00	$400.00	$400.00
0100-0000-0-0000-21300-580011-085-0000	$0.00	$600.00	$600.00
0100-0000-0-0000-71800-580011-059-0000	$0.00	$750.00	$750.00
0100-0000-0-1110-27000-580011-018-0000	$0.00	$2,000.00	$2,000.00
0100-0000-0-1135-27000-330100-095-0000	$0.00	$2,470.00	$2,470.00
0100-0000-0-1110-10000-330100-199-0000	$0.00	$2,538.00	$2,538.00
0100-0000-0-1135-40000-330100-037-0000	$0.00	$2,590.00	$2,590.00
0100-0000-0-1135-40000-330100-073-0000	$0.00	$2,590.00	$2,590.00
0100-0000-0-0000-74000-330100-024-0000	$0.00	$2,838.00	$2,838.00
0100-0000-0-1110-31100-330100-096-0000	$0.00	$3,242.00	$3,242.00
0100-0000-0-3801-10000-330100-096-0000	$0.00	$3,346.00	$3,346.00
0100-0000-0-1110-31100-330100-095-0000	$0.00	$3,930.00	$3,930.00
0100-0000-0-0000-71500-330100-041-0000	$0.00	$4,187.00	$4,187.00
0100-0000-0-3804-10000-330100-096-0000	$0.00	$4,608.00	$4,608.00
0100-0000-0-3801-10000-330100-095-0000	$0.00	$5,098.00	$5,098.00
0100-0000-0-1110-31100-330100-094-0000	$0.00	$5,124.00	$5,124.00
0100-0000-0-1167-10000-330100-095-0000	$0.00	$5,193.00	$5,193.00
0100-0000-0-3804-10000-330100-094-0000	$0.00	$3,104.00	$3,104.00
0100-0000-0-1167-10000-330100-094-0000	$0.00	$5,618.00	$5,618.00
0100-0000-0-3801-10000-330100-094-0000	$0.00	$6,039.00	$6,039.00
0100-0000-0-1152-10000-330100-096-0000	$0.00	$6,456.00	$6,456.00
0100-0000-0-3804-10000-330100-095-0000	$0.00	$7,419.00	$7,419.00
0100-0000-0-1152-10000-330100-095-0000	$0.00	$7,473.00	$7,473.00
0100-0000-0-1110-27000-330100-095-0000	$0.00	$7,742.00	$7,742.00
0100-0000-0-1110-27000-330100-094-0000	$0.00	$7,887.00	$7,887.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1110-27000-330100-096-0000	$0.00	$7,952.00	$7,952.00
0100-0000-0-1152-10000-330100-094-0000	$0.00	$8,555.00	$8,555.00
0100-0000-0-1143-10000-330100-096-0000	$0.00	$9,839.00	$9,839.00
0100-0000-0-1143-10000-330100-095-0000	$0.00	$10,366.00	$10,366.00
0100-0000-0-1143-10000-330100-094-0000	$0.00	$10,872.00	$10,872.00
0100-0000-0-1135-27000-330100-094-0000	$0.00	$10,985.00	$10,985.00
0100-0000-0-1167-10000-330100-096-0000	$0.00	$13,539.00	$13,539.00
0100-0000-0-1110-10000-330100-095-0000	$0.00	$23,366.00	$23,366.00
0100-0000-0-1110-10000-330100-094-0000	$0.00	$32,247.00	$32,247.00
0100-0000-0-1110-10000-330100-096-0000	$0.00	$41,049.00	$41,049.00
0100-0000-0-1110-40000-330200-086-0000	$0.00	$383.00	$383.00
0100-0000-0-1156-27000-330200-094-0000	$0.00	$383.00	$383.00
0100-0000-0-1156-27000-330200-095-0000	$0.00	$383.00	$383.00
0100-0000-0-1156-27000-330200-096-0000	$0.00	$383.00	$383.00
0100-0000-0-8100-50000-330200-000-0000	$0.00	$268.00	$268.00
0100-0000-0-1135-10000-330200-137-0000	$0.00	$574.00	$574.00
0100-0000-0-0000-77000-580011-013-0000	$0.00	$85,000.00	$85,000.00
0100-0000-0-0000-73000-580040-042-0000	$0.00	$400.00	$400.00
0100-0000-0-0000-71800-580040-059-0000	$0.00	$7,750.00	$7,750.00
0100-0000-0-0000-74000-580060-024-0000	$0.00	$15,216.00	$15,216.00
0100-0000-0-0000-71900-580070-018-0000	$0.00	$50,000.00	$50,000.00
0100-0000-0-0000-72000-580080-018-0000	$0.00	$20,000.00	$20,000.00
0100-0000-0-0000-71500-590010-041-0000	$0.00	$100.00	$100.00
0100-0000-0-1110-27000-590010-096-0000	$0.00	$200.00	$200.00
0100-0000-0-0000-21300-590010-085-0000	$0.00	$500.00	$500.00
0100-0000-0-1110-10000-590010-095-0000	$0.00	$500.00	$500.00
0100-0000-0-0000-74000-590010-024-0000	$0.00	$600.00	$600.00
0100-0000-0-0000-73000-590010-042-0000	$0.00	$1,000.00	$1,000.00
0100-0000-0-0000-77000-590010-013-0000	$0.00	$1,500.00	$1,500.00
0100-0000-0-0000-77000-590030-013-0000	$0.00	$100.00	$100.00
0100-0000-0-0000-73000-590030-042-0000	$0.00	$200.00	$200.00
0100-0000-0-0000-72000-590030-018-0000	$0.00	$10,000.00	$10,000.00
0100-0000-0-0000-85000-617000-018-0000	$0.00	$150,000.00	$150,000.00
0100-0000-0-0000-85000-620000-018-0000	$0.00	$250,000.00	$250,000.00
0100-0000-0-1135-10000-330200-165-0000	$0.00	$574.00	$574.00
0100-0000-0-1135-10000-330200-173-0000	$0.00	$574.00	$574.00
0100-0000-0-0000-82000-590010-033-0000	$0.00	$12,000.00	$12,000.00
0100-0000-0-0000-71100-330200-087-0000	$0.00	$1,951.00	$1,951.00
0100-0000-0-1135-27000-330200-065-0000	$0.00	$2,133.00	$2,133.00
0100-0000-0-1135-27000-330200-037-0000	$0.00	$2,244.00	$2,244.00
0100-0000-0-1135-27000-330200-073-0000	$0.00	$2,244.00	$2,244.00
0100-0000-0-1156-10000-330200-094-0000	$0.00	$2,295.00	$2,295.00
0100-0000-0-1156-10000-330200-095-0000	$0.00	$2,295.00	$2,295.00
0100-0000-0-1156-10000-330200-096-0000	$0.00	$2,295.00	$2,295.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-0000-21300-330200-085-0000	$0.00	$2,396.00	$2,396.00
0100-0000-0-1157-10000-330200-095-0000	$0.00	$2,402.00	$2,402.00
0100-0000-0-1157-10000-330200-094-0000	$0.00	$2,519.00	$2,519.00
0100-0000-0-1110-31600-330200-595-0000	$0.00	$3,676.00	$3,676.00
0100-0000-0-1110-31600-330200-596-0000	$0.00	$4,489.00	$4,489.00
0100-0000-0-1110-31600-330200-594-0000	$0.00	$4,623.00	$4,623.00
0100-0000-0-1171-82000-330200-086-0000	$0.00	$5,635.00	$5,635.00
0100-0000-0-1110-31300-330200-096-0000	$0.00	$5,719.00	$5,719.00
0100-0000-0-1110-31300-330200-094-0000	$0.00	$5,759.00	$5,759.00
0100-0000-0-1110-31300-330200-095-0000	$0.00	$6,392.00	$6,392.00
0100-0000-0-0000-74000-330200-024-0000	$0.00	$7,858.00	$7,858.00
0100-0000-0-1110-31100-330200-096-0000	$0.00	$9,806.00	$9,806.00
0100-0000-0-1110-31100-330200-094-0000	$0.00	$10,029.00	$10,029.00
0100-0000-0-1110-31100-330200-095-0000	$0.00	$10,029.00	$10,029.00
0100-0000-0-0000-71500-330200-041-0000	$0.00	$13,387.00	$13,387.00
0100-0000-0-1110-27000-330200-095-0000	$0.00	$17,757.00	$17,757.00
0100-0000-0-1110-27000-330200-096-0000	$0.00	$18,672.00	$18,672.00
0100-0000-0-1110-27000-330200-094-0000	$0.00	$18,938.00	$18,938.00
0100-0000-0-0000-24900-330200-013-0000	$0.00	$62,324.00	$62,324.00
0100-0000-0-0000-73000-330200-042-0000	$0.00	$64,869.00	$64,869.00
0100-0000-0-0000-82000-330200-043-0000	$0.00	$106,419.00	$106,419.00
0100-0000-0-0000-21300-340100-085-0000	$0.00	$3,298.00	$3,298.00
0100-0000-0-0000-27000-340100-079-0000	$0.00	$4,122.00	$4,122.00
0100-0000-0-0000-85000-620010-094-1376	$0.00	$100,000.00	$100,000.00
0100-0000-0-0000-85000-620010-095-1376	$0.00	$100,000.00	$100,000.00
0100-0000-0-0000-85000-620010-096-1376	$0.00	$100,000.00	$100,000.00
0100-0000-0-0000-85000-620020-096-1322	$0.00	$1,500,000.00	$1,500,000.00
0100-0000-0-0000-85000-620030-096-1376	$0.00	$5,000.00	$5,000.00
0100-0000-0-0000-85000-620030-095-1376	$0.00	$5,000.00	$5,000.00
0100-0000-0-0000-85000-620030-094-1376	$0.00	$5,000.00	$5,000.00
0100-0000-0-0000-36000-640000-044-0000	$0.00	$55,000.00	$55,000.00
0100-0000-0-0000-82000-640000-043-0000	$0.00	$60,000.00	$60,000.00
0100-0000-0-0000-92000-714210-000-0000	$0.00	$1,123,751.34	$1,123,751.34
0100-0000-0-0000-72100-731000-010-0000	$0.00	($1,139,216.00)	($1,139,216.00)
0100-0000-0-0000-72100-735000-010-0000	$0.00	($149,983.00)	($149,983.00)
0100-0000-0-1135-93000-761900-494-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-1135-93000-761900-495-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-1135-93000-761900-496-0000	$0.00	$5,000.00	$5,000.00
0100-0000-0-1135-93000-761900-018-8350	$0.00	$10,000.00	$10,000.00
0100-0000-0-0000-93000-761900-018-0000	$0.00	$60,000.00	$60,000.00
0100-0000-0-0000-93000-761900-000-0000	$0.00	$1,700,000.00	$1,700,000.00
0100-0000-0-0000-91000-743800-018-0000	$0.00	$925,800.00	$925,800.00
0100-0000-0-0000-91000-743900-018-0000	$0.00	$77,020.00	$77,020.00
0100-0000-0-3805-10000-340100-096-0000	$0.00	$9,216.00	$9,216.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-3804-10000-340100-096-0000	$0.00	$12,289.00	$12,289.00
0100-0000-0-0000-74000-340100-024-0000	$0.00	$12,366.00	$12,366.00
0100-0000-0-0000-71500-340100-041-0000	$0.00	$16,488.00	$16,488.00
0100-0000-0-1135-27000-340100-094-0000	$0.00	$16,488.00	$16,488.00
0100-0000-0-1135-27000-340100-095-0000	$0.00	$16,488.00	$16,488.00
0100-0000-0-1135-27000-340100-096-0000	$0.00	$16,488.00	$16,488.00
0100-0000-0-3806-10000-340100-096-0000	$0.00	$18,432.00	$18,432.00
0100-0000-0-3808-10000-340100-094-0000	$0.00	$18,432.00	$18,432.00
0100-0000-0-3808-10000-340100-095-0000	$0.00	$18,432.00	$18,432.00
0100-0000-0-1110-31100-340100-095-0000	$0.00	$28,201.00	$28,201.00
0100-0000-0-3804-10000-340100-095-0000	$0.00	$30,721.00	$30,721.00
0100-0000-0-1110-31100-340100-096-0000	$0.00	$33,178.00	$33,178.00
0100-0000-0-1158-10000-340100-096-0000	$0.00	$36,864.00	$36,864.00
0100-0000-0-3804-10000-340100-094-0000	$0.00	$36,864.00	$36,864.00
0100-0000-0-1110-31100-340100-094-0000	$0.00	$38,154.00	$38,154.00
0100-0000-0-3801-10000-340100-096-0000	$0.00	$43,007.00	$43,007.00
0100-0000-0-1110-27000-340100-094-0000	$0.00	$49,464.00	$49,464.00
0100-0000-0-1110-27000-340100-095-0000	$0.00	$49,464.00	$49,464.00
0100-0000-0-1110-27000-340100-096-0000	$0.00	$49,464.00	$49,464.00
0100-0000-0-3801-10000-340100-095-0000	$0.00	$61,439.00	$61,439.00
0100-0000-0-1167-10000-340100-095-0000	$0.00	$73,728.00	$73,728.00
0100-0000-0-3801-10000-340100-094-0000	$0.00	$79,873.00	$79,873.00
0100-0000-0-1167-10000-340100-096-0000	$0.00	$107,519.00	$107,519.00
0100-0000-0-1152-10000-340100-094-0000	$0.00	$110,592.00	$110,592.00
0100-0000-0-1143-10000-340100-094-0000	$0.00	$113,663.00	$113,663.00
0100-0000-0-1143-10000-340100-096-0000	$0.00	$113,665.00	$113,665.00
0100-0000-0-1143-10000-340100-095-0000	$0.00	$138,238.00	$138,238.00
0100-0000-0-1110-10000-340100-095-0000	$0.00	$276,480.00	$276,480.00
0100-0000-0-1110-10000-340100-096-0000	$0.00	$356,351.00	$356,351.00
0100-0000-0-1110-10000-340100-094-0000	$0.00	$359,422.00	$359,422.00
0100-0000-0-1167-10000-340100-094-0000	$0.00	$92,160.00	$92,160.00
0100-0000-0-1152-10000-340100-096-0000	$0.00	$98,303.00	$98,303.00
0100-0000-0-1152-10000-340100-095-0000	$0.00	$104,447.00	$104,447.00
0100-0000-0-0000-21300-340200-085-0000	$0.00	$6,048.00	$6,048.00
0100-0000-0-1135-27000-340200-037-0000	$0.00	$8,640.00	$8,640.00
0100-0000-0-1135-27000-340200-065-0000	$0.00	$8,640.00	$8,640.00
0100-0000-0-1135-27000-340200-073-0000	$0.00	$8,640.00	$8,640.00
0100-0000-0-1110-31300-340200-094-0000	$0.00	$17,280.00	$17,280.00
0100-0000-0-1110-31300-340200-095-0000	$0.00	$17,280.00	$17,280.00
0100-0000-0-1110-31300-340200-096-0000	$0.00	$17,280.00	$17,280.00
0100-0000-0-1110-31600-340200-594-0000	$0.00	$17,280.00	$17,280.00
0100-0000-0-1110-31600-340200-595-0000	$0.00	$17,280.00	$17,280.00
0100-0000-0-1110-31600-340200-596-0000	$0.00	$17,280.00	$17,280.00
0100-0000-0-1171-82000-340200-086-0000	$0.00	$17,280.00	$17,280.00

Fund: 0100 General Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-0000-74000-340200-024-0000	$0.00	$17,796.00	$17,796.00
0100-0000-0-1110-31100-340200-094-0000	$0.00	$34,560.00	$34,560.00
0100-0000-0-1110-31100-340200-095-0000	$0.00	$34,560.00	$34,560.00
0100-0000-0-1110-31100-340200-096-0000	$0.00	$34,560.00	$34,560.00
0100-0000-0-0000-71500-340200-041-0000	$0.00	$35,076.00	$35,076.00
0100-0000-0-1110-27000-340200-094-0000	$0.00	$60,480.00	$60,480.00
0100-0000-0-1110-27000-340200-095-0000	$0.00	$60,480.00	$60,480.00
0100-0000-0-1110-27000-340200-096-0000	$0.00	$60,480.00	$60,480.00
0100-0000-0-0000-71100-340200-087-0000	$0.00	$82,440.00	$82,440.00
0100-0000-0-0000-73000-340200-042-0000	$0.00	$116,436.00	$116,436.00
0100-0000-0-0000-24900-340200-013-0000	$0.00	$154,728.00	$154,728.00
***Expense Total	$0.00	$30,909,010.62	$30,909,010.62
Balance Sheet Accounts			
0100-0000-0-0000-00000-976000-000-0000	$0.00	$5,550,850.00	$5,550,850.00
0100-0000-0-0000-00000-978000-000-0000	$0.00	$182,000.00	$182,000.00
0100-0000-0-0000-00000-978900-000-0000	$0.00	$2,500,000.00	$2,500,000.00
0100-0000-0-0000-00000-979100-000-0000	$0.00	$9,557,582.14	$9,557,582.14
***Balance Sheet Account Total	$0.00	$17,790,432.14	$17,790,432.14
Total: Income	$0.00	$31,015,493.66	$31,015,493.66
Total: Expenses	$0.00	$30,909,010.62	$30,909,010.62
Total: Balance Sheet Accounts	$0.00	$17,790,432.14	$17,790,432.14

Fund: 0100 General Fund

Resource: 0200 Special Ed Settlement

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Balance Sheet Accounts			
0100-0200-0-0000-00000-976000-000-0000	$0.00	$144,386.56	$144,386.56
0100-0200-0-0000-00000-979100-000-0000	$0.00	$144,386.56	$144,386.56
***Balance Sheet Account Total	$0.00	$288,773.12	$288,773.12
Total: Income	$0.00	$0.00	$0.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$288,773.12	$288,773.12

Fund: 0100 General Fund

Resource: 0302 Tier III, Community Day School

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-0302-0-3550-00000-898070-000-0000	$0.00	$334,847.64	$334,847.64
0100-0302-0-0000-00000-898000-000-0000	$0.00	$823,017.36	$823,017.36
***Income Total	$0.00	$1,157,865.00	$1,157,865.00
Expenses			
0100-0302-0-3550-10000-350200-051-0000	$0.00	$106.00	$106.00
0100-0302-0-3550-27000-350200-051-0000	$0.00	$25.00	$25.00
0100-0302-0-3550-10000-350100-051-0000	$0.00	$205.00	$205.00
0100-0302-0-3550-27000-350100-051-0000	$0.00	$41.00	$41.00
0100-0302-0-3550-10000-430000-051-0000	$0.00	$3,600.00	$3,600.00
0100-0302-0-3550-10000-110030-051-0000	$0.00	$600.00	$600.00
0100-0302-0-3550-10000-110020-051-0000	$0.00	$160.00	$160.00
0100-0302-0-3550-10000-110010-051-0000	$0.00	$3,000.00	$3,000.00
0100-0302-0-3550-10000-110000-051-0000	$0.00	$406,113.00	$406,113.00
0100-0302-0-3550-10000-360200-051-0000	$0.00	$3,449.00	$3,449.00
0100-0302-0-3550-27000-360200-051-0000	$0.00	$810.00	$810.00
0100-0302-0-3550-10000-360100-051-0000	$0.00	$6,693.00	$6,693.00
0100-0302-0-3550-27000-360100-051-0000	$0.00	$1,328.00	$1,328.00
0100-0302-0-3550-10000-440000-051-0000	$0.00	$1,500.00	$1,500.00
0100-0302-0-3550-27000-240000-051-0000	$0.00	$49,608.00	$49,608.00
0100-0302-0-3550-10000-210000-051-0000	$0.00	$71,984.00	$71,984.00
0100-0302-0-3550-27000-130060-051-0000	$0.00	$675.00	$675.00
0100-0302-0-3550-27000-130000-051-0000	$0.00	$80,662.00	$80,662.00
0100-0302-0-3550-10000-530000-051-0000	$0.00	$1,785.00	$1,785.00
0100-0302-0-3550-27000-310100-051-0000	$0.00	$15,535.00	$15,535.00
0100-0302-0-3550-10000-290000-051-0000	$0.00	$139,202.00	$139,202.00
0100-0302-0-3550-27000-330100-051-0000	$0.00	$1,179.00	$1,179.00
0100-0302-0-3550-10000-580000-051-0000	$0.00	$15.00	$15.00
0100-0302-0-3550-10000-571040-051-0000	$0.00	$150.00	$150.00
0100-0302-0-3550-10000-320200-051-0000	$0.00	$55,753.00	$55,753.00
0100-0302-0-3550-27000-320200-051-0000	$0.00	$13,097.00	$13,097.00
0100-0302-0-3550-10000-310100-051-0000	$0.00	$78,202.00	$78,202.00
0100-0302-0-3550-10000-560000-051-0000	$0.00	$300.00	$300.00
0100-0302-0-3550-10000-340200-051-0000	$0.00	$51,852.00	$51,852.00
0100-0302-0-3550-27000-340200-051-0000	$0.00	$17,280.00	$17,280.00
0100-0302-0-3550-10000-340100-051-0000	$0.00	$64,512.00	$64,512.00
0100-0302-0-3550-27000-340100-051-0000	$0.00	$7,420.00	$7,420.00
0100-0302-0-3550-72100-731000-010-0000	$0.00	$55,136.00	$55,136.00
0100-0302-0-3550-10000-330200-051-0000	$0.00	$16,156.00	$16,156.00
0100-0302-0-3550-27000-330200-051-0000	$0.00	$3,795.00	$3,795.00
0100-0302-0-3550-10000-330100-051-0000	$0.00	$5,937.00	$5,937.00
***Expense Total	$0.00	$1,157,865.00	$1,157,865.00

Fund: 0100 General Fund

Resource: 0302 Tier III, Community Day School

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Total: Income	$0.00	$1,157,865.00	$1,157,865.00
Total: Expenses	$0.00	$1,157,865.00	$1,157,865.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 0307 Tier III, School Safety Block Grar

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-0307-0-0000-00000-898000-000-0000	$0.00	$1,794,073.00	$1,794,073.00
***Income Total	$0.00	$1,794,073.00	$1,794,073.00
Expenses			
0100-0307-0-1110-10000-360100-094-0000	$0.00	$294.00	$294.00
0100-0307-0-1110-10000-360100-096-0000	$0.00	$294.00	$294.00
0100-0307-0-1110-10000-360100-095-0000	$0.00	$163.00	$163.00
0100-0307-0-1110-10000-350200-096-0000	$0.00	$75.00	$75.00
0100-0307-0-1110-10000-350200-094-0000	$0.00	$77.00	$77.00
0100-0307-0-1110-10000-350200-095-0000	$0.00	$73.00	$73.00
0100-0307-0-0000-72000-350100-018-0000	$0.00	$106.00	$106.00
0100-0307-0-1110-10000-350100-095-0000	$0.00	$5.00	$5.00
0100-0307-0-1110-10000-350100-094-0000	$0.00	$9.00	$9.00
0100-0307-0-1110-10000-350100-096-0000	$0.00	$9.00	$9.00
0100-0307-0-0000-72000-360100-018-0000	$0.00	$3,444.00	$3,444.00
0100-0307-0-1110-10000-360200-095-0000	$0.00	$2,394.00	$2,394.00
0100-0307-0-1110-10000-360200-096-0000	$0.00	$2,455.00	$2,455.00
0100-0307-0-1110-10000-360200-094-0000	$0.00	$2,523.00	$2,523.00
0100-0307-0-1110-10000-110018-095-0000	$0.00	$10,000.00	$10,000.00
0100-0307-0-1110-10000-110018-094-0000	$0.00	$18,000.00	$18,000.00
0100-0307-0-1110-10000-110018-096-0000	$0.00	$18,000.00	$18,000.00
0100-0307-0-0000-72000-310100-018-0000	$0.00	$40,283.00	$40,283.00
0100-0307-0-0000-83000-560000-047-0000	$0.00	$14,650.00	$14,650.00
0100-0307-0-1110-10000-320200-096-0000	$0.00	$39,691.00	$39,691.00
0100-0307-0-1110-10000-320200-094-0000	$0.00	$40,789.00	$40,789.00
0100-0307-0-1110-10000-320200-095-0000	$0.00	$38,700.00	$38,700.00
0100-0307-0-0000-83000-580000-047-0000	$0.00	$3,500.00	$3,500.00
0100-0307-0-0000-83000-580000-018-0000	$0.00	$10,000.00	$10,000.00
0100-0307-0-1110-10000-330100-094-0000	$0.00	$261.00	$261.00
0100-0307-0-1110-10000-330100-096-0000	$0.00	$261.00	$261.00
0100-0307-0-1110-10000-330100-095-0000	$0.00	$145.00	$145.00
0100-0307-0-1110-10000-290000-095-0000	$0.00	$146,592.00	$146,592.00
0100-0307-0-1110-10000-290000-096-0000	$0.00	$150,345.00	$150,345.00
0100-0307-0-1110-10000-290000-094-0000	$0.00	$154,502.00	$154,502.00
0100-0307-0-0000-83000-520000-047-0000	$0.00	$350.00	$350.00
0100-0307-0-1110-10000-310100-095-0000	$0.00	$1,910.00	$1,910.00
0100-0307-0-1110-10000-310100-094-0000	$0.00	$3,438.00	$3,438.00
0100-0307-0-1110-10000-310100-096-0000	$0.00	$3,438.00	$3,438.00
0100-0307-0-0000-72000-520000-018-0000	$0.00	$3,000.00	$3,000.00
0100-0307-0-0000-72000-430000-018-0000	$0.00	$6,000.00	$6,000.00
0100-0307-0-0000-72000-130060-018-0000	$0.00	$1,500.00	$1,500.00
0100-0307-0-0000-72000-130000-018-0000	$0.00	$209,405.00	$209,405.00
0100-0307-0-0000-83000-440000-047-0000	$0.00	$5,000.00	$5,000.00

Fund: 0100 General Fund

Resource: 0307 Tier III, School Safety Block Grar

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0307-0-0000-83000-430000-047-0000	$0.00	$35,000.00	$35,000.00
0100-0307-0-0000-83000-580011-018-0000	$0.00	$36,000.00	$36,000.00
0100-0307-0-0000-83000-580011-047-0000	$0.00	$8,000.00	$8,000.00
0100-0307-0-0000-72000-330100-018-0000	$0.00	$3,058.00	$3,058.00
0100-0307-0-1110-10000-330200-096-0000	$0.00	$11,501.00	$11,501.00
0100-0307-0-1110-10000-330200-094-0000	$0.00	$11,819.00	$11,819.00
0100-0307-0-0000-83000-590010-047-0000	$0.00	$3,500.00	$3,500.00
0100-0307-0-0000-83000-580090-018-0000	$0.00	$536,700.00	$536,700.00
0100-0307-0-0000-72100-731000-010-0000	$0.00	$85,432.00	$85,432.00
0100-0307-0-1110-10000-330200-095-0000	$0.00	$11,214.00	$11,214.00
0100-0307-0-0000-72000-340100-018-0000	$0.00	$16,488.00	$16,488.00
0100-0307-0-1110-10000-340200-094-0000	$0.00	$34,560.00	$34,560.00
0100-0307-0-1110-10000-340200-095-0000	$0.00	$34,560.00	$34,560.00
0100-0307-0-1110-10000-340200-096-0000	$0.00	$34,560.00	$34,560.00
***Expense Total	$0.00	$1,794,073.00	$1,794,073.00
Total: Income	$0.00	$1,794,073.00	$1,794,073.00
Total: Expenses	$0.00	$1,794,073.00	$1,794,073.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 0308 Tier III, Arts & Music Block Gran

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-0308-0-0000-00000-898000-095-0000	$0.00	$17,940.00	$17,940.00
0100-0308-0-0000-00000-898000-096-0000	$0.00	$20,130.00	$20,130.00
0100-0308-0-0000-00000-898000-094-0000	$0.00	$23,070.00	$23,070.00
***Income Total	$0.00	$61,140.00	$61,140.00
Expenses			
0100-0308-0-0000-72100-731000-095-0000	$0.00	$899.00	$899.00
0100-0308-0-0000-72100-731000-096-0000	$0.00	$1,009.00	$1,009.00
0100-0308-0-0000-72100-731000-094-0000	$0.00	$1,156.00	$1,156.00
0100-0308-0-1110-10000-580011-095-8106	$0.00	$1,200.00	$1,200.00
0100-0308-0-1110-10000-580011-094-8106	$0.00	$400.00	$400.00
0100-0308-0-1110-10000-440000-095-8106	$0.00	$4,600.00	$4,600.00
0100-0308-0-1110-10000-430000-095-8109	$0.00	$7,041.00	$7,041.00
0100-0308-0-1110-10000-430000-094-8109	$0.00	$10,687.00	$10,687.00
0100-0308-0-1110-10000-430000-094-8106	$0.00	$9,422.00	$9,422.00
0100-0308-0-1133-10000-430000-096-8109	$0.00	$9,561.00	$9,561.00
0100-0308-0-1163-10000-430000-096-8106	$0.00	$8,060.00	$8,060.00
0100-0308-0-1110-10000-530000-094-8106	$0.00	$125.00	$125.00
0100-0308-0-1110-10000-520000-094-8106	$0.00	$1,280.00	$1,280.00
0100-0308-0-1163-10000-520000-096-8106	$0.00	$1,500.00	$1,500.00
0100-0308-0-1110-10000-430000-095-8106	$0.00	$4,200.00	$4,200.00
***Expense Total	$0.00	$61,140.00	$61,140.00
Total: Income	$0.00	$61,140.00	$61,140.00
Total: Expenses	$0.00	$61,140.00	$61,140.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 0311 Tier III, Instructional Materials Fu

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-0311-0-0000-00000-898000-000-0000	$0.00	$715,000.00	$715,000.00
***Income Total	$0.00	$715,000.00	$715,000.00
Expenses			
0100-0311-0-1110-10000-430000-094-0000	$0.00	$5,000.00	$5,000.00
0100-0311-0-1110-10000-430000-095-0000	$0.00	$5,000.00	$5,000.00
0100-0311-0-1110-10000-430000-096-0000	$0.00	$5,000.00	$5,000.00
0100-0311-0-1110-10000-420000-018-0000	$0.00	$10,000.00	$10,000.00
0100-0311-0-1110-10000-420000-094-0000	$0.00	$10,000.00	$10,000.00
0100-0311-0-1110-10000-420000-095-0000	$0.00	$10,000.00	$10,000.00
0100-0311-0-1110-10000-420000-096-0000	$0.00	$10,000.00	$10,000.00
0100-0311-0-1110-10000-410000-094-0000	$0.00	$20,000.00	$20,000.00
0100-0311-0-1110-10000-410000-095-0000	$0.00	$20,000.00	$20,000.00
0100-0311-0-1110-10000-410000-096-0000	$0.00	$20,000.00	$20,000.00
0100-0311-0-1110-10000-440000-018-0000	$0.00	$374,775.00	$374,775.00
0100-0311-0-1110-10000-580000-094-0000	$0.00	$10,000.00	$10,000.00
0100-0311-0-1110-10000-580000-095-0000	$0.00	$10,000.00	$10,000.00
0100-0311-0-1110-10000-580000-096-0000	$0.00	$10,000.00	$10,000.00
0100-0311-0-1110-10000-580011-094-0000	$0.00	$55,000.00	$55,000.00
0100-0311-0-1110-10000-580011-095-0000	$0.00	$55,000.00	$55,000.00
0100-0311-0-1110-10000-580011-096-0000	$0.00	$55,000.00	$55,000.00
0100-0311-0-1110-10000-580011-018-0000	$0.00	$30,225.00	$30,225.00
***Expense Total	$0.00	$715,000.00	$715,000.00
Balance Sheet Accounts			
0100-0311-0-0000-00000-976000-000-0000	$0.00	$1,757,591.65	$1,757,591.65
0100-0311-0-0000-00000-979100-000-0000	$0.00	$1,757,591.65	$1,757,591.65
***Balance Sheet Account Total	$0.00	$3,515,183.30	$3,515,183.30
Total: Income	$0.00	$715,000.00	$715,000.00
Total: Expenses	$0.00	$715,000.00	$715,000.00
Total: Balance Sheet Accounts	$0.00	$3,515,183.30	$3,515,183.30

Fund: 0100 General Fund

Resource: 0315 Tier III, Professional Developmen

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-0315-0-0000-00000-898000-000-0000	$0.00	$250,000.00	$250,000.00
***Income Total	$0.00	$250,000.00	$250,000.00
Expenses			
0100-0315-0-0000-72100-731000-010-0000	$0.00	$11,826.00	$11,826.00
0100-0315-0-1110-10000-330100-018-0094	$0.00	$783.00	$783.00
0100-0315-0-1110-10000-330100-018-0096	$0.00	$783.00	$783.00
0100-0315-0-1110-10000-330100-018-0095	$0.00	$696.00	$696.00
0100-0315-0-1110-10000-350100-052-0000	$0.00	$1.00	$1.00
0100-0315-0-1110-10000-330100-018-0052	$0.00	$100.00	$100.00
0100-0315-0-1110-10000-580000-000-0000	$0.00	$1,657.00	$1,657.00
0100-0315-0-1110-10000-330100-018-0000	$0.00	$350.00	$350.00
0100-0315-0-1110-10000-330100-096-0000	$0.00	$29.00	$29.00
0100-0315-0-1110-10000-330100-052-0000	$0.00	$7.00	$7.00
0100-0315-0-1110-10000-330100-094-0000	$0.00	$29.00	$29.00
0100-0315-0-1110-10000-330100-095-0000	$0.00	$29.00	$29.00
0100-0315-0-1110-10000-310100-018-0094	$0.00	$10,314.00	$10,314.00
0100-0315-0-1110-10000-310100-018-0096	$0.00	$10,314.00	$10,314.00
0100-0315-0-1110-10000-310100-018-0052	$0.00	$1,316.00	$1,316.00
0100-0315-0-1110-10000-310100-094-0000	$0.00	$382.00	$382.00
0100-0315-0-1110-10000-310100-095-0000	$0.00	$382.00	$382.00
0100-0315-0-1110-10000-310100-096-0000	$0.00	$382.00	$382.00
0100-0315-0-1110-10000-310100-018-0095	$0.00	$9,168.00	$9,168.00
0100-0315-0-1110-10000-310100-018-0000	$0.00	$4,604.00	$4,604.00
0100-0315-0-1110-10000-310100-052-0000	$0.00	$96.00	$96.00
0100-0315-0-1110-10000-360100-018-0094	$0.00	$882.00	$882.00
0100-0315-0-1110-10000-360100-018-0096	$0.00	$882.00	$882.00
0100-0315-0-1110-10000-360100-018-0095	$0.00	$784.00	$784.00
0100-0315-0-1110-10000-110020-018-0052	$0.00	$6,890.00	$6,890.00
0100-0315-0-1110-10000-110020-018-0094	$0.00	$54,000.00	$54,000.00
0100-0315-0-1110-10000-110020-018-0096	$0.00	$54,000.00	$54,000.00
0100-0315-0-1110-10000-110030-052-0000	$0.00	$500.00	$500.00
0100-0315-0-1110-10000-110030-094-0000	$0.00	$2,000.00	$2,000.00
0100-0315-0-1110-10000-110030-095-0000	$0.00	$2,000.00	$2,000.00
0100-0315-0-1110-10000-110030-096-0000	$0.00	$2,000.00	$2,000.00
0100-0315-0-1110-10000-110020-018-0000	$0.00	$24,104.00	$24,104.00
0100-0315-0-1110-10000-110020-018-0095	$0.00	$48,000.00	$48,000.00
0100-0315-0-1110-10000-360100-052-0000	$0.00	$8.00	$8.00
0100-0315-0-1110-10000-360100-094-0000	$0.00	$33.00	$33.00
0100-0315-0-1110-10000-360100-095-0000	$0.00	$33.00	$33.00
0100-0315-0-1110-10000-360100-096-0000	$0.00	$33.00	$33.00
0100-0315-0-1110-10000-360100-018-0052	$0.00	$113.00	$113.00
0100-0315-0-1110-10000-360100-018-0000	$0.00	$394.00	$394.00

Fund: 0100 General Fund

Resource: 0315 Tier III, Professional Developmen

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0315-0-1110-10000-350100-018-0094	$0.00	$27.00	$27.00
0100-0315-0-1110-10000-350100-018-0096	$0.00	$27.00	$27.00
0100-0315-0-1110-10000-350100-018-0095	$0.00	$24.00	$24.00
0100-0315-0-1110-10000-350100-018-0052	$0.00	$3.00	$3.00
0100-0315-0-1110-10000-350100-094-0000	$0.00	$1.00	$1.00
0100-0315-0-1110-10000-350100-018-0000	$0.00	$12.00	$12.00
0100-0315-0-1110-10000-350100-095-0000	$0.00	$1.00	$1.00
0100-0315-0-1110-10000-350100-096-0000	$0.00	$1.00	$1.00
***Expense Total	$0.00	$250,000.00	$250,000.00
Balance Sheet Accounts			
0100-0315-0-0000-00000-979100-000-0000	$0.00	$17,731.51	$17,731.51
0100-0315-0-0000-00000-976000-000-0000	$0.00	$17,731.51	$17,731.51
***Balance Sheet Account Total	$0.00	$35,463.02	$35,463.02
Total: Income	$0.00	$250,000.00	$250,000.00
Total: Expenses	$0.00	$250,000.00	$250,000.00
Total: Balance Sheet Accounts	$0.00	$35,463.02	$35,463.02

Fund: 0100 General Fund

Resource: 0317 Tier III, School & Library Improv

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-0317-0-0000-00000-898000-094-0000	$0.00	$2,500.00	$2,500.00
0100-0317-0-0000-00000-898000-095-0000	$0.00	$2,500.00	$2,500.00
0100-0317-0-0000-00000-898000-096-0000	$0.00	$2,500.00	$2,500.00
***Income Total	$0.00	$7,500.00	$7,500.00
Expenses			
0100-0317-0-1110-24202-430000-095-0000	$0.00	$500.00	$500.00
0100-0317-0-1110-24202-420000-095-0000	$0.00	$2,000.00	$2,000.00
0100-0317-0-1110-24202-420000-094-0000	$0.00	$2,500.00	$2,500.00
0100-0317-0-1110-24202-420000-096-0000	$0.00	$2,500.00	$2,500.00
***Expense Total	$0.00	$7,500.00	$7,500.00
Total: Income	$0.00	$7,500.00	$7,500.00
Total: Expenses	$0.00	$7,500.00	$7,500.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-0332-0-0000-00000-898000-000-0000	$0.00	$9,142,380.00	$9,142,380.00
***Income Total	$0.00	$9,142,380.00	$9,142,380.00
Expenses			
0100-0332-0-3300-10000-110000-020-0000	$0.00	$150,000.00	$150,000.00
0100-0332-0-1110-10000-110000-018-1804	$0.00	$131,067.00	$131,067.00
0100-0332-0-1143-10000-110000-095-0000	$0.00	$118,140.00	$118,140.00
0100-0332-0-1163-10000-110000-094-0000	$0.00	$113,412.00	$113,412.00
0100-0332-0-1156-10000-110000-095-0000	$0.00	$77,874.00	$77,874.00
0100-0332-0-1156-10000-110000-096-0000	$0.00	$101,225.00	$101,225.00
0100-0332-0-1110-10000-110000-094-0000	$0.00	$101,499.00	$101,499.00
0100-0332-0-1152-10000-110000-094-0000	$0.00	$72,413.00	$72,413.00
0100-0332-0-1157-10000-110000-094-0000	$0.00	$84,070.00	$84,070.00
0100-0332-0-3804-10000-110000-096-0000	$0.00	$86,000.00	$86,000.00
0100-0332-0-5760-11100-110000-079-3102	$0.00	$86,459.00	$86,459.00
0100-0332-0-1152-10000-110000-095-0000	$0.00	$87,988.00	$87,988.00
0100-0332-0-0000-72000-430000-018-0000	$0.00	$500.00	$500.00
0100-0332-0-5760-11100-430000-094-8650	$0.00	$850.00	$850.00
0100-0332-0-5760-11100-430000-095-8650	$0.00	$700.00	$700.00
0100-0332-0-1143-10000-110000-094-0000	$0.00	$426,501.00	$426,501.00
0100-0332-0-1110-10000-110020-018-0029	$0.00	$29,000.00	$29,000.00
0100-0332-0-1110-10000-110020-079-0000	$0.00	$12,000.00	$12,000.00
0100-0332-0-1143-10000-110000-096-0000	$0.00	$285,322.00	$285,322.00
0100-0332-0-5760-11100-430000-096-8650	$0.00	$1,000.00	$1,000.00
0100-0332-0-1110-31200-120000-052-0000	$0.00	$44,295.00	$44,295.00
0100-0332-0-1110-31200-120000-096-0000	$0.00	$62,322.00	$62,322.00
0100-0332-0-3800-31100-120000-095-0000	$0.00	$67,211.00	$67,211.00
0100-0332-0-1110-31200-120000-094-0000	$0.00	$72,522.00	$72,522.00
0100-0332-0-3800-31100-120000-096-0000	$0.00	$74,533.00	$74,533.00
0100-0332-0-1110-31200-120000-095-0000	$0.00	$75,324.00	$75,324.00
0100-0332-0-1110-10000-430000-095-0000	$0.00	$3,000.00	$3,000.00
0100-0332-0-1110-10000-430000-052-0000	$0.00	$2,230.00	$2,230.00
0100-0332-0-1110-10000-430000-095-1821	$0.00	$2,000.00	$2,000.00
0100-0332-0-1110-10000-430000-018-8301	$0.00	$1,000.00	$1,000.00
0100-0332-0-1110-10000-430000-051-0000	$0.00	$1,190.00	$1,190.00
0100-0332-0-1110-10000-430000-079-0000	$0.00	$1,200.00	$1,200.00
0100-0332-0-1155-10000-360100-094-0000	$0.00	$686.00	$686.00
0100-0332-0-1110-31200-360100-052-0000	$0.00	$723.00	$723.00
0100-0332-0-1156-10000-360100-094-0000	$0.00	$773.00	$773.00
0100-0332-0-1110-31200-360100-096-0000	$0.00	$1,018.00	$1,018.00
0100-0332-0-1110-10000-360100-018-0029	$0.00	$474.00	$474.00
0100-0332-0-1133-10000-360100-095-0000	$0.00	$468.00	$468.00
0100-0332-0-1163-10000-360100-095-0000	$0.00	$546.00	$546.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1110-10000-360100-095-0000	$0.00	$612.00	$612.00
0100-0332-0-1155-10000-360100-095-0000	$0.00	$636.00	$636.00
0100-0332-0-1157-10000-360100-096-0000	$0.00	$636.00	$636.00
0100-0332-0-1163-10000-360100-096-0000	$0.00	$636.00	$636.00
0100-0332-0-3804-10000-360100-096-0000	$0.00	$1,404.00	$1,404.00
0100-0332-0-5760-11100-360100-079-3102	$0.00	$1,412.00	$1,412.00
0100-0332-0-1152-10000-360100-095-0000	$0.00	$1,437.00	$1,437.00
0100-0332-0-1152-10000-360100-094-0000	$0.00	$1,183.00	$1,183.00
0100-0332-0-1110-31200-360100-094-0000	$0.00	$1,184.00	$1,184.00
0100-0332-0-3800-31100-360100-096-0000	$0.00	$1,217.00	$1,217.00
0100-0332-0-1110-31200-360100-095-0000	$0.00	$1,230.00	$1,230.00
0100-0332-0-1157-10000-360100-095-0000	$0.00	$1,091.00	$1,091.00
0100-0332-0-3800-31100-360100-095-0000	$0.00	$1,098.00	$1,098.00
0100-0332-0-1156-10000-360100-095-0000	$0.00	$1,272.00	$1,272.00
0100-0332-0-1110-31400-360100-018-0000	$0.00	$1,829.00	$1,829.00
0100-0332-0-3800-31100-360100-094-0000	$0.00	$1,357.00	$1,357.00
0100-0332-0-1157-10000-360100-094-0000	$0.00	$1,373.00	$1,373.00
0100-0332-0-1156-10000-360100-096-0000	$0.00	$1,653.00	$1,653.00
0100-0332-0-1110-10000-360100-094-0000	$0.00	$1,657.00	$1,657.00
0100-0332-0-1143-10000-360100-095-0000	$0.00	$1,929.00	$1,929.00
0100-0332-0-0000-27000-360100-079-0000	$0.00	$1,977.00	$1,977.00
0100-0332-0-1110-10000-360100-018-1804	$0.00	$2,140.00	$2,140.00
0100-0332-0-1110-31100-360100-018-0000	$0.00	$2,152.00	$2,152.00
0100-0332-0-1163-10000-360100-094-0000	$0.00	$1,852.00	$1,852.00
0100-0332-0-1110-31100-360100-094-0000	$0.00	$3,166.00	$3,166.00
0100-0332-0-0000-21001-360100-079-0000	$0.00	$2,770.00	$2,770.00
0100-0332-0-3300-10000-360100-020-0000	$0.00	$2,450.00	$2,450.00
0100-0332-0-1143-10000-360100-096-0000	$0.00	$4,659.00	$4,659.00
0100-0332-0-1110-31100-360100-096-0000	$0.00	$2,840.00	$2,840.00
0100-0332-0-1143-10000-360100-094-0000	$0.00	$6,965.00	$6,965.00
0100-0332-0-1110-10000-360200-095-0000	$0.00	$1,679.00	$1,679.00
0100-0332-0-1110-10000-360200-094-0000	$0.00	$1,759.00	$1,759.00
0100-0332-0-1110-10000-360200-096-0000	$0.00	$1,662.00	$1,662.00
0100-0332-0-1110-24900-360200-396-0000	$0.00	$1,153.00	$1,153.00
0100-0332-0-1110-24900-360200-395-0000	$0.00	$1,164.00	$1,164.00
0100-0332-0-1135-10000-360200-096-0000	$0.00	$1,369.00	$1,369.00
0100-0332-0-1110-24202-360200-096-0000	$0.00	$1,375.00	$1,375.00
0100-0332-0-1135-10000-360200-095-0000	$0.00	$1,423.00	$1,423.00
0100-0332-0-1135-10000-360200-094-0000	$0.00	$1,478.00	$1,478.00
0100-0332-0-1110-24202-360200-094-0000	$0.00	$1,310.00	$1,310.00
0100-0332-0-1110-24202-360200-095-0000	$0.00	$1,333.00	$1,333.00
0100-0332-0-1157-10000-110000-095-0000	$0.00	$66,823.00	$66,823.00
0100-0332-0-1155-10000-110000-094-0000	$0.00	$42,028.00	$42,028.00
0100-0332-0-1156-10000-110000-094-0000	$0.00	$47,355.00	$47,355.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1133-10000-110000-095-0000	$0.00	$28,664.00	$28,664.00
0100-0332-0-1163-10000-110000-095-0000	$0.00	$33,406.00	$33,406.00
0100-0332-0-1110-10000-110000-095-0000	$0.00	$37,468.00	$37,468.00
0100-0332-0-1155-10000-110000-095-0000	$0.00	$38,931.00	$38,931.00
0100-0332-0-1157-10000-110000-096-0000	$0.00	$38,931.00	$38,931.00
0100-0332-0-1163-10000-110000-096-0000	$0.00	$38,931.00	$38,931.00
0100-0332-0-0000-82000-360200-043-0000	$0.00	$3,769.00	$3,769.00
0100-0332-0-1152-10000-110000-096-0000	$0.00	$12,303.00	$12,303.00
0100-0332-0-1174-10000-110000-095-0000	$0.00	$19,809.00	$19,809.00
0100-0332-0-1110-10000-110000-096-0000	$0.00	$20,463.00	$20,463.00
0100-0332-0-3200-10000-110000-052-0000	$0.00	$25,000.00	$25,000.00
0100-0332-0-1174-10000-110000-094-0000	$0.00	$25,468.00	$25,468.00
0100-0332-0-1174-10000-110000-096-0000	$0.00	$25,468.00	$25,468.00
0100-0332-0-1110-10000-360200-018-0000	$0.00	$825.00	$825.00
0100-0332-0-0000-74000-360200-024-0000	$0.00	$784.00	$784.00
0100-0332-0-1110-31400-360200-096-0000	$0.00	$900.00	$900.00
0100-0332-0-1110-24900-360200-394-0000	$0.00	$1,067.00	$1,067.00
0100-0332-0-1110-31400-360200-094-0000	$0.00	$911.00	$911.00
0100-0332-0-1110-31400-360200-095-0000	$0.00	$950.00	$950.00
0100-0332-0-1110-27000-360200-052-0000	$0.00	$443.00	$443.00
0100-0332-0-1110-31100-360100-095-0000	$0.00	$2,683.00	$2,683.00
0100-0332-0-1110-27000-360200-096-0000	$0.00	$411.00	$411.00
0100-0332-0-1110-27000-360200-094-0000	$0.00	$353.00	$353.00
0100-0332-0-1110-27000-360200-095-0000	$0.00	$362.00	$362.00
0100-0332-0-3300-27000-360200-020-0000	$0.00	$386.00	$386.00
0100-0332-0-3800-27000-360200-000-0000	$0.00	$261.00	$261.00
0100-0332-0-0000-21001-360200-079-0000	$0.00	$292.00	$292.00
0100-0332-0-1110-10000-360200-051-0000	$0.00	$10.00	$10.00
0100-0332-0-1110-10000-360200-055-0000	$0.00	$19.00	$19.00
0100-0332-0-1133-10000-350100-095-0000	$0.00	$14.00	$14.00
0100-0332-0-1110-10000-350100-018-0029	$0.00	$15.00	$15.00
0100-0332-0-1174-10000-350100-094-0000	$0.00	$13.00	$13.00
0100-0332-0-1174-10000-350100-096-0000	$0.00	$13.00	$13.00
0100-0332-0-3200-10000-350100-052-0000	$0.00	$13.00	$13.00
0100-0332-0-1110-10000-350100-079-0000	$0.00	$6.00	$6.00
0100-0332-0-1152-10000-350100-096-0000	$0.00	$6.00	$6.00
0100-0332-0-1174-10000-350100-095-0000	$0.00	$10.00	$10.00
0100-0332-0-1110-10000-350100-096-0000	$0.00	$10.00	$10.00
0100-0332-0-3300-27000-350100-020-0000	$0.00	$9.00	$9.00
0100-0332-0-1155-10000-350100-094-0000	$0.00	$21.00	$21.00
0100-0332-0-1110-10000-350100-095-0000	$0.00	$19.00	$19.00
0100-0332-0-1110-31200-350100-096-0000	$0.00	$31.00	$31.00
0100-0332-0-1110-31200-350100-052-0000	$0.00	$22.00	$22.00
0100-0332-0-3800-31100-350100-095-0000	$0.00	$34.00	$34.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1110-31200-350100-095-0000	$0.00	$38.00	$38.00
0100-0332-0-1156-10000-350100-095-0000	$0.00	$39.00	$39.00
0100-0332-0-1152-10000-350100-094-0000	$0.00	$36.00	$36.00
0100-0332-0-1110-31200-350100-094-0000	$0.00	$36.00	$36.00
0100-0332-0-3800-31100-350100-096-0000	$0.00	$37.00	$37.00
0100-0332-0-1156-10000-350100-094-0000	$0.00	$24.00	$24.00
0100-0332-0-1157-10000-350100-095-0000	$0.00	$33.00	$33.00
0100-0332-0-1163-10000-350100-095-0000	$0.00	$17.00	$17.00
0100-0332-0-1155-10000-350100-095-0000	$0.00	$19.00	$19.00
0100-0332-0-1157-10000-350100-096-0000	$0.00	$19.00	$19.00
0100-0332-0-1163-10000-350100-096-0000	$0.00	$19.00	$19.00
0100-0332-0-1143-10000-350100-096-0000	$0.00	$143.00	$143.00
0100-0332-0-1143-10000-350100-094-0000	$0.00	$213.00	$213.00
0100-0332-0-0000-27000-350100-079-0000	$0.00	$61.00	$61.00
0100-0332-0-1110-31100-350100-095-0000	$0.00	$82.00	$82.00
0100-0332-0-1110-31100-350100-094-0000	$0.00	$97.00	$97.00
0100-0332-0-0000-21001-350100-079-0000	$0.00	$85.00	$85.00
0100-0332-0-1110-31100-350100-096-0000	$0.00	$87.00	$87.00
0100-0332-0-3300-10000-350100-020-0000	$0.00	$75.00	$75.00
0100-0332-0-1163-10000-350100-094-0000	$0.00	$57.00	$57.00
0100-0332-0-1110-10000-350100-018-1804	$0.00	$66.00	$66.00
0100-0332-0-1110-31100-350100-018-0000	$0.00	$66.00	$66.00
0100-0332-0-1110-31400-350100-018-0000	$0.00	$59.00	$59.00
0100-0332-0-1143-10000-350100-095-0000	$0.00	$59.00	$59.00
0100-0332-0-3804-10000-350100-096-0000	$0.00	$43.00	$43.00
0100-0332-0-5760-11100-350100-079-3102	$0.00	$43.00	$43.00
0100-0332-0-1152-10000-350100-095-0000	$0.00	$44.00	$44.00
0100-0332-0-1157-10000-350100-094-0000	$0.00	$42.00	$42.00
0100-0332-0-3800-31100-350100-094-0000	$0.00	$42.00	$42.00
0100-0332-0-1110-10000-350100-094-0000	$0.00	$51.00	$51.00
0100-0332-0-1156-10000-350100-096-0000	$0.00	$51.00	$51.00
0100-0332-0-0000-82000-350200-043-0000	$0.00	$115.00	$115.00
0100-0332-0-1110-10000-350200-095-0000	$0.00	$51.00	$51.00
0100-0332-0-1110-10000-350200-096-0000	$0.00	$51.00	$51.00
0100-0332-0-1110-10000-350200-094-0000	$0.00	$54.00	$54.00
0100-0332-0-1110-24900-350200-395-0000	$0.00	$36.00	$36.00
0100-0332-0-1110-24202-350200-096-0000	$0.00	$42.00	$42.00
0100-0332-0-1135-10000-350200-096-0000	$0.00	$42.00	$42.00
0100-0332-0-1135-10000-350200-095-0000	$0.00	$44.00	$44.00
0100-0332-0-1135-10000-350200-094-0000	$0.00	$45.00	$45.00
0100-0332-0-1110-24202-350200-094-0000	$0.00	$40.00	$40.00
0100-0332-0-1110-24202-350200-095-0000	$0.00	$41.00	$41.00
0100-0332-0-1110-24900-350200-394-0000	$0.00	$33.00	$33.00
0100-0332-0-1110-24900-350200-396-0000	$0.00	$35.00	$35.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1110-31400-350200-095-0000	$0.00	$29.00	$29.00
0100-0332-0-1110-31400-350200-094-0000	$0.00	$28.00	$28.00
0100-0332-0-1110-31400-350200-096-0000	$0.00	$28.00	$28.00
0100-0332-0-0000-74000-350200-024-0000	$0.00	$24.00	$24.00
0100-0332-0-1110-10000-350200-018-0000	$0.00	$25.00	$25.00
0100-0332-0-3300-27000-350200-020-0000	$0.00	$12.00	$12.00
0100-0332-0-1110-27000-350200-052-0000	$0.00	$13.00	$13.00
0100-0332-0-1110-27000-350200-096-0000	$0.00	$13.00	$13.00
0100-0332-0-3800-27000-350200-000-0000	$0.00	$8.00	$8.00
0100-0332-0-0000-21001-350200-079-0000	$0.00	$9.00	$9.00
0100-0332-0-1110-27000-350200-094-0000	$0.00	$11.00	$11.00
0100-0332-0-1110-27000-350200-095-0000	$0.00	$11.00	$11.00
0100-0332-0-1110-10000-350200-051-0000	$0.00	$1.00	$1.00
0100-0332-0-1110-10000-350200-055-0000	$0.00	$1.00	$1.00
0100-0332-0-3200-10000-360100-052-0000	$0.00	$408.00	$408.00
0100-0332-0-1174-10000-360100-094-0000	$0.00	$416.00	$416.00
0100-0332-0-1174-10000-360100-096-0000	$0.00	$416.00	$416.00
0100-0332-0-3300-27000-360100-020-0000	$0.00	$295.00	$295.00
0100-0332-0-1174-10000-360100-095-0000	$0.00	$323.00	$323.00
0100-0332-0-1110-10000-360100-096-0000	$0.00	$334.00	$334.00
0100-0332-0-1110-10000-360100-079-0000	$0.00	$196.00	$196.00
0100-0332-0-1152-10000-360100-096-0000	$0.00	$201.00	$201.00
0100-0332-0-1110-10000-290000-055-0000	$0.00	$1,190.00	$1,190.00
0100-0332-0-1110-10000-290000-018-0000	$0.00	$50,548.00	$50,548.00
0100-0332-0-1110-10000-290000-095-0000	$0.00	$78,819.00	$78,819.00
0100-0332-0-1110-10000-290000-096-0000	$0.00	$82,132.00	$82,132.00
0100-0332-0-1135-10000-290000-096-0000	$0.00	$83,850.00	$83,850.00
0100-0332-0-1110-10000-290000-094-0000	$0.00	$86,000.00	$86,000.00
0100-0332-0-1135-10000-290000-095-0000	$0.00	$87,120.00	$87,120.00
0100-0332-0-1135-10000-290000-094-0000	$0.00	$90,518.00	$90,518.00
0100-0332-0-1110-10000-440000-018-0000	$0.00	$62,500.00	$62,500.00
0100-0332-0-1110-10000-440000-096-0000	$0.00	$11,000.00	$11,000.00
0100-0332-0-1110-10000-440000-094-0000	$0.00	$20,000.00	$20,000.00
0100-0332-0-1110-10000-290000-051-0000	$0.00	$595.00	$595.00
0100-0332-0-1110-10000-310100-096-0000	$0.00	$3,908.00	$3,908.00
0100-0332-0-3200-10000-310100-052-0000	$0.00	$4,775.00	$4,775.00
0100-0332-0-1174-10000-310100-094-0000	$0.00	$4,864.00	$4,864.00
0100-0332-0-1174-10000-310100-096-0000	$0.00	$4,864.00	$4,864.00
0100-0332-0-1133-10000-310100-095-0000	$0.00	$5,475.00	$5,475.00
0100-0332-0-1110-10000-310100-018-0029	$0.00	$5,539.00	$5,539.00
0100-0332-0-1163-10000-310100-095-0000	$0.00	$6,381.00	$6,381.00
0100-0332-0-1110-31200-310100-052-0000	$0.00	$8,460.00	$8,460.00
0100-0332-0-1156-10000-310100-094-0000	$0.00	$9,045.00	$9,045.00
0100-0332-0-1110-10000-310100-095-0000	$0.00	$7,156.00	$7,156.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1155-10000-310100-095-0000	$0.00	$7,436.00	$7,436.00
0100-0332-0-1157-10000-310100-096-0000	$0.00	$7,436.00	$7,436.00
0100-0332-0-1163-10000-310100-096-0000	$0.00	$7,436.00	$7,436.00
0100-0332-0-1155-10000-310100-094-0000	$0.00	$8,027.00	$8,027.00
0100-0332-0-3300-27000-310100-020-0000	$0.00	$3,452.00	$3,452.00
0100-0332-0-1174-10000-310100-095-0000	$0.00	$3,784.00	$3,784.00
0100-0332-0-1110-10000-310100-079-0000	$0.00	$2,292.00	$2,292.00
0100-0332-0-1152-10000-310100-096-0000	$0.00	$2,350.00	$2,350.00
0100-0332-0-1110-31200-310100-095-0000	$0.00	$12,643.00	$12,643.00
0100-0332-0-1157-10000-310100-095-0000	$0.00	$12,763.00	$12,763.00
0100-0332-0-3800-31100-310100-095-0000	$0.00	$11,804.00	$11,804.00
0100-0332-0-3800-31100-310100-094-0000	$0.00	$14,320.00	$14,320.00
0100-0332-0-1156-10000-310100-095-0000	$0.00	$14,874.00	$14,874.00
0100-0332-0-1152-10000-310100-094-0000	$0.00	$13,831.00	$13,831.00
0100-0332-0-1110-31200-310100-094-0000	$0.00	$13,852.00	$13,852.00
0100-0332-0-3800-31100-310100-096-0000	$0.00	$14,236.00	$14,236.00
0100-0332-0-3804-10000-310100-096-0000	$0.00	$16,426.00	$16,426.00
0100-0332-0-5760-11100-310100-079-3102	$0.00	$16,514.00	$16,514.00
0100-0332-0-1152-10000-310100-095-0000	$0.00	$16,806.00	$16,806.00
0100-0332-0-1157-10000-310100-094-0000	$0.00	$16,057.00	$16,057.00
0100-0332-0-1156-10000-310100-096-0000	$0.00	$19,334.00	$19,334.00
0100-0332-0-1110-10000-310100-094-0000	$0.00	$19,386.00	$19,386.00
0100-0332-0-1110-10000-520000-096-0000	$0.00	$1,500.00	$1,500.00
0100-0332-0-3300-10000-310100-020-0000	$0.00	$28,650.00	$28,650.00
0100-0332-0-1110-10000-310100-018-1804	$0.00	$25,034.00	$25,034.00
0100-0332-0-1110-31100-310100-018-0000	$0.00	$25,169.00	$25,169.00
0100-0332-0-1163-10000-310100-094-0000	$0.00	$21,662.00	$21,662.00
0100-0332-0-1110-31400-310100-018-0000	$0.00	$22,565.00	$22,565.00
0100-0332-0-1143-10000-310100-095-0000	$0.00	$22,565.00	$22,565.00
0100-0332-0-0000-27000-310100-079-0000	$0.00	$23,127.00	$23,127.00
0100-0332-0-1110-31100-310100-095-0000	$0.00	$28,975.00	$28,975.00
0100-0332-0-1110-10000-520000-095-0000	$0.00	$25,460.00	$25,460.00
0100-0332-0-1110-10000-520000-079-0000	$0.00	$8,000.00	$8,000.00
0100-0332-0-1110-10000-520000-094-0000	$0.00	$6,300.00	$6,300.00
0100-0332-0-1110-31400-240000-096-0000	$0.00	$55,118.00	$55,118.00
0100-0332-0-0000-74000-240000-024-0000	$0.00	$48,006.00	$48,006.00
0100-0332-0-1110-31400-240000-094-0000	$0.00	$55,791.00	$55,791.00
0100-0332-0-1110-31400-240000-095-0000	$0.00	$58,157.00	$58,157.00
0100-0332-0-1110-24900-220000-394-0000	$0.00	$65,322.00	$65,322.00
0100-0332-0-1110-10000-430000-096-0000	$0.00	$34,320.00	$34,320.00
0100-0332-0-1110-24900-220000-396-0000	$0.00	$70,632.00	$70,632.00
0100-0332-0-1110-24900-220000-395-0000	$0.00	$71,282.00	$71,282.00
0100-0332-0-3800-27000-240000-000-0000	$0.00	$16,002.00	$16,002.00
0100-0332-0-0000-21001-240000-079-0000	$0.00	$17,894.00	$17,894.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1110-27000-240000-094-0000	$0.00	$21,632.00	$21,632.00
0100-0332-0-1110-27000-240000-095-0000	$0.00	$22,162.00	$22,162.00
0100-0332-0-3300-27000-240000-020-0000	$0.00	$23,659.00	$23,659.00
0100-0332-0-1110-27000-240000-096-0000	$0.00	$25,187.00	$25,187.00
0100-0332-0-1110-27000-240000-052-0000	$0.00	$27,135.00	$27,135.00
0100-0332-0-1110-10000-440000-079-0000	$0.00	$500.00	$500.00
0100-0332-0-1110-10000-430040-096-0000	$0.00	$6,000.00	$6,000.00
0100-0332-0-1110-10000-430000-018-0000	$0.00	$10,000.00	$10,000.00
0100-0332-0-0000-31400-430000-030-0000	$0.00	$6,000.00	$6,000.00
0100-0332-0-3300-27000-130000-020-0000	$0.00	$17,925.00	$17,925.00
0100-0332-0-1110-31100-120000-095-0000	$0.00	$156,826.00	$156,826.00
0100-0332-0-1110-31100-120000-096-0000	$0.00	$173,910.00	$173,910.00
0100-0332-0-1110-31100-120000-094-0000	$0.00	$193,877.00	$193,877.00
0100-0332-0-0000-21001-130000-079-0000	$0.00	$169,652.00	$169,652.00
0100-0332-0-1110-31100-120020-094-0000	$0.00	$7,500.00	$7,500.00
0100-0332-0-1110-31100-120020-095-0000	$0.00	$7,500.00	$7,500.00
0100-0332-0-1110-31100-120020-096-0000	$0.00	$7,500.00	$7,500.00
0100-0332-0-1110-31100-120000-018-0000	$0.00	$131,772.00	$131,772.00
0100-0332-0-1110-10000-430000-094-0000	$0.00	$17,500.00	$17,500.00
0100-0332-0-3800-31100-120000-094-0000	$0.00	$83,090.00	$83,090.00
0100-0332-0-1110-31400-130000-018-0000	$0.00	$117,392.00	$117,392.00
0100-0332-0-0000-27000-130000-079-0000	$0.00	$120,709.00	$120,709.00
0100-0332-0-3300-27000-130060-020-0000	$0.00	$150.00	$150.00
0100-0332-0-0000-27000-130060-079-0000	$0.00	$375.00	$375.00
0100-0332-0-1110-31400-130060-018-0000	$0.00	$750.00	$750.00
0100-0332-0-1110-10000-210000-096-0000	$0.00	$19,672.00	$19,672.00
0100-0332-0-1110-10000-210000-094-0000	$0.00	$21,738.00	$21,738.00
0100-0332-0-1110-10000-210000-095-0000	$0.00	$23,985.00	$23,985.00
0100-0332-0-0000-82000-220000-043-0000	$0.00	$230,800.00	$230,800.00
0100-0332-0-1110-24202-220000-094-0000	$0.00	$80,192.00	$80,192.00
0100-0332-0-1110-24202-220000-095-0000	$0.00	$81,638.00	$81,638.00
0100-0332-0-1110-24202-220000-096-0000	$0.00	$84,214.00	$84,214.00
0100-0332-0-0000-82000-320200-043-0000	$0.00	$60,931.00	$60,931.00
0100-0332-0-1110-10000-320200-095-0000	$0.00	$27,140.00	$27,140.00
0100-0332-0-1110-10000-320200-094-0000	$0.00	$28,443.00	$28,443.00
0100-0332-0-1110-10000-320200-096-0000	$0.00	$26,876.00	$26,876.00
0100-0332-0-1135-10000-320200-096-0000	$0.00	$22,136.00	$22,136.00
0100-0332-0-1110-24202-320200-096-0000	$0.00	$22,233.00	$22,233.00
0100-0332-0-1135-10000-320200-095-0000	$0.00	$23,000.00	$23,000.00
0100-0332-0-1135-10000-320200-094-0000	$0.00	$23,897.00	$23,897.00
0100-0332-0-1110-24202-320200-094-0000	$0.00	$21,171.00	$21,171.00
0100-0332-0-1110-24202-320200-095-0000	$0.00	$21,552.00	$21,552.00
0100-0332-0-1110-10000-320200-018-0000	$0.00	$13,345.00	$13,345.00
0100-0332-0-0000-74000-320200-024-0000	$0.00	$12,673.00	$12,673.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1110-31400-320200-096-0000	$0.00	$14,551.00	$14,551.00
0100-0332-0-1110-31400-320200-094-0000	$0.00	$14,729.00	$14,729.00
0100-0332-0-1110-10000-571020-096-0000	$0.00	$50.00	$50.00
0100-0332-0-5760-11100-571020-094-8650	$0.00	$150.00	$150.00
0100-0332-0-5760-11100-571020-095-8650	$0.00	$300.00	$300.00
0100-0332-0-1110-10000-571020-079-0000	$0.00	$400.00	$400.00
0100-0332-0-1110-24900-320200-394-0000	$0.00	$17,245.00	$17,245.00
0100-0332-0-1110-31400-320200-095-0000	$0.00	$15,353.00	$15,353.00
0100-0332-0-1110-24900-320200-396-0000	$0.00	$18,647.00	$18,647.00
0100-0332-0-1110-24900-320200-395-0000	$0.00	$18,818.00	$18,818.00
0100-0332-0-1110-10000-571020-094-0000	$0.00	$1,000.00	$1,000.00
0100-0332-0-1110-10000-571020-095-0000	$0.00	$1,000.00	$1,000.00
0100-0332-0-1110-31100-310100-096-0000	$0.00	$33,217.00	$33,217.00
0100-0332-0-1110-31100-310100-094-0000	$0.00	$33,413.00	$33,413.00
0100-0332-0-0000-21001-310100-079-0000	$0.00	$32,404.00	$32,404.00
0100-0332-0-1143-10000-310100-096-0000	$0.00	$54,497.00	$54,497.00
0100-0332-0-1110-10000-560000-096-0000	$0.00	$50.00	$50.00
0100-0332-0-1110-27000-320200-096-0000	$0.00	$6,649.00	$6,649.00
0100-0332-0-1110-27000-320200-052-0000	$0.00	$7,164.00	$7,164.00
0100-0332-0-3800-27000-320200-000-0000	$0.00	$4,225.00	$4,225.00
0100-0332-0-0000-21001-320200-079-0000	$0.00	$4,724.00	$4,724.00
0100-0332-0-1110-27000-320200-094-0000	$0.00	$5,711.00	$5,711.00
0100-0332-0-1110-27000-320200-095-0000	$0.00	$5,851.00	$5,851.00
0100-0332-0-3300-27000-320200-020-0000	$0.00	$6,246.00	$6,246.00
0100-0332-0-1110-10000-320200-051-0000	$0.00	$157.00	$157.00
0100-0332-0-1110-10000-320200-055-0000	$0.00	$314.00	$314.00
0100-0332-0-1110-31200-320100-096-0000	$0.00	$16,453.00	$16,453.00
0100-0332-0-1110-31100-320100-094-0000	$0.00	$5,000.00	$5,000.00
0100-0332-0-1143-10000-310100-094-0000	$0.00	$81,462.00	$81,462.00
0100-0332-0-3800-31100-320100-095-0000	$0.00	$1,429.00	$1,429.00
0100-0332-0-3800-31100-320100-094-0000	$0.00	$2,143.00	$2,143.00
0100-0332-0-1110-31100-320100-095-0000	$0.00	$3,333.00	$3,333.00
0100-0332-0-1110-10000-571090-096-0000	$0.00	$100.00	$100.00
0100-0332-0-1110-10000-571040-096-0000	$0.00	$300.00	$300.00
0100-0332-0-1110-10000-571040-094-0000	$0.00	$170.00	$170.00
0100-0332-0-1110-10000-571040-095-0000	$0.00	$100.00	$100.00
0100-0332-0-1110-10000-571040-051-0000	$0.00	$20.00	$20.00
0100-0332-0-1110-10000-571040-052-0000	$0.00	$50.00	$50.00
0100-0332-0-1110-10000-580000-079-0000	$0.00	$500.00	$500.00
0100-0332-0-1110-10000-580000-095-0000	$0.00	$5,200.00	$5,200.00
0100-0332-0-1110-10000-580000-052-0000	$0.00	$260.00	$260.00
0100-0332-0-0000-31400-580000-030-0000	$0.00	$500.00	$500.00
0100-0332-0-1110-10000-580000-051-0000	$0.00	$190.00	$190.00
0100-0332-0-1163-10000-330100-095-0000	$0.00	$484.00	$484.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1110-10000-330100-095-0000	$0.00	$543.00	$543.00
0100-0332-0-1155-10000-330100-095-0000	$0.00	$565.00	$565.00
0100-0332-0-1157-10000-330100-096-0000	$0.00	$565.00	$565.00
0100-0332-0-1163-10000-330100-096-0000	$0.00	$565.00	$565.00
0100-0332-0-1155-10000-330100-094-0000	$0.00	$609.00	$609.00
0100-0332-0-1152-10000-330100-096-0000	$0.00	$178.00	$178.00
0100-0332-0-1110-10000-330100-096-0000	$0.00	$297.00	$297.00
0100-0332-0-3200-10000-330100-052-0000	$0.00	$363.00	$363.00
0100-0332-0-1174-10000-330100-094-0000	$0.00	$369.00	$369.00
0100-0332-0-1174-10000-330100-096-0000	$0.00	$369.00	$369.00
0100-0332-0-1133-10000-330100-095-0000	$0.00	$416.00	$416.00
0100-0332-0-1110-10000-330100-018-0029	$0.00	$421.00	$421.00
0100-0332-0-1110-10000-580000-094-0000	$0.00	$7,000.00	$7,000.00
0100-0332-0-1110-27000-580000-094-0000	$0.00	$8,740.00	$8,740.00
0100-0332-0-1110-10000-580000-096-0000	$0.00	$7,006.00	$7,006.00
0100-0332-0-1110-27000-580000-095-0000	$0.00	$9,000.00	$9,000.00
0100-0332-0-3300-27000-330100-020-0000	$0.00	$262.00	$262.00
0100-0332-0-1174-10000-330100-095-0000	$0.00	$287.00	$287.00
0100-0332-0-1110-10000-330100-079-0000	$0.00	$174.00	$174.00
0100-0332-0-1110-31200-330100-052-0000	$0.00	$642.00	$642.00
0100-0332-0-1152-10000-330100-094-0000	$0.00	$1,050.00	$1,050.00
0100-0332-0-1110-31200-330100-094-0000	$0.00	$1,052.00	$1,052.00
0100-0332-0-3800-31100-330100-096-0000	$0.00	$1,081.00	$1,081.00
0100-0332-0-1110-31200-330100-095-0000	$0.00	$1,092.00	$1,092.00
0100-0332-0-1156-10000-330100-094-0000	$0.00	$687.00	$687.00
0100-0332-0-1156-10000-330100-095-0000	$0.00	$1,129.00	$1,129.00
0100-0332-0-1157-10000-330100-094-0000	$0.00	$1,219.00	$1,219.00
0100-0332-0-3804-10000-330100-096-0000	$0.00	$1,247.00	$1,247.00
0100-0332-0-5760-11100-330100-079-3102	$0.00	$1,254.00	$1,254.00
0100-0332-0-1152-10000-330100-095-0000	$0.00	$1,276.00	$1,276.00
0100-0332-0-3800-31100-330100-095-0000	$0.00	$1,310.00	$1,310.00
0100-0332-0-1156-10000-330100-096-0000	$0.00	$1,468.00	$1,468.00
0100-0332-0-1110-10000-330100-094-0000	$0.00	$1,472.00	$1,472.00
0100-0332-0-1157-10000-330100-095-0000	$0.00	$969.00	$969.00
0100-0332-0-3300-10000-330100-020-0000	$0.00	$2,175.00	$2,175.00
0100-0332-0-1110-10000-330100-018-1804	$0.00	$1,900.00	$1,900.00
0100-0332-0-1110-31100-330100-018-0000	$0.00	$1,911.00	$1,911.00
0100-0332-0-1163-10000-330100-094-0000	$0.00	$1,644.00	$1,644.00
0100-0332-0-3800-31100-330100-094-0000	$0.00	$1,708.00	$1,708.00
0100-0332-0-1110-31400-330100-018-0000	$0.00	$1,713.00	$1,713.00
0100-0332-0-1143-10000-330100-095-0000	$0.00	$1,713.00	$1,713.00
0100-0332-0-0000-27000-330100-079-0000	$0.00	$1,756.00	$1,756.00
0100-0332-0-0000-72100-731000-010-0000	$0.00	$434,875.00	$434,875.00
0100-0332-0-1133-10000-340100-095-0000	$0.00	$6,143.00	$6,143.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1155-10000-340100-094-0000	$0.00	$6,143.00	$6,143.00
0100-0332-0-1155-10000-340100-095-0000	$0.00	$6,143.00	$6,143.00
0100-0332-0-1157-10000-340100-096-0000	$0.00	$6,143.00	$6,143.00
0100-0332-0-1163-10000-340100-095-0000	$0.00	$6,143.00	$6,143.00
0100-0332-0-1163-10000-340100-096-0000	$0.00	$6,143.00	$6,143.00
0100-0332-0-1110-10000-340100-095-0000	$0.00	$6,143.00	$6,143.00
0100-0332-0-1110-10000-340100-018-1804	$0.00	$18,432.00	$18,432.00
0100-0332-0-1143-10000-340100-095-0000	$0.00	$18,432.00	$18,432.00
0100-0332-0-1156-10000-340100-096-0000	$0.00	$18,432.00	$18,432.00
0100-0332-0-1163-10000-340100-094-0000	$0.00	$18,432.00	$18,432.00
0100-0332-0-3804-10000-340100-096-0000	$0.00	$18,432.00	$18,432.00
0100-0332-0-1110-31200-340100-052-0000	$0.00	$9,216.00	$9,216.00
0100-0332-0-3800-31100-340100-095-0000	$0.00	$9,400.00	$9,400.00
0100-0332-0-0000-21001-340100-079-0000	$0.00	$10,717.00	$10,717.00
0100-0332-0-3800-31100-340100-096-0000	$0.00	$11,059.00	$11,059.00
0100-0332-0-0000-27000-340100-079-0000	$0.00	$8,244.00	$8,244.00
0100-0332-0-5760-11100-340100-079-3102	$0.00	$12,534.00	$12,534.00
0100-0332-0-3800-31100-340100-094-0000	$0.00	$12,718.00	$12,718.00
0100-0332-0-1110-31400-340100-018-0000	$0.00	$13,520.00	$13,520.00
0100-0332-0-1152-10000-340100-094-0000	$0.00	$15,361.00	$15,361.00
0100-0332-0-1110-31200-340100-094-0000	$0.00	$12,349.00	$12,349.00
0100-0332-0-1110-31200-340100-095-0000	$0.00	$12,349.00	$12,349.00
0100-0332-0-1110-31200-340100-096-0000	$0.00	$12,349.00	$12,349.00
0100-0332-0-1156-10000-340100-094-0000	$0.00	$12,289.00	$12,289.00
0100-0332-0-1156-10000-340100-095-0000	$0.00	$12,289.00	$12,289.00
0100-0332-0-1157-10000-340100-094-0000	$0.00	$12,289.00	$12,289.00
0100-0332-0-1157-10000-340100-095-0000	$0.00	$12,289.00	$12,289.00
0100-0332-0-1143-10000-340100-094-0000	$0.00	$70,657.00	$70,657.00
0100-0332-0-1110-31100-340100-018-0000	$0.00	$18,432.00	$18,432.00
0100-0332-0-1143-10000-340100-096-0000	$0.00	$52,223.00	$52,223.00
0100-0332-0-1110-31100-340100-094-0000	$0.00	$29,676.00	$29,676.00
0100-0332-0-1110-10000-340100-094-0000	$0.00	$18,434.00	$18,434.00
0100-0332-0-1152-10000-340100-095-0000	$0.00	$18,434.00	$18,434.00
0100-0332-0-1110-31100-340100-095-0000	$0.00	$21,934.00	$21,934.00
0100-0332-0-1110-31100-340100-096-0000	$0.00	$25,805.00	$25,805.00
0100-0332-0-3300-27000-340200-020-0000	$0.00	$8,640.00	$8,640.00
0100-0332-0-0000-74000-340200-024-0000	$0.00	$12,960.00	$12,960.00
0100-0332-0-3800-27000-340200-000-0000	$0.00	$4,320.00	$4,320.00
0100-0332-0-1110-10000-340200-051-0000	$0.00	$173.00	$173.00
0100-0332-0-1110-10000-340200-055-0000	$0.00	$346.00	$346.00
0100-0332-0-1110-27000-340200-052-0000	$0.00	$864.00	$864.00
0100-0332-0-0000-21001-340200-079-0000	$0.00	$3,456.00	$3,456.00
0100-0332-0-1110-10000-580011-094-0000	$0.00	$31,570.00	$31,570.00
0100-0332-0-1110-10000-580011-018-8501	$0.00	$105,000.00	$105,000.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1110-10000-580040-079-0000	$0.00	$100.00	$100.00
0100-0332-0-1110-10000-580011-095-0000	$0.00	$26,000.00	$26,000.00
0100-0332-0-1110-10000-580011-096-0000	$0.00	$20,194.00	$20,194.00
0100-0332-0-1110-31100-330100-095-0000	$0.00	$3,166.00	$3,166.00
0100-0332-0-1143-10000-330100-094-0000	$0.00	$6,184.00	$6,184.00
0100-0332-0-1110-10000-330200-051-0000	$0.00	$46.00	$46.00
0100-0332-0-1110-10000-330200-055-0000	$0.00	$91.00	$91.00
0100-0332-0-1110-10000-580011-079-0000	$0.00	$300.00	$300.00
0100-0332-0-1110-10000-580011-052-0000	$0.00	$820.00	$820.00
0100-0332-0-1110-10000-580000-018-0000	$0.00	$40,000.00	$40,000.00
0100-0332-0-1110-31100-330100-096-0000	$0.00	$2,522.00	$2,522.00
0100-0332-0-0000-21001-330100-079-0000	$0.00	$2,460.00	$2,460.00
0100-0332-0-1110-31200-330100-096-0000	$0.00	$4,768.00	$4,768.00
0100-0332-0-1110-31100-330100-094-0000	$0.00	$3,985.00	$3,985.00
0100-0332-0-1143-10000-330100-096-0000	$0.00	$4,137.00	$4,137.00
0100-0332-0-1110-10000-580011-051-0000	$0.00	$700.00	$700.00
0100-0332-0-1110-31400-590010-018-0000	$0.00	$1,000.00	$1,000.00
0100-0332-0-1110-27000-330200-096-0000	$0.00	$1,927.00	$1,927.00
0100-0332-0-3300-27000-330200-020-0000	$0.00	$1,810.00	$1,810.00
0100-0332-0-1110-27000-330200-052-0000	$0.00	$2,076.00	$2,076.00
0100-0332-0-1110-27000-330200-094-0000	$0.00	$1,655.00	$1,655.00
0100-0332-0-1110-27000-330200-095-0000	$0.00	$1,695.00	$1,695.00
0100-0332-0-3800-27000-330200-000-0000	$0.00	$1,224.00	$1,224.00
0100-0332-0-0000-21001-330200-079-0000	$0.00	$1,369.00	$1,369.00
0100-0332-0-0000-74000-330200-024-0000	$0.00	$3,672.00	$3,672.00
0100-0332-0-1110-10000-330200-096-0000	$0.00	$7,788.00	$7,788.00
0100-0332-0-0000-82000-330200-043-0000	$0.00	$17,656.00	$17,656.00
0100-0332-0-1152-10000-340100-096-0000	$0.00	$3,073.00	$3,073.00
0100-0332-0-1110-10000-340100-096-0000	$0.00	$3,073.00	$3,073.00
0100-0332-0-1174-10000-340100-094-0000	$0.00	$3,318.00	$3,318.00
0100-0332-0-1174-10000-340100-096-0000	$0.00	$3,318.00	$3,318.00
0100-0332-0-3300-27000-340100-020-0000	$0.00	$1,649.00	$1,649.00
0100-0332-0-1174-10000-340100-095-0000	$0.00	$2,580.00	$2,580.00
0100-0332-0-1110-10000-330200-018-0000	$0.00	$3,867.00	$3,867.00
0100-0332-0-1110-31400-330200-096-0000	$0.00	$4,217.00	$4,217.00
0100-0332-0-1110-31400-330200-094-0000	$0.00	$4,268.00	$4,268.00
0100-0332-0-1110-24900-330200-394-0000	$0.00	$4,997.00	$4,997.00
0100-0332-0-1110-31400-330200-095-0000	$0.00	$4,449.00	$4,449.00
0100-0332-0-1110-24900-330200-396-0000	$0.00	$5,403.00	$5,403.00
0100-0332-0-1110-24900-330200-395-0000	$0.00	$5,453.00	$5,453.00
0100-0332-0-1110-10000-330200-095-0000	$0.00	$7,865.00	$7,865.00
0100-0332-0-1110-10000-330200-094-0000	$0.00	$8,242.00	$8,242.00
0100-0332-0-1135-10000-330200-096-0000	$0.00	$6,415.00	$6,415.00
0100-0332-0-1110-24202-330200-096-0000	$0.00	$6,442.00	$6,442.00

Fund: 0100 General Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1135-10000-330200-095-0000	$0.00	$6,665.00	$6,665.00
0100-0332-0-1135-10000-330200-094-0000	$0.00	$6,925.00	$6,925.00
0100-0332-0-1110-24202-330200-094-0000	$0.00	$6,135.00	$6,135.00
0100-0332-0-1110-24202-330200-095-0000	$0.00	$6,245.00	$6,245.00
0100-0332-0-1110-10000-340200-095-0000	$0.00	$19,699.00	$19,699.00
0100-0332-0-1110-10000-340200-094-0000	$0.00	$23,501.00	$23,501.00
0100-0332-0-1110-10000-340200-096-0000	$0.00	$24,538.00	$24,538.00
0100-0332-0-0000-82000-340200-043-0000	$0.00	$69,120.00	$69,120.00
0100-0332-0-1110-10000-340200-018-0000	$0.00	$17,280.00	$17,280.00
0100-0332-0-1110-24202-340200-094-0000	$0.00	$17,280.00	$17,280.00
0100-0332-0-1110-24202-340200-095-0000	$0.00	$17,280.00	$17,280.00
0100-0332-0-1110-24202-340200-096-0000	$0.00	$17,280.00	$17,280.00
0100-0332-0-1110-31400-340200-094-0000	$0.00	$16,416.00	$16,416.00
0100-0332-0-1110-31400-340200-095-0000	$0.00	$16,416.00	$16,416.00
0100-0332-0-1110-31400-340200-096-0000	$0.00	$16,416.00	$16,416.00
0100-0332-0-1110-24900-340200-394-0000	$0.00	$17,280.00	$17,280.00
0100-0332-0-1110-24900-340200-395-0000	$0.00	$17,280.00	$17,280.00
0100-0332-0-1110-24900-340200-396-0000	$0.00	$17,280.00	$17,280.00
0100-0332-0-1135-10000-340200-094-0000	$0.00	$14,011.00	$14,011.00
0100-0332-0-1135-10000-340200-095-0000	$0.00	$14,011.00	$14,011.00
0100-0332-0-1135-10000-340200-096-0000	$0.00	$14,011.00	$14,011.00
***Expense Total	$0.00	$9,142,380.00	$9,142,380.00

Total: Income	$0.00	$9,142,380.00	$9,142,380.00
Total: Expenses	$0.00	$9,142,380.00	$9,142,380.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 0333 LCFF Transportation Funding

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-0333-0-0000-00000-859000-000-0000	$0.00	$1,126,682.00	$1,126,682.00
0100-0333-0-0000-00000-898010-000-0000	$0.00	$1,055,121.00	$1,055,121.00
0100-0333-0-0000-00000-898000-000-0000	$0.00	$456,794.00	$456,794.00
0100-0333-0-0000-00000-869900-101-0000	$0.00	$15,000.00	$15,000.00
***Income Total	$0.00	$2,653,597.00	$2,653,597.00
Expenses			
0100-0333-0-0000-36000-340200-000-0000	$0.00	$276,084.00	$276,084.00
0100-0333-0-0000-36000-330200-000-0000	$0.00	$88,849.00	$88,849.00
0100-0333-0-0000-36000-590010-000-0000	$0.00	$120.00	$120.00
0100-0333-0-0000-36000-580011-000-0000	$0.00	$2,500.00	$2,500.00
0100-0333-0-0000-72100-731000-010-0000	$0.00	$90,000.00	$90,000.00
0100-0333-0-0000-36000-640000-000-0000	$0.00	$350,000.00	$350,000.00
0100-0333-0-0000-36000-580000-000-0000	$0.00	$11,000.00	$11,000.00
0100-0333-0-0000-36000-575011-000-0000	$0.00	($4,000.00)	($4,000.00)
0100-0333-0-0000-36000-571040-000-0000	$0.00	$25.00	$25.00
0100-0333-0-0000-36000-571020-000-0000	$0.00	($383,772.00)	($383,772.00)
0100-0333-0-0000-36000-571011-000-0000	$0.00	($42,800.00)	($42,800.00)
0100-0333-0-0000-36000-560000-000-0000	$0.00	$400,000.00	$400,000.00
0100-0333-0-0000-36000-320200-000-0000	$0.00	$306,617.00	$306,617.00
0100-0333-0-0000-36000-430050-000-0000	$0.00	$40,000.00	$40,000.00
0100-0333-0-0000-36000-430030-000-0000	$0.00	$20,000.00	$20,000.00
0100-0333-0-0000-36000-220011-000-0000	$0.00	$15,000.00	$15,000.00
0100-0333-0-0000-36000-230000-000-0000	$0.00	$78,954.00	$78,954.00
0100-0333-0-0000-36000-220021-000-0000	$0.00	$90,000.00	$90,000.00
0100-0333-0-0000-36000-220022-000-0000	$0.00	$1,000.00	$1,000.00
0100-0333-0-0000-36000-220001-000-0000	$0.00	$739,726.00	$739,726.00
0100-0333-0-0000-36000-220002-000-0000	$0.00	$168,954.00	$168,954.00
0100-0333-0-0000-36000-430010-000-0000	$0.00	$185,000.00	$185,000.00
0100-0333-0-0000-36000-430000-000-0000	$0.00	$90,000.00	$90,000.00
0100-0333-0-0000-36000-240000-000-0000	$0.00	$66,043.00	$66,043.00
0100-0333-0-0000-36000-545000-000-0000	$0.00	$23,000.00	$23,000.00
0100-0333-0-0000-36000-240060-000-0000	$0.00	$750.00	$750.00
0100-0333-0-0000-36000-240020-000-0000	$0.00	$1,000.00	$1,000.00
0100-0333-0-0000-36000-440000-000-0000	$0.00	$20,000.00	$20,000.00
0100-0333-0-0000-36000-350200-000-0000	$0.00	$581.00	$581.00
0100-0333-0-0000-36000-360200-000-0000	$0.00	$18,966.00	$18,966.00
***Expense Total	$0.00	$2,653,597.00	$2,653,597.00

Fund: 0100 General Fund

Resource: 0333 LCFF Transportation Funding

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Total: Income	$0.00	$2,653,597.00	$2,653,597.00
Total: Expenses	$0.00	$2,653,597.00	$2,653,597.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 0334 Continuation Education

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-0334-0-3200-00000-898000-000-0000	$0.00	$389,086.04	$389,086.04
0100-0334-0-3200-00000-898070-052-0000	$0.00	$789,069.96	$789,069.96
***Income Total	$0.00	$1,178,156.00	$1,178,156.00
Expenses			
0100-0334-0-1141-10000-430000-052-0000	$0.00	$300.00	$300.00
0100-0334-0-3200-10000-110000-052-0000	$0.00	$496,863.00	$496,863.00
0100-0334-0-1135-10000-430000-052-0000	$0.00	$1,000.00	$1,000.00
0100-0334-0-3200-10000-110018-052-0000	$0.00	$3,000.00	$3,000.00
0100-0334-0-3200-10000-110010-052-0000	$0.00	$3,500.00	$3,500.00
0100-0334-0-3200-27000-430000-052-0000	$0.00	$2,400.00	$2,400.00
0100-0334-0-3200-10000-430000-052-0000	$0.00	$3,780.00	$3,780.00
0100-0334-0-1135-40000-110040-052-0000	$0.00	$2,021.00	$2,021.00
0100-0334-0-3200-10000-110030-052-0000	$0.00	$2,000.00	$2,000.00
0100-0334-0-3200-10000-360100-052-0000	$0.00	$8,253.00	$8,253.00
0100-0334-0-3200-10000-360200-052-0000	$0.00	$381.00	$381.00
0100-0334-0-3200-27000-360200-052-0000	$0.00	$1,628.00	$1,628.00
0100-0334-0-3200-27000-360100-052-0000	$0.00	$1,329.00	$1,329.00
0100-0334-0-1135-40000-350100-052-0000	$0.00	$1.00	$1.00
0100-0334-0-3200-27000-350100-052-0000	$0.00	$41.00	$41.00
0100-0334-0-3200-10000-350100-052-0000	$0.00	$253.00	$253.00
0100-0334-0-1135-40000-360100-052-0000	$0.00	$33.00	$33.00
0100-0334-0-3200-10000-350200-052-0000	$0.00	$12.00	$12.00
0100-0334-0-3200-27000-350200-052-0000	$0.00	$50.00	$50.00
0100-0334-0-1135-10000-520000-052-0000	$0.00	$400.00	$400.00
0100-0334-0-3200-10000-290000-052-0000	$0.00	$23,307.00	$23,307.00
0100-0334-0-3200-27000-240000-052-0000	$0.00	$99,703.00	$99,703.00
0100-0334-0-1135-40000-310100-052-0000	$0.00	$386.00	$386.00
0100-0334-0-3200-82000-550010-033-0000	$0.00	$9,000.00	$9,000.00
0100-0334-0-3200-82000-550020-033-0000	$0.00	$70,000.00	$70,000.00
0100-0334-0-3200-10000-530000-052-0000	$0.00	$2,000.00	$2,000.00
0100-0334-0-1135-10000-530000-052-0000	$0.00	$550.00	$550.00
0100-0334-0-3200-27000-310100-052-0000	$0.00	$15,535.00	$15,535.00
0100-0334-0-3200-10000-440000-052-0000	$0.00	$1,260.00	$1,260.00
0100-0334-0-3200-27000-130060-052-0000	$0.00	$675.00	$675.00
0100-0334-0-3200-27000-130000-052-0000	$0.00	$80,662.00	$80,662.00
0100-0334-0-3200-27000-320200-052-0000	$0.00	$26,322.00	$26,322.00
0100-0334-0-3200-10000-571020-052-0000	$0.00	$20.00	$20.00
0100-0334-0-1135-10000-571020-052-0000	$0.00	$1,000.00	$1,000.00
0100-0334-0-3200-10000-320200-052-0000	$0.00	$6,153.00	$6,153.00
0100-0334-0-3200-10000-310100-052-0000	$0.00	$96,524.00	$96,524.00
0100-0334-0-3200-82000-550030-033-0000	$0.00	$7,000.00	$7,000.00
0100-0334-0-3200-10000-560000-052-0000	$0.00	$400.00	$400.00

Fund: 0100 General Fund

Resource: 0334 Continuation Education

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-0334-0-3200-27000-560000-052-0000	$0.00	$400.00	$400.00
0100-0334-0-1135-40000-330100-052-0000	$0.00	$29.00	$29.00
0100-0334-0-3200-27000-571040-052-0000	$0.00	$200.00	$200.00
0100-0334-0-3200-27000-580000-052-0000	$0.00	$1,000.00	$1,000.00
0100-0334-0-1135-10000-580000-052-0000	$0.00	$50.00	$50.00
0100-0334-0-3200-27000-330100-052-0000	$0.00	$1,179.00	$1,179.00
0100-0334-0-0000-72100-731000-010-0000	$0.00	$56,102.00	$56,102.00
0100-0334-0-3200-27000-340100-052-0000	$0.00	$7,420.00	$7,420.00
0100-0334-0-3200-10000-340100-052-0000	$0.00	$101,376.00	$101,376.00
0100-0334-0-3200-10000-330100-052-0000	$0.00	$7,328.00	$7,328.00
0100-0334-0-3200-10000-330200-052-0000	$0.00	$1,783.00	$1,783.00
0100-0334-0-3200-27000-330200-052-0000	$0.00	$7,627.00	$7,627.00
0100-0334-0-3200-27000-340200-052-0000	$0.00	$25,920.00	$25,920.00
***Expense Total	$0.00	$1,178,156.00	$1,178,156.00
Total: Income	$0.00	$1,178,156.00	$1,178,156.00
Total: Expenses	$0.00	$1,178,156.00	$1,178,156.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 0337 New Teacher Induction (NTI)

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-0337-0-0000-00000-898000-000-0000	$0.00	$150,000.00	$150,000.00
***Income Total	$0.00	$150,000.00	$150,000.00
Expenses			
0100-0337-0-1110-10000-580000-000-0000	$0.00	$135,000.00	$135,000.00
0100-0337-0-1110-10000-330100-000-0000	$0.00	$174.00	$174.00
0100-0337-0-1110-10000-310100-000-0000	$0.00	$2,624.00	$2,624.00
0100-0337-0-1110-10000-360100-000-0000	$0.00	$196.00	$196.00
0100-0337-0-1110-10000-350100-000-0000	$0.00	$6.00	$6.00
0100-0337-0-1110-10000-110020-000-0000	$0.00	$12,000.00	$12,000.00
***Expense Total	$0.00	$150,000.00	$150,000.00
Total: Income	$0.00	$150,000.00	$150,000.00
Total: Expenses	$0.00	$150,000.00	$150,000.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 1100 State Lottery

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-1100-0-0000-00000-856000-000-0000	$0.00	$850,000.00	$850,000.00
***Income Total	$0.00	$850,000.00	$850,000.00
Expenses			
0100-1100-0-1167-10000-430000-094-0000	$0.00	$4,000.00	$4,000.00
0100-1100-0-1157-10000-430000-175-0000	$0.00	$4,000.00	$4,000.00
0100-1100-0-1143-10000-430000-094-0000	$0.00	$5,000.00	$5,000.00
0100-1100-0-1152-10000-430000-094-0000	$0.00	$5,000.00	$5,000.00
0100-1100-0-1157-10000-430000-157-0000	$0.00	$2,700.00	$2,700.00
0100-1100-0-1167-10000-430000-095-0000	$0.00	$3,000.00	$3,000.00
0100-1100-0-1156-10000-430000-195-0000	$0.00	$3,375.00	$3,375.00
0100-1100-0-1169-10000-430000-094-0000	$0.00	$3,500.00	$3,500.00
0100-1100-0-3300-10000-430000-020-0000	$0.00	$4,000.00	$4,000.00
0100-1100-0-1135-10000-430000-037-0000	$0.00	$4,000.00	$4,000.00
0100-1100-0-1160-10000-430000-094-0000	$0.00	$2,400.00	$2,400.00
0100-1100-0-3808-10000-430000-094-0000	$0.00	$2,500.00	$2,500.00
0100-1100-0-1156-10000-430000-094-0000	$0.00	$3,000.00	$3,000.00
0100-1100-0-3801-10000-430000-094-0000	$0.00	$3,000.00	$3,000.00
0100-1100-0-1141-10000-430000-094-0000	$0.00	$2,200.00	$2,200.00
0100-1100-0-1141-10000-430000-095-0000	$0.00	$2,200.00	$2,200.00
0100-1100-0-1145-10000-430000-094-0000	$0.00	$1,400.00	$1,400.00
0100-1100-0-1152-10000-430000-095-0000	$0.00	$2,000.00	$2,000.00
0100-1100-0-1168-10000-430000-094-0000	$0.00	$2,000.00	$2,000.00
0100-1100-0-3804-10000-430000-094-0000	$0.00	$2,000.00	$2,000.00
0100-1100-0-1110-31600-430000-552-0000	$0.00	$900.00	$900.00
0100-1100-0-3806-10000-430000-094-0000	$0.00	$300.00	$300.00
0100-1100-0-1135-10000-430000-065-0000	$0.00	$250.00	$250.00
0100-1100-0-1110-24202-430000-094-0000	$0.00	$500.00	$500.00
0100-1100-0-1157-10000-430000-094-0000	$0.00	$500.00	$500.00
0100-1100-0-3809-10000-430000-094-0000	$0.00	$500.00	$500.00
0100-1100-0-1157-10000-430000-176-0000	$0.00	$200.00	$200.00
0100-1100-0-1156-10000-520000-194-0000	$0.00	$600.00	$600.00
0100-1100-0-1110-10000-520000-094-0000	$0.00	$400.00	$400.00
0100-1100-0-1135-10000-520000-037-0000	$0.00	$1,000.00	$1,000.00
0100-1100-0-1157-10000-520000-094-0000	$0.00	$800.00	$800.00
0100-1100-0-1156-10000-530000-194-0000	$0.00	$275.00	$275.00
0100-1100-0-1156-10000-530000-195-0000	$0.00	$300.00	$300.00
0100-1100-0-1157-10000-530000-176-0000	$0.00	$350.00	$350.00
0100-1100-0-1157-10000-530000-157-0000	$0.00	$1,300.00	$1,300.00
0100-1100-0-1156-10000-520000-195-0000	$0.00	$6,345.00	$6,345.00
0100-1100-0-1157-10000-520000-176-0000	$0.00	$2,400.00	$2,400.00
0100-1100-0-1156-10000-430000-196-0000	$0.00	$15,000.00	$15,000.00
0100-1100-0-1110-31600-430000-594-0000	$0.00	$7,125.00	$7,125.00

Fund: 0100 General Fund

Resource: 1100 State Lottery

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-1100-0-1110-31600-430000-595-0000	$0.00	$7,125.00	$7,125.00
0100-1100-0-1110-31600-430000-596-0000	$0.00	$7,125.00	$7,125.00
0100-1100-0-3802-10000-430000-094-0000	$0.00	$7,500.00	$7,500.00
0100-1100-0-1135-10000-430000-073-0000	$0.00	$10,450.00	$10,450.00
0100-1100-0-1156-10000-430000-194-0000	$0.00	$10,625.00	$10,625.00
0100-1100-0-1135-10000-440000-037-0000	$0.00	$1,000.00	$1,000.00
0100-1100-0-1110-10000-440000-094-0000	$0.00	$1,000.00	$1,000.00
0100-1100-0-1135-10000-440000-073-0000	$0.00	$2,000.00	$2,000.00
0100-1100-0-1110-10000-440000-095-0000	$0.00	$5,500.00	$5,500.00
0100-1100-0-3300-10000-440000-020-0000	$0.00	$2,375.00	$2,375.00
0100-1100-0-1110-10000-430000-095-0000	$0.00	$31,890.00	$31,890.00
0100-1100-0-1110-10000-430000-096-0000	$0.00	$33,323.00	$33,323.00
0100-1100-0-1110-10000-430000-094-0000	$0.00	$25,960.00	$25,960.00
0100-1100-0-1135-10000-580000-073-0000	$0.00	$6,000.00	$6,000.00
0100-1100-0-1135-10000-580000-037-0000	$0.00	$14,000.00	$14,000.00
0100-1100-0-3300-10000-571040-020-0000	$0.00	$100.00	$100.00
0100-1100-0-3300-10000-560000-020-0000	$0.00	$400.00	$400.00
0100-1100-0-1135-10000-560000-073-0000	$0.00	$1,550.00	$1,550.00
0100-1100-0-1110-10000-560000-094-0000	$0.00	$2,000.00	$2,000.00
0100-1100-0-1143-10000-560000-094-0000	$0.00	$1,000.00	$1,000.00
0100-1100-0-1110-10000-560000-096-0000	$0.00	$7,666.00	$7,666.00
0100-1100-0-1156-10000-560000-194-0000	$0.00	$3,500.00	$3,500.00
0100-1100-0-1156-10000-560000-195-0000	$0.00	$4,980.00	$4,980.00
0100-1100-0-1135-10000-571020-037-3701	$0.00	$500.00	$500.00
0100-1100-0-1135-10000-571020-065-3706	$0.00	$1,000.00	$1,000.00
0100-1100-0-1135-10000-571020-065-3726	$0.00	$1,000.00	$1,000.00
0100-1100-0-1135-10000-571020-073-3701	$0.00	$1,000.00	$1,000.00
0100-1100-0-1135-10000-571020-073-3706	$0.00	$1,000.00	$1,000.00
0100-1100-0-1135-10000-571020-037-3706	$0.00	$1,000.00	$1,000.00
0100-1100-0-1135-10000-571020-495-3804	$0.00	$5,000.00	$5,000.00
0100-1100-0-1135-10000-571020-037-3704	$0.00	$2,000.00	$2,000.00
0100-1100-0-1135-10000-571020-496-3804	$0.00	$2,000.00	$2,000.00
0100-1100-0-1135-10000-571020-065-3710	$0.00	$2,000.00	$2,000.00
0100-1100-0-1135-10000-571020-065-3731	$0.00	$2,000.00	$2,000.00
0100-1100-0-1135-10000-571020-037-3710	$0.00	$2,300.00	$2,300.00
0100-1100-0-1135-10000-571020-065-3704	$0.00	$2,500.00	$2,500.00
0100-1100-0-1135-10000-571020-065-3716	$0.00	$2,500.00	$2,500.00
0100-1100-0-1135-10000-571020-073-3711	$0.00	$3,000.00	$3,000.00
0100-1100-0-1135-10000-571020-065-3715	$0.00	$3,000.00	$3,000.00
0100-1100-0-1135-10000-571020-037-3716	$0.00	$3,500.00	$3,500.00
0100-1100-0-1135-10000-571020-073-3704	$0.00	$3,500.00	$3,500.00
0100-1100-0-1135-10000-571020-073-3710	$0.00	$3,500.00	$3,500.00
0100-1100-0-1135-10000-571020-065-3711	$0.00	$3,500.00	$3,500.00
0100-1100-0-1135-10000-571020-065-3735	$0.00	$3,500.00	$3,500.00

Fund: 0100 General Fund

Resource: 1100 State Lottery

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-1100-0-1110-10000-571020-495-0000	$0.00	$3,588.00	$3,588.00
0100-1100-0-1135-10000-571020-037-3707	$0.00	$4,000.00	$4,000.00
0100-1100-0-1135-10000-571020-073-3707	$0.00	$4,000.00	$4,000.00
0100-1100-0-1135-10000-571020-073-3709	$0.00	$4,000.00	$4,000.00
0100-1100-0-1135-10000-571020-073-3716	$0.00	$4,000.00	$4,000.00
0100-1100-0-1110-10000-571020-496-0000	$0.00	$4,026.00	$4,026.00
0100-1100-0-1135-10000-571020-037-3709	$0.00	$4,500.00	$4,500.00
0100-1100-0-1110-10000-571020-494-0000	$0.00	$4,614.00	$4,614.00
0100-1100-0-1135-10000-571020-037-3712	$0.00	$5,000.00	$5,000.00
0100-1100-0-1135-10000-571020-037-3715	$0.00	$5,000.00	$5,000.00
0100-1100-0-1135-10000-571020-494-3804	$0.00	$5,000.00	$5,000.00
0100-1100-0-1135-10000-571020-073-3702	$0.00	$5,000.00	$5,000.00
0100-1100-0-1135-10000-571020-073-3712	$0.00	$5,000.00	$5,000.00
0100-1100-0-1135-10000-571020-018-0000	$0.00	$5,000.00	$5,000.00
0100-1100-0-1158-10000-571020-018-0000	$0.00	$5,000.00	$5,000.00
0100-1100-0-1135-10000-571020-065-3707	$0.00	$5,000.00	$5,000.00
0100-1100-0-1135-10000-571020-065-3728	$0.00	$5,000.00	$5,000.00
0100-1100-0-1135-10000-571020-073-3705	$0.00	$5,500.00	$5,500.00
0100-1100-0-1135-10000-571020-018-3801	$0.00	$5,624.00	$5,624.00
0100-1100-0-1135-10000-571020-073-3714	$0.00	$6,000.00	$6,000.00
0100-1100-0-1135-10000-571020-496-0000	$0.00	$6,250.00	$6,250.00
0100-1100-0-1135-10000-571020-037-3711	$0.00	$6,415.00	$6,415.00
0100-1100-0-1135-10000-571020-065-3709	$0.00	$6,500.00	$6,500.00
0100-1100-0-1135-10000-571020-037-3702	$0.00	$6,800.00	$6,800.00
0100-1100-0-1135-10000-571020-494-3803	$0.00	$6,825.00	$6,825.00
0100-1100-0-1135-10000-571020-065-3708	$0.00	$7,000.00	$7,000.00
0100-1100-0-1135-10000-571020-037-3708	$0.00	$7,800.00	$7,800.00
0100-1100-0-1135-10000-571020-065-3714	$0.00	$8,000.00	$8,000.00
0100-1100-0-1135-10000-571020-494-0000	$0.00	$8,175.00	$8,175.00
0100-1100-0-1135-10000-571020-065-3703	$0.00	$8,500.00	$8,500.00
0100-1100-0-1135-10000-571020-073-3715	$0.00	$9,000.00	$9,000.00
0100-1100-0-1135-10000-571020-065-3700	$0.00	$9,000.00	$9,000.00
0100-1100-0-1135-10000-571020-037-3714	$0.00	$9,500.00	$9,500.00
0100-1100-0-1135-10000-571020-065-3702	$0.00	$10,000.00	$10,000.00
0100-1100-0-1135-10000-571020-065-3705	$0.00	$10,000.00	$10,000.00
0100-1100-0-1135-10000-571020-065-3712	$0.00	$10,000.00	$10,000.00
0100-1100-0-1135-10000-571020-065-3723	$0.00	$10,000.00	$10,000.00
0100-1100-0-1135-10000-571020-496-3803	$0.00	$11,750.00	$11,750.00
0100-1100-0-1135-10000-571020-073-3708	$0.00	$13,750.00	$13,750.00
0100-1100-0-1135-10000-571020-037-3700	$0.00	$14,000.00	$14,000.00
0100-1100-0-1135-10000-571020-495-3803	$0.00	$15,000.00	$15,000.00
0100-1100-0-1135-10000-571020-073-3703	$0.00	$17,000.00	$17,000.00
0100-1100-0-1135-10000-571020-037-3705	$0.00	$17,420.00	$17,420.00
0100-1100-0-1135-10000-571020-037-3703	$0.00	$20,265.00	$20,265.00

Fund: 0100 General Fund Resource: 1100 State Lottery

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-1100-0-1135-10000-571020-073-3700	$0.00	$24,750.00	$24,750.00
0100-1100-0-1135-10000-580000-065-0000	$0.00	$19,750.00	$19,750.00
0100-1100-0-1175-10000-580011-095-0000	$0.00	$895.00	$895.00
0100-1100-0-1157-10000-580011-176-0000	$0.00	$1,050.00	$1,050.00
***Expense Total	$0.00	$726,936.00	$726,936.00
Balance Sheet Accounts			
0100-1100-0-0000-00000-979100-000-0000	$0.00	$1,597,685.46	$1,597,685.46
0100-1100-0-0000-00000-978030-000-0000	$0.00	$1,720,749.46	$1,720,749.46
***Balance Sheet Account Total	$0.00	$3,318,434.92	$3,318,434.92
Total: Income	$0.00	$850,000.00	$850,000.00
Total: Expenses	$0.00	$726,936.00	$726,936.00
Total: Balance Sheet Accounts	$0.00	$3,318,434.92	$3,318,434.92

Fund: 0100 General Fund

Resource: 1400 Education Protection Account

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-1400-0-0000-00000-801200-000-0000	$0.00	$11,454,435.00	$11,454,435.00
***Income Total**	$0.00	$11,454,435.00	$11,454,435.00
Expenses			
0100-1400-0-1110-10000-330100-000-0000	$0.00	$349,384.00	$349,384.00
0100-1400-0-1110-10000-310100-000-0000	$0.00	$1,285,076.00	$1,285,076.00
0100-1400-0-1110-10000-350100-000-0000	$0.00	$3,365.00	$3,365.00
0100-1400-0-1110-10000-360100-000-0000	$0.00	$122,001.00	$122,001.00
0100-1400-0-1110-10000-110000-000-0000	$0.00	$9,694,609.00	$9,694,609.00
***Expense Total**	$0.00	$11,454,435.00	$11,454,435.00
Total: Income	$0.00	$11,454,435.00	$11,454,435.00
Total: Expenses	$0.00	$11,454,435.00	$11,454,435.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 3010 IASA-Title I Basic Grants Low In

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-3010-6-0000-00000-829000-000-0000	$0.00	$106,875.00	$106,875.00
0100-3010-0-0000-00000-829000-000-0000	$0.00	$1,306,819.00	$1,306,819.00
***Income Total	$0.00	$1,413,694.00	$1,413,694.00
Expenses			
0100-3010-0-1110-10000-110020-051-0000	$0.00	$200.00	$200.00
0100-3010-0-1110-10000-110020-095-0000	$0.00	$7,708.00	$7,708.00
0100-3010-0-1110-10000-110020-096-0000	$0.00	$8,509.00	$8,509.00
0100-3010-0-1110-10000-110020-052-0000	$0.00	$500.00	$500.00
0100-3010-0-1110-10000-110020-079-0000	$0.00	$500.00	$500.00
0100-3010-0-1110-10000-110000-094-0000	$0.00	$201,288.00	$201,288.00
0100-3010-0-0000-21001-310100-079-0000	$0.00	$7,478.00	$7,478.00
0100-3010-0-1110-10000-430000-052-4000	$0.00	$100.00	$100.00
0100-3010-0-1110-10000-110000-095-0000	$0.00	$73,163.00	$73,163.00
0100-3010-0-1110-10000-110000-079-3102	$0.00	$115,822.00	$115,822.00
0100-3010-0-1110-10000-110000-096-0000	$0.00	$149,197.00	$149,197.00
0100-3010-0-1110-10000-110030-096-0000	$0.00	$4,690.00	$4,690.00
0100-3010-0-1110-10000-430000-096-4000	$0.00	$1,500.00	$1,500.00
0100-3010-0-1110-10000-430000-094-4000	$0.00	$3,000.00	$3,000.00
0100-3010-0-1110-10000-110020-094-0000	$0.00	$10,428.00	$10,428.00
0100-3010-0-1110-10000-110030-095-0000	$0.00	$3,629.00	$3,629.00
0100-3010-0-1110-10000-430000-095-4000	$0.00	$1,000.00	$1,000.00
0100-3010-0-0000-21001-360200-079-0000	$0.00	$625.00	$625.00
0100-3010-0-1110-10000-360200-096-0000	$0.00	$887.00	$887.00
0100-3010-0-1110-10000-360200-094-0000	$0.00	$748.00	$748.00
0100-3010-0-1110-10000-360200-095-0000	$0.00	$840.00	$840.00
0100-3010-0-1110-10000-360100-094-0000	$0.00	$3,457.00	$3,457.00
0100-3010-0-1110-10000-360100-096-0000	$0.00	$2,652.00	$2,652.00
0100-3010-0-1110-10000-360100-079-3102	$0.00	$1,891.00	$1,891.00
0100-3010-0-1110-10000-360100-095-0000	$0.00	$1,380.00	$1,380.00
0100-3010-0-0000-21001-360100-079-0000	$0.00	$639.00	$639.00
0100-3010-0-0000-21001-350100-079-0000	$0.00	$20.00	$20.00
0100-3010-0-1110-10000-350100-094-0000	$0.00	$106.00	$106.00
0100-3010-0-1110-10000-350100-095-0000	$0.00	$42.00	$42.00
0100-3010-0-1110-10000-350100-079-3102	$0.00	$58.00	$58.00
0100-3010-0-1110-10000-350100-096-0000	$0.00	$81.00	$81.00
0100-3010-0-1110-10000-350100-051-0000	$0.00	$1.00	$1.00
0100-3010-0-1110-10000-350100-052-0000	$0.00	$1.00	$1.00
0100-3010-0-1110-10000-350200-095-0000	$0.00	$26.00	$26.00
0100-3010-0-1110-10000-350200-094-0000	$0.00	$23.00	$23.00
0100-3010-0-0000-21001-350200-079-0000	$0.00	$19.00	$19.00
0100-3010-0-1110-10000-350200-096-0000	$0.00	$27.00	$27.00
0100-3010-0-1110-10000-360100-052-0000	$0.00	$8.00	$8.00

Fund: 0100 General Fund

Resource: 3010 IASA-Title I Basic Grants Low In

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-3010-0-1110-10000-360100-051-0000	$0.00	$3.00	$3.00
0100-3010-0-1110-10000-310100-051-0000	$0.00	$43.00	$43.00
0100-3010-0-1110-10000-310100-079-0000	$0.00	$100.00	$100.00
0100-3010-0-1110-10000-310100-052-0000	$0.00	$134.00	$134.00
0100-3010-0-1110-10000-290000-095-0000	$0.00	$15,000.00	$15,000.00
0100-3010-0-1110-10000-290000-096-0000	$0.00	$20,000.00	$20,000.00
0100-3010-0-1110-10000-290000-094-0000	$0.00	$10,000.00	$10,000.00
0100-3010-0-1110-10000-520000-052-0000	$0.00	$2,200.00	$2,200.00
0100-3010-0-1110-10000-520000-051-0000	$0.00	$2,610.00	$2,610.00
0100-3010-0-1110-10000-520000-079-0000	$0.00	$1,000.00	$1,000.00
0100-3010-0-1110-10000-310100-079-3102	$0.00	$22,122.00	$22,122.00
0100-3010-0-1110-10000-310100-095-0000	$0.00	$16,140.00	$16,140.00
0100-3010-0-1110-10000-440000-090-0000	$0.00	$10,109.00	$10,109.00
0100-3010-0-0000-21001-240000-079-0000	$0.00	$38,301.00	$38,301.00
0100-3010-0-1110-10000-430000-052-0000	$0.00	$10,108.00	$10,108.00
0100-3010-0-1110-10000-430000-090-0000	$0.00	$11,000.00	$11,000.00
0100-3010-0-1110-10000-430000-095-0000	$0.00	$8,115.00	$8,115.00
0100-3010-0-1110-10000-430000-094-0000	$0.00	$9,005.00	$9,005.00
0100-3010-0-1110-10000-430000-000-0000	$0.00	$7,190.00	$7,190.00
0100-3010-0-1110-10000-430000-051-0000	$0.00	$5,617.00	$5,617.00
0100-3010-0-0000-21001-130000-079-0000	$0.00	$39,150.00	$39,150.00
0100-3010-0-1110-10000-210000-096-0000	$0.00	$34,317.00	$34,317.00
0100-3010-0-1110-10000-210000-094-0000	$0.00	$35,802.00	$35,802.00
0100-3010-0-1110-10000-210000-095-0000	$0.00	$36,416.00	$36,416.00
0100-3010-0-0000-21001-330100-079-0000	$0.00	$568.00	$568.00
0100-3010-0-1110-10000-330100-079-3102	$0.00	$1,679.00	$1,679.00
0100-3010-0-1110-10000-330100-095-0000	$0.00	$1,225.00	$1,225.00
0100-3010-0-1110-10000-580000-051-0000	$0.00	$500.00	$500.00
0100-3010-0-1110-10000-580000-095-0000	$0.00	$5,500.00	$5,500.00
0100-3010-0-1110-10000-580000-094-0000	$0.00	$4,000.00	$4,000.00
0100-3010-0-1110-10000-580000-052-0000	$0.00	$1,000.00	$1,000.00
0100-3010-0-0000-21001-320200-079-0000	$0.00	$10,111.00	$10,111.00
0100-3010-0-1110-10000-310100-094-0000	$0.00	$40,438.00	$40,438.00
0100-3010-0-1110-10000-310100-096-0000	$0.00	$31,018.00	$31,018.00
0100-3010-0-1110-10000-330100-052-0000	$0.00	$7.00	$7.00
0100-3010-0-1110-10000-330100-051-0000	$0.00	$3.00	$3.00
0100-3010-0-1110-10000-320200-096-0000	$0.00	$14,340.00	$14,340.00
0100-3010-0-1110-10000-571020-052-0000	$0.00	$300.00	$300.00
0100-3010-0-1110-10000-320200-094-0000	$0.00	$12,092.00	$12,092.00
0100-3010-0-1110-10000-320200-095-0000	$0.00	$13,574.00	$13,574.00
0100-3010-0-1110-10000-580011-294-0000	$0.00	$9,481.00	$9,481.00
0100-3010-0-1110-10000-580011-079-0000	$0.00	$11,287.00	$11,287.00
0100-3010-0-1110-10000-580011-090-0000	$0.00	$27,546.00	$27,546.00
0100-3010-0-1110-10000-580011-094-0000	$0.00	$30,000.00	$30,000.00

Fund: 0100 General Fund

Resource: 3010 IASA-Title I Basic Grants Low In

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-3010-0-1110-10000-580011-096-0000	$0.00	$16,722.00	$16,722.00
0100-3010-0-1110-10000-580011-095-0000	$0.00	$20,000.00	$20,000.00
0100-3010-0-1110-10000-580011-279-0000	$0.00	$1,269.00	$1,269.00
0100-3010-0-1110-10000-580011-290-0000	$0.00	$894.00	$894.00
0100-3010-0-1110-10000-580011-090-4000	$0.00	$300.00	$300.00
0100-3010-0-1110-10000-580011-252-0000	$0.00	$363.00	$363.00
0100-3010-0-1110-10000-330100-096-0000	$0.00	$2,355.00	$2,355.00
0100-3010-0-1110-10000-580011-051-4000	$0.00	$200.00	$200.00
0100-3010-0-1110-10000-580011-251-0000	$0.00	$265.00	$265.00
0100-3010-0-1110-10000-580011-051-0000	$0.00	$2,000.00	$2,000.00
0100-3010-0-1110-10000-580011-052-0000	$0.00	$3,000.00	$3,000.00
0100-3010-0-1110-10000-580011-295-0000	$0.00	$5,278.00	$5,278.00
0100-3010-0-1110-10000-580011-296-0000	$0.00	$7,822.00	$7,822.00
0100-3010-0-1110-10000-330100-094-0000	$0.00	$3,070.00	$3,070.00
0100-3010-0-1110-10000-330200-096-0000	$0.00	$4,155.00	$4,155.00
0100-3010-0-1110-10000-330200-095-0000	$0.00	$3,933.00	$3,933.00
0100-3010-0-0000-21001-340100-079-0000	$0.00	$2,473.00	$2,473.00
0100-3010-0-1110-10000-330200-094-0000	$0.00	$3,504.00	$3,504.00
0100-3010-0-0000-21001-330200-079-0000	$0.00	$2,930.00	$2,930.00
0100-3010-0-1110-10000-590010-052-0000	$0.00	$500.00	$500.00
0100-3010-0-1110-10000-340100-096-0000	$0.00	$27,648.00	$27,648.00
0100-3010-0-1110-10000-340100-094-0000	$0.00	$30,719.00	$30,719.00
0100-3010-0-0000-21001-340200-079-0000	$0.00	$7,776.00	$7,776.00
0100-3010-0-1110-10000-340100-095-0000	$0.00	$15,361.00	$15,361.00
0100-3010-0-1110-10000-340100-079-3102	$0.00	$18,432.00	$18,432.00
0100-3010-0-0000-72100-731000-010-0000	$0.00	$65,779.00	$65,779.00
0100-3010-0-1110-10000-340200-095-0000	$0.00	$15,552.00	$15,552.00
***Expense Total	$0.00	$1,413,694.00	$1,413,694.00

Total: Income	$0.00	$1,413,694.00	$1,413,694.00
Total: Expenses	$0.00	$1,413,694.00	$1,413,694.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 3310 Spec Ed - PL101-476

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-3310-0-5760-00000-818100-000-0000	$0.00	$193,388.00	$193,388.00
0100-3310-0-5760-00000-898000-000-0000	$0.00	$13,356.00	$13,356.00
***Income Total	$0.00	$206,744.00	$206,744.00
Expenses			
0100-3310-0-5760-11100-340200-095-0000	$0.00	$18,249.00	$18,249.00
0100-3310-0-5760-27000-340200-000-0000	$0.00	$7,776.00	$7,776.00
0100-3310-0-5760-27000-330200-000-0000	$0.00	$2,618.00	$2,618.00
0100-3310-0-5760-11100-330200-095-0000	$0.00	$7,568.00	$7,568.00
0100-3310-0-5760-11100-320200-095-0000	$0.00	$26,116.00	$26,116.00
0100-3310-0-5760-27000-320200-000-0000	$0.00	$9,034.00	$9,034.00
0100-3310-0-5760-11100-210000-095-0000	$0.00	$98,925.00	$98,925.00
0100-3310-0-5760-27000-240000-000-0000	$0.00	$34,218.00	$34,218.00
0100-3310-0-5760-11100-350200-095-0000	$0.00	$49.00	$49.00
0100-3310-0-5760-27000-350200-000-0000	$0.00	$17.00	$17.00
0100-3310-0-5760-27000-360200-000-0000	$0.00	$559.00	$559.00
0100-3310-0-5760-11100-360200-095-0000	$0.00	$1,615.00	$1,615.00
***Expense Total	$0.00	$206,744.00	$206,744.00
Total: Income	$0.00	$206,744.00	$206,744.00
Total: Expenses	$0.00	$206,744.00	$206,744.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 3327 Special Ed-IDEA Mental Health A

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-3327-0-5760-00000-818200-000-0000	$0.00	$49,921.00	$49,921.00
***Income Total**	$0.00	$49,921.00	$49,921.00
Expenses			
0100-3327-0-5760-31200-360100-018-0000	$0.00	$580.00	$580.00
0100-3327-0-5760-31200-120000-018-0000	$0.00	$35,494.00	$35,494.00
0100-3327-0-5760-31200-350100-018-0000	$0.00	$18.00	$18.00
0100-3327-0-5760-31200-310100-018-0000	$0.00	$8,522.00	$8,522.00
0100-3327-0-5760-31200-330100-018-0000	$0.00	$515.00	$515.00
0100-3327-0-5760-31200-340100-018-0000	$0.00	$4,792.00	$4,792.00
***Expense Total**	$0.00	$49,921.00	$49,921.00
Total: Income	$0.00	$49,921.00	$49,921.00
Total: Expenses	$0.00	$49,921.00	$49,921.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 3550 Vocational Programs-Voc & Appl

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-3550-0-0000-00000-829000-000-0000	$0.00	$154,466.00	$154,466.00
***Income Total**	$0.00	$154,466.00	$154,466.00
Expenses			
0100-3550-0-3800-72100-731000-010-0000	$0.00	$7,355.00	$7,355.00
0100-3550-0-3800-10000-571020-000-0000	$0.00	$2,000.00	$2,000.00
0100-3550-0-3800-10000-520000-000-0000	$0.00	$27,260.00	$27,260.00
0100-3550-0-3800-10000-530000-000-0000	$0.00	$3,500.00	$3,500.00
0100-3550-0-3800-10000-430000-000-0000	$0.00	$114,351.00	$114,351.00
***Expense Total**	$0.00	$154,466.00	$154,466.00
Total: Income	$0.00	$154,466.00	$154,466.00
Total: Expenses	$0.00	$154,466.00	$154,466.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 4035 Title II Teacher Quality

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-4035-0-0000-00000-829000-000-0000	$0.00	$169,168.00	$169,168.00
***Income Total	$0.00	$169,168.00	$169,168.00
Expenses			
0100-4035-0-1110-10000-360100-079-3102	$0.00	$1,891.00	$1,891.00
0100-4035-0-1110-10000-110000-079-3102	$0.00	$115,822.00	$115,822.00
0100-4035-0-1110-10000-430000-079-0000	$0.00	$972.00	$972.00
0100-4035-0-1110-10000-350100-079-3102	$0.00	$58.00	$58.00
0100-4035-0-1110-10000-310100-079-3102	$0.00	$22,122.00	$22,122.00
0100-4035-0-1110-10000-330100-079-3102	$0.00	$1,679.00	$1,679.00
0100-4035-0-1110-10000-340100-079-3102	$0.00	$18,432.00	$18,432.00
0100-4035-0-0000-72100-731000-010-0000	$0.00	$8,192.00	$8,192.00
***Expense Total	$0.00	$169,168.00	$169,168.00
Total: Income	$0.00	$169,168.00	$169,168.00
Total: Expenses	$0.00	$169,168.00	$169,168.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 4127 ESEA: Title IV, Part A, Student S

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-4127-7-0000-00000-829000-000-0000	$0.00	$109,829.00	$109,829.00
***Income Total	$0.00	$109,829.00	$109,829.00
Expenses			
0100-4127-7-0000-72100-731000-010-0000	$0.00	$5,000.00	$5,000.00
0100-4127-7-1110-10000-580011-000-0000	$0.00	$82,240.00	$82,240.00
0100-4127-7-1110-10000-580000-095-0000	$0.00	$2,750.00	$2,750.00
0100-4127-7-1110-10000-580000-094-0000	$0.00	$2,750.00	$2,750.00
0100-4127-7-1110-10000-580000-096-0000	$0.00	$2,750.00	$2,750.00
0100-4127-7-1110-31100-520000-094-0000	$0.00	$1,000.00	$1,000.00
0100-4127-7-1110-31100-520000-095-0000	$0.00	$1,000.00	$1,000.00
0100-4127-7-1110-31100-520000-096-0000	$0.00	$1,000.00	$1,000.00
0100-4127-7-1110-10000-430000-000-0000	$0.00	$11,339.00	$11,339.00
***Expense Total	$0.00	$109,829.00	$109,829.00
Total: Income	$0.00	$109,829.00	$109,829.00
Total: Expenses	$0.00	$109,829.00	$109,829.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 4203 Title III Limited English Proficier

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-4203-0-0000-00000-829000-000-0000	$0.00	$57,920.00	$57,920.00
***Income Total	$0.00	$57,920.00	$57,920.00
Expenses			
0100-4203-0-1110-10000-330100-079-3102	$0.00	$594.00	$594.00
0100-4203-0-1110-10000-350100-079-3102	$0.00	$21.00	$21.00
0100-4203-0-1110-10000-110020-079-3102	$0.00	$312.00	$312.00
0100-4203-0-1110-10000-310100-079-3102	$0.00	$7,831.00	$7,831.00
0100-4203-0-1110-10000-360100-079-3102	$0.00	$660.00	$660.00
0100-4203-0-1110-10000-110000-079-3102	$0.00	$40,686.00	$40,686.00
0100-4203-0-1110-10000-340100-079-3102	$0.00	$5,898.00	$5,898.00
0100-4203-0-0000-72100-731000-010-0000	$0.00	$1,918.00	$1,918.00
***Expense Total	$0.00	$57,920.00	$57,920.00
Total: Income	$0.00	$57,920.00	$57,920.00
Total: Expenses	$0.00	$57,920.00	$57,920.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 6019 Student Support & Professional D

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-6019-0-0000-00000-859000-000-0000	$0.00	$1,972,332.00	$1,972,332.00
***Income Total	$0.00	$1,972,332.00	$1,972,332.00
Expenses			
0100-6019-0-1167-10000-340100-094-0000	$0.00	$18,432.00	$18,432.00
0100-6019-0-1110-31100-340100-052-0000	$0.00	$18,432.00	$18,432.00
0100-6019-0-1152-10000-340100-096-0000	$0.00	$18,432.00	$18,432.00
0100-6019-0-0000-77000-580000-018-0000	$0.00	$17,316.00	$17,316.00
0100-6019-0-1172-37000-330200-054-0000	$0.00	$383.00	$383.00
0100-6019-0-1110-10000-580011-000-0000	$0.00	$70,307.00	$70,307.00
0100-6019-0-1110-10000-330200-094-0000	$0.00	$4,400.00	$4,400.00
0100-6019-0-1110-10000-330200-095-0000	$0.00	$2,943.00	$2,943.00
0100-6019-0-1110-10000-330200-096-0000	$0.00	$3,081.00	$3,081.00
0100-6019-0-1172-10000-330200-054-0000	$0.00	$2,142.00	$2,142.00
0100-6019-0-1110-10000-590020-018-0000	$0.00	$22,000.00	$22,000.00
0100-6019-0-1110-10000-590010-018-0000	$0.00	$2,000.00	$2,000.00
0100-6019-0-1172-27000-330200-054-0000	$0.00	$765.00	$765.00
0100-6019-0-1172-31400-330200-054-0000	$0.00	$765.00	$765.00
0100-6019-0-1172-36000-330200-054-0000	$0.00	$765.00	$765.00
0100-6019-0-1172-10000-360200-054-0000	$0.00	$457.00	$457.00
0100-6019-0-1110-10000-360200-095-0000	$0.00	$628.00	$628.00
0100-6019-0-1110-10000-360200-096-0000	$0.00	$658.00	$658.00
0100-6019-0-1110-10000-360200-094-0000	$0.00	$939.00	$939.00
0100-6019-0-1172-37000-360200-054-0000	$0.00	$82.00	$82.00
0100-6019-0-1172-27000-360200-054-0000	$0.00	$163.00	$163.00
0100-6019-0-1172-31400-360200-054-0000	$0.00	$163.00	$163.00
0100-6019-0-1172-36000-360200-054-0000	$0.00	$163.00	$163.00
0100-6019-0-1110-10000-360100-096-0000	$0.00	$818.00	$818.00
0100-6019-0-1110-10000-360100-095-0000	$0.00	$1,063.00	$1,063.00
0100-6019-0-1110-10000-360100-052-0000	$0.00	$491.00	$491.00
0100-6019-0-1172-10000-360100-054-0000	$0.00	$1,821.00	$1,821.00
0100-6019-0-1152-10000-360100-096-0000	$0.00	$1,352.00	$1,352.00
0100-6019-0-1110-10000-360100-094-0000	$0.00	$1,554.00	$1,554.00
0100-6019-0-1167-10000-360100-094-0000	$0.00	$1,252.00	$1,252.00
0100-6019-0-1110-31100-360100-052-0000	$0.00	$1,920.00	$1,920.00
0100-6019-0-1172-31100-120000-054-0000	$0.00	$2,900.00	$2,900.00
0100-6019-0-1110-10000-110020-052-0000	$0.00	$30,071.00	$30,071.00
0100-6019-0-1110-10000-110020-096-0000	$0.00	$50,070.00	$50,070.00
0100-6019-0-1110-10000-110020-095-0000	$0.00	$65,106.00	$65,106.00
0100-6019-0-1110-10000-110020-094-0000	$0.00	$95,177.00	$95,177.00
0100-6019-0-1110-10000-110000-079-3102	$0.00	$158,000.00	$158,000.00
0100-6019-0-1172-10000-110000-054-0000	$0.00	$110,000.00	$110,000.00
0100-6019-0-1167-10000-110000-094-0000	$0.00	$76,681.00	$76,681.00

Fund: 0100 General Fund

Resource: 6019 Student Support & Professional D

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-6019-0-1152-10000-110000-096-0000	$0.00	$82,775.00	$82,775.00
0100-6019-0-1172-10000-110010-054-0000	$0.00	$1,500.00	$1,500.00
0100-6019-0-1152-10000-350100-096-0000	$0.00	$41.00	$41.00
0100-6019-0-1110-10000-350100-095-0000	$0.00	$33.00	$33.00
0100-6019-0-1110-10000-350100-096-0000	$0.00	$25.00	$25.00
0100-6019-0-1167-10000-350100-094-0000	$0.00	$38.00	$38.00
0100-6019-0-1110-31100-350100-052-0000	$0.00	$59.00	$59.00
0100-6019-0-1172-10000-350100-054-0000	$0.00	$56.00	$56.00
0100-6019-0-1110-10000-350100-094-0000	$0.00	$48.00	$48.00
0100-6019-0-1172-31100-350100-054-0000	$0.00	$1.00	$1.00
0100-6019-0-1110-10000-350100-052-0000	$0.00	$15.00	$15.00
0100-6019-0-1172-10000-350200-054-0000	$0.00	$14.00	$14.00
0100-6019-0-1110-10000-350200-095-0000	$0.00	$19.00	$19.00
0100-6019-0-1110-10000-350200-096-0000	$0.00	$20.00	$20.00
0100-6019-0-1172-27000-350200-054-0000	$0.00	$5.00	$5.00
0100-6019-0-1172-31400-350200-054-0000	$0.00	$5.00	$5.00
0100-6019-0-1172-36000-350200-054-0000	$0.00	$5.00	$5.00
0100-6019-0-1172-37000-350200-054-0000	$0.00	$3.00	$3.00
0100-6019-0-1110-10000-350200-094-0000	$0.00	$29.00	$29.00
0100-6019-0-1172-31100-360100-054-0000	$0.00	$47.00	$47.00
0100-6019-0-1110-10000-330100-096-0000	$0.00	$726.00	$726.00
0100-6019-0-1110-10000-330100-095-0000	$0.00	$944.00	$944.00
0100-6019-0-1167-10000-330100-094-0000	$0.00	$1,112.00	$1,112.00
0100-6019-0-1152-10000-330100-096-0000	$0.00	$1,200.00	$1,200.00
0100-6019-0-1172-10000-330100-054-0000	$0.00	$1,617.00	$1,617.00
0100-6019-0-1110-10000-330100-094-0000	$0.00	$1,381.00	$1,381.00
0100-6019-0-1110-31100-330100-052-0000	$0.00	$1,705.00	$1,705.00
0100-6019-0-1110-10000-330100-052-0000	$0.00	$436.00	$436.00
0100-6019-0-1172-31100-330100-054-0000	$0.00	$42.00	$42.00
0100-6019-0-1110-10000-310100-079-3102	$0.00	$59,000.00	$59,000.00
0100-6019-0-1172-10000-320200-054-0000	$0.00	$7,392.00	$7,392.00
0100-6019-0-1110-10000-320200-095-0000	$0.00	$10,157.00	$10,157.00
0100-6019-0-1110-10000-320200-096-0000	$0.00	$10,633.00	$10,633.00
0100-6019-0-1172-37000-320200-054-0000	$0.00	$1,320.00	$1,320.00
0100-6019-0-1172-27000-320200-054-0000	$0.00	$2,640.00	$2,640.00
0100-6019-0-1172-31400-320200-054-0000	$0.00	$2,640.00	$2,640.00
0100-6019-0-1172-36000-320200-054-0000	$0.00	$2,640.00	$2,640.00
0100-6019-0-1110-10000-320200-094-0000	$0.00	$15,185.00	$15,185.00
0100-6019-0-1110-31100-120000-052-0000	$0.00	$117,586.00	$117,586.00
0100-6019-0-1172-10000-430000-054-0000	$0.00	$5,000.00	$5,000.00
0100-6019-0-1110-10000-210000-094-0000	$0.00	$57,520.00	$57,520.00
0100-6019-0-1172-37000-220000-054-0000	$0.00	$5,000.00	$5,000.00
0100-6019-0-1110-10000-210000-095-0000	$0.00	$38,474.00	$38,474.00
0100-6019-0-1110-10000-210000-096-0000	$0.00	$40,278.00	$40,278.00

Fund: 0100 General Fund

Resource: 6019 Student Support & Professional D

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-6019-0-1172-10000-210000-054-0000	$0.00	$18,000.00	$18,000.00
0100-6019-0-1172-36000-220001-054-0000	$0.00	$10,000.00	$10,000.00
0100-6019-0-1172-27000-240000-054-0000	$0.00	$10,000.00	$10,000.00
0100-6019-0-1172-31400-240000-054-0000	$0.00	$10,000.00	$10,000.00
0100-6019-0-1110-10000-310100-096-0000	$0.00	$9,564.00	$9,564.00
0100-6019-0-1110-10000-310100-052-0000	$0.00	$5,744.00	$5,744.00
0100-6019-0-1172-31100-310100-054-0000	$0.00	$554.00	$554.00
0100-6019-0-1172-10000-290000-054-0000	$0.00	$10,000.00	$10,000.00
0100-6019-0-1110-31100-310100-052-0000	$0.00	$22,459.00	$22,459.00
0100-6019-0-1110-10000-310100-095-0000	$0.00	$12,435.00	$12,435.00
0100-6019-0-1110-10000-310100-094-0000	$0.00	$18,179.00	$18,179.00
0100-6019-0-1172-10000-310100-054-0000	$0.00	$21,297.00	$21,297.00
0100-6019-0-1152-10000-310100-096-0000	$0.00	$15,810.00	$15,810.00
0100-6019-0-1167-10000-310100-094-0000	$0.00	$14,646.00	$14,646.00
***Expense Total	$0.00	$1,431,746.00	$1,431,746.00
Balance Sheet Accounts			
0100-6019-0-0000-00000-979100-000-0000	$0.00	$1,197,389.00	$1,197,389.00
0100-6019-0-0000-00000-974000-000-0000	$0.00	$1,737,975.00	$1,737,975.00
***Balance Sheet Account Total	$0.00	$2,935,364.00	$2,935,364.00
Total: Income	$0.00	$1,972,332.00	$1,972,332.00
Total: Expenses	$0.00	$1,431,746.00	$1,431,746.00
Total: Balance Sheet Accounts	$0.00	$2,935,364.00	$2,935,364.00

Fund: 0100 General Fund

Resource: 6300 Lottery:Instructional Materials

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-6300-0-0000-00000-856000-000-0000	$0.00	$301,924.00	$301,924.00
***Income Total	$0.00	$301,924.00	$301,924.00
Expenses			
0100-6300-0-1110-10000-440000-018-0000	$0.00	$136,924.00	$136,924.00
0100-6300-0-1110-10000-410000-094-0000	$0.00	$30,000.00	$30,000.00
0100-6300-0-1110-10000-410000-095-0000	$0.00	$30,000.00	$30,000.00
0100-6300-0-1110-10000-410000-096-0000	$0.00	$30,000.00	$30,000.00
0100-6300-0-1110-10000-580011-094-0000	$0.00	$25,000.00	$25,000.00
0100-6300-0-1110-10000-580011-095-0000	$0.00	$25,000.00	$25,000.00
0100-6300-0-1110-10000-580011-096-0000	$0.00	$25,000.00	$25,000.00
***Expense Total	$0.00	$301,924.00	$301,924.00
Balance Sheet Accounts			
0100-6300-0-0000-00000-978030-000-0000	$0.00	$1,539,073.00	$1,539,073.00
0100-6300-0-0000-00000-979100-000-0000	$0.00	$1,539,073.00	$1,539,073.00
***Balance Sheet Account Total	$0.00	$3,078,146.00	$3,078,146.00
Total: Income	$0.00	$301,924.00	$301,924.00
Total: Expenses	$0.00	$301,924.00	$301,924.00
Total: Balance Sheet Accounts	$0.00	$3,078,146.00	$3,078,146.00

Fund: 0100 General Fund

Resource: 6385 CTE Initiative: California Partner

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-6385-0-0000-00000-859000-095-0000	$0.00	$81,000.00	$81,000.00
***Income Total	$0.00	$81,000.00	$81,000.00
Expenses			
0100-6385-0-1110-10000-571020-095-0000	$0.00	$25,000.00	$25,000.00
0100-6385-0-1110-10000-430000-095-0000	$0.00	$20,869.00	$20,869.00
0100-6385-0-1110-10000-520000-095-0000	$0.00	$20,000.00	$20,000.00
0100-6385-0-1110-10000-110020-095-0000	$0.00	$11,000.00	$11,000.00
0100-6385-0-0000-72100-731000-095-0000	$0.00	$4,131.00	$4,131.00
***Expense Total	$0.00	$81,000.00	$81,000.00
Total: Income	$0.00	$81,000.00	$81,000.00
Total: Expenses	$0.00	$81,000.00	$81,000.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 6387 Career Technical Education Incen

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-6387-7-0000-00000-859000-000-0000	$0.00	$485,479.00	$485,479.00
***Income Total	$0.00	$485,479.00	$485,479.00
Expenses			
0100-6387-7-0000-72100-731000-000-0000	$0.00	$17,976.00	$17,976.00
0100-6387-7-3830-10000-340100-096-0000	$0.00	$55,296.00	$55,296.00
0100-6387-7-3830-10000-330100-096-0000	$0.00	$7,833.00	$7,833.00
0100-6387-7-3800-10000-580000-000-0000	$0.00	$50,000.00	$50,000.00
0100-6387-7-3830-10000-110000-096-0000	$0.00	$240,368.00	$240,368.00
0100-6387-7-3830-10000-110020-096-0000	$0.00	$7,500.00	$7,500.00
0100-6387-7-3830-10000-360100-096-0000	$0.00	$4,048.00	$4,048.00
0100-6387-7-3830-10000-350100-096-0000	$0.00	$124.00	$124.00
0100-6387-7-3800-10000-430000-000-0000	$0.00	$50,000.00	$50,000.00
0100-6387-7-3830-10000-310100-096-0000	$0.00	$34,285.00	$34,285.00
0100-6387-7-3830-10000-320100-096-0000	$0.00	$18,049.00	$18,049.00
***Expense Total	$0.00	$485,479.00	$485,479.00
Total: Income	$0.00	$485,479.00	$485,479.00
Total: Expenses	$0.00	$485,479.00	$485,479.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 6500 Special Education

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-6500-0-5760-00000-879200-000-0000	$0.00	$2,802,236.00	$2,802,236.00
0100-6500-0-5760-00000-898070-000-0000	$0.00	$34,748.34	$34,748.34
0100-6500-0-5760-00000-898030-000-0000	$0.00	$5,156,907.00	$5,156,907.00
***Income Total	$0.00	$7,993,891.34	$7,993,891.34
Expenses			
0100-6500-0-5760-27000-340100-000-0000	$0.00	$8,244.00	$8,244.00
0100-6500-0-5760-31200-340100-094-0000	$0.00	$18,432.00	$18,432.00
0100-6500-0-5760-31200-340100-095-0000	$0.00	$18,432.00	$18,432.00
0100-6500-0-5760-31200-340100-096-0000	$0.00	$18,432.00	$18,432.00
0100-6500-0-5760-92000-714230-018-0000	$0.00	$1,018,407.00	$1,018,407.00
0100-6500-0-5760-92000-714240-018-0000	$0.00	$270,000.00	$270,000.00
0100-6500-0-5760-92000-714241-018-0000	$0.00	$40,000.00	$40,000.00
0100-6500-0-5760-72100-731000-010-0000	$0.00	$168,770.00	$168,770.00
0100-6500-0-5760-27000-340200-000-0000	$0.00	$9,504.00	$9,504.00
0100-6500-0-5760-11100-340100-094-0000	$0.00	$107,519.00	$107,519.00
0100-6500-0-5760-11100-340100-096-0000	$0.00	$92,160.00	$92,160.00
0100-6500-0-5760-11100-340100-095-0000	$0.00	$73,728.00	$73,728.00
0100-6500-0-5760-11100-330200-094-0000	$0.00	$28,223.00	$28,223.00
0100-6500-0-5760-11100-330200-096-0000	$0.00	$28,432.00	$28,432.00
0100-6500-0-5760-31100-340100-096-0000	$0.00	$3,686.00	$3,686.00
0100-6500-0-5760-31100-340100-095-0000	$0.00	$3,133.00	$3,133.00
0100-6500-0-5760-31100-340100-094-0000	$0.00	$4,239.00	$4,239.00
0100-6500-0-5760-11100-330200-095-0000	$0.00	$10,729.00	$10,729.00
0100-6500-0-5760-27000-330200-000-0000	$0.00	$3,199.00	$3,199.00
0100-6500-0-5760-11100-330100-096-0000	$0.00	$5,972.00	$5,972.00
0100-6500-0-5760-11100-330100-095-0000	$0.00	$5,246.00	$5,246.00
0100-6500-0-5760-11100-330100-094-0000	$0.00	$15,854.00	$15,854.00
0100-6500-0-5760-11100-580011-018-0000	$0.00	$3,000.00	$3,000.00
0100-6500-0-5760-11100-580010-018-0000	$0.00	$25,000.00	$25,000.00
0100-6500-0-5760-11100-340200-095-0000	$0.00	$18,075.00	$18,075.00
0100-6500-0-5760-11100-340200-096-0000	$0.00	$84,720.00	$84,720.00
0100-6500-0-5760-11100-340200-094-0000	$0.00	$96,792.00	$96,792.00
0100-6500-0-5760-11100-430000-018-0000	$0.00	$5,000.00	$5,000.00
0100-6500-0-5760-11100-430000-000-0000	$0.00	$3,700.00	$3,700.00
0100-6500-0-5760-31100-120000-095-0000	$0.00	$22,404.00	$22,404.00
0100-6500-0-5760-31100-120000-096-0000	$0.00	$24,844.00	$24,844.00
0100-6500-0-5760-31100-120000-094-0000	$0.00	$27,697.00	$27,697.00
0100-6500-0-5760-11100-110030-094-0000	$0.00	$4,000.00	$4,000.00
0100-6500-0-5760-11100-110030-096-0000	$0.00	$4,000.00	$4,000.00
0100-6500-0-5760-11100-110020-094-0000	$0.00	$18,000.00	$18,000.00
0100-6500-0-5760-11100-110020-096-0000	$0.00	$18,000.00	$18,000.00
0100-6500-0-5760-11100-110030-095-0000	$0.00	$2,000.00	$2,000.00

Fund: 0100 General Fund

Resource: 6500 Special Education

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-6500-0-5760-11100-110000-096-0000	$0.00	$385,850.00	$385,850.00
0100-6500-0-5760-11100-110000-095-0000	$0.00	$351,794.00	$351,794.00
0100-6500-0-5760-11100-110020-095-0000	$0.00	$6,000.00	$6,000.00
0100-6500-0-5760-11100-110020-051-0000	$0.00	$2,800.00	$2,800.00
0100-6500-0-5760-11100-110010-095-0000	$0.00	$2,000.00	$2,000.00
0100-6500-0-5760-11100-110000-094-0000	$0.00	$563,687.00	$563,687.00
0100-6500-0-5760-11100-110010-094-0000	$0.00	$4,000.00	$4,000.00
0100-6500-0-5760-11100-110010-096-0000	$0.00	$4,000.00	$4,000.00
0100-6500-0-5760-27000-360200-000-0000	$0.00	$683.00	$683.00
0100-6500-0-5760-11100-360200-096-0000	$0.00	$5,846.00	$5,846.00
0100-6500-0-5760-11100-360200-094-0000	$0.00	$6,025.00	$6,025.00
0100-6500-0-5760-11100-360200-095-0000	$0.00	$2,206.00	$2,206.00
0100-6500-0-5760-31100-360100-095-0000	$0.00	$366.00	$366.00
0100-6500-0-5760-27000-360100-000-0000	$0.00	$1,824.00	$1,824.00
0100-6500-0-5760-31200-360100-094-0000	$0.00	$2,285.00	$2,285.00
0100-6500-0-5760-31200-360100-096-0000	$0.00	$2,341.00	$2,341.00
0100-6500-0-5760-31200-360100-095-0000	$0.00	$1,989.00	$1,989.00
0100-6500-0-5760-11100-360100-095-0000	$0.00	$5,908.00	$5,908.00
0100-6500-0-5760-11100-360100-096-0000	$0.00	$6,726.00	$6,726.00
0100-6500-0-5760-11100-360100-094-0000	$0.00	$9,630.00	$9,630.00
0100-6500-0-5760-27000-350200-000-0000	$0.00	$21.00	$21.00
0100-6500-0-5760-11100-350200-095-0000	$0.00	$70.00	$70.00
0100-6500-0-5760-11100-350200-094-0000	$0.00	$184.00	$184.00
0100-6500-0-5760-11100-350200-096-0000	$0.00	$186.00	$186.00
0100-6500-0-5760-31100-360100-096-0000	$0.00	$406.00	$406.00
0100-6500-0-5760-11100-360100-051-0000	$0.00	$46.00	$46.00
0100-6500-0-5760-31100-360100-094-0000	$0.00	$452.00	$452.00
0100-6500-0-5760-11100-350100-051-0000	$0.00	$2.00	$2.00
0100-6500-0-5760-31100-350100-095-0000	$0.00	$11.00	$11.00
0100-6500-0-5760-31100-350100-094-0000	$0.00	$14.00	$14.00
0100-6500-0-5760-31100-350100-096-0000	$0.00	$12.00	$12.00
0100-6500-0-5760-31200-350100-094-0000	$0.00	$70.00	$70.00
0100-6500-0-5760-31200-350100-096-0000	$0.00	$72.00	$72.00
0100-6500-0-5760-27000-350100-000-0000	$0.00	$56.00	$56.00
0100-6500-0-5760-31200-350100-095-0000	$0.00	$61.00	$61.00
0100-6500-0-5760-11100-350100-094-0000	$0.00	$295.00	$295.00
0100-6500-0-5760-11100-350100-096-0000	$0.00	$206.00	$206.00
0100-6500-0-5760-11100-350100-095-0000	$0.00	$181.00	$181.00
0100-6500-0-5760-11100-310100-051-0000	$0.00	$535.00	$535.00
0100-6500-0-5760-31100-310100-095-0000	$0.00	$3,935.00	$3,935.00
0100-6500-0-5760-31100-310100-096-0000	$0.00	$4,745.00	$4,745.00
0100-6500-0-5760-31100-310100-094-0000	$0.00	$4,773.00	$4,773.00
0100-6500-0-5760-27000-310100-000-0000	$0.00	$21,328.00	$21,328.00
0100-6500-0-5760-31200-310100-095-0000	$0.00	$23,266.00	$23,266.00

Fund: 0100 General Fund

Resource: 6500 Special Education

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-6500-0-5760-31200-310100-094-0000	$0.00	$26,722.00	$26,722.00
0100-6500-0-5760-31200-310100-096-0000	$0.00	$27,385.00	$27,385.00
0100-6500-0-5760-11100-520000-018-0000	$0.00	$3,000.00	$3,000.00
0100-6500-0-5760-27000-130000-000-0000	$0.00	$110,916.00	$110,916.00
0100-6500-0-5760-31200-120000-095-0000	$0.00	$121,814.00	$121,814.00
0100-6500-0-5760-31200-120000-094-0000	$0.00	$139,905.00	$139,905.00
0100-6500-0-5760-31200-120000-096-0000	$0.00	$143,378.00	$143,378.00
0100-6500-0-5760-11100-210000-095-0000	$0.00	$140,252.00	$140,252.00
0100-6500-0-5760-11100-210000-094-0000	$0.00	$368,924.00	$368,924.00
0100-6500-0-5760-11100-210000-096-0000	$0.00	$371,658.00	$371,658.00
0100-6500-0-5760-27000-130060-000-0000	$0.00	$750.00	$750.00
0100-6500-0-5760-11100-440000-000-0000	$0.00	$3,000.00	$3,000.00
0100-6500-0-5760-11100-510000-018-0000	$0.00	$250,000.00	$250,000.00
0100-6500-0-5760-36000-510000-018-0000	$0.00	$613,000.00	$613,000.00
0100-6500-0-5760-27000-240000-000-0000	$0.00	$41,823.00	$41,823.00
0100-6500-0-5760-27000-330100-000-0000	$0.00	$1,619.00	$1,619.00
0100-6500-0-5760-31200-330100-095-0000	$0.00	$1,766.00	$1,766.00
0100-6500-0-5760-31200-330100-094-0000	$0.00	$2,029.00	$2,029.00
0100-6500-0-5760-31200-330100-096-0000	$0.00	$2,079.00	$2,079.00
0100-6500-0-5760-11100-330100-051-0000	$0.00	$41.00	$41.00
0100-6500-0-5760-31100-330100-095-0000	$0.00	$437.00	$437.00
0100-6500-0-5760-31100-330100-094-0000	$0.00	$569.00	$569.00
0100-6500-0-5760-31100-330100-096-0000	$0.00	$360.00	$360.00
0100-6500-0-5760-11100-580000-018-0000	$0.00	$2,000.00	$2,000.00
0100-6500-0-5760-11100-571040-000-0000	$0.00	$500.00	$500.00
0100-6500-0-5760-11100-571020-018-0000	$0.00	$500.00	$500.00
0100-6500-0-5760-11100-320200-094-0000	$0.00	$97,396.00	$97,396.00
0100-6500-0-5760-11100-320200-096-0000	$0.00	$98,118.00	$98,118.00
0100-6500-0-5760-11100-320200-095-0000	$0.00	$37,027.00	$37,027.00
0100-6500-0-5760-11100-310100-096-0000	$0.00	$78,664.00	$78,664.00
0100-6500-0-5760-11100-310100-095-0000	$0.00	$69,103.00	$69,103.00
0100-6500-0-5760-27000-320200-000-0000	$0.00	$11,041.00	$11,041.00
0100-6500-0-5760-11100-320100-094-0000	$0.00	$31,099.00	$31,099.00
0100-6500-0-5760-31100-320100-095-0000	$0.00	$476.00	$476.00
0100-6500-0-5760-31100-320100-094-0000	$0.00	$714.00	$714.00
0100-6500-0-5760-11100-310100-094-0000	$0.00	$90,130.00	$90,130.00
***Expense Total	$0.00	$6,624,655.00	$6,624,655.00
Balance Sheet Accounts			
0100-6500-0-0000-00000-978048-000-0000	$0.00	$1,369,236.34	$1,369,236.34
***Balance Sheet Account Total	$0.00	$1,369,236.34	$1,369,236.34

Fund: 0100 General Fund

Resource: 6500 Special Education

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Total: Income	$0.00	$7,993,891.34	$7,993,891.34
Total: Expenses	$0.00	$6,624,655.00	$6,624,655.00
Total: Balance Sheet Accounts	$0.00	$1,369,236.34	$1,369,236.34

Fund: 0100 General Fund

Resource: 6546 Mental Health-Related Services

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-6546-0-5760-00000-859000-000-0000	$0.00	$296,154.00	$296,154.00
***Income Total	$0.00	$296,154.00	$296,154.00
Expenses			
0100-6546-0-5760-31200-320100-096-0000	$0.00	$8,104.00	$8,104.00
0100-6546-0-5760-31200-330100-094-0000	$0.00	$518.00	$518.00
0100-6546-0-5760-31200-330100-095-0000	$0.00	$538.00	$538.00
0100-6546-0-5760-31200-330100-096-0000	$0.00	$2,348.00	$2,348.00
0100-6546-0-5760-31200-330100-018-0000	$0.00	$1,465.00	$1,465.00
0100-6546-0-5760-31200-120000-018-0000	$0.00	$107,022.00	$107,022.00
0100-6546-0-5760-31200-310100-018-0000	$0.00	$21,003.00	$21,003.00
0100-6546-0-5760-31200-310100-094-0000	$0.00	$6,822.00	$6,822.00
0100-6546-0-5760-31200-310100-095-0000	$0.00	$7,086.00	$7,086.00
0100-6546-0-5760-31200-350100-018-0000	$0.00	$51.00	$51.00
0100-6546-0-5760-31200-350100-095-0000	$0.00	$19.00	$19.00
0100-6546-0-5760-31200-350100-094-0000	$0.00	$18.00	$18.00
0100-6546-0-5760-31200-350100-096-0000	$0.00	$15.00	$15.00
0100-6546-0-5760-31200-360100-018-0000	$0.00	$1,650.00	$1,650.00
0100-6546-0-5760-31200-360100-096-0000	$0.00	$501.00	$501.00
0100-6546-0-5760-31200-360100-094-0000	$0.00	$583.00	$583.00
0100-6546-0-5760-31200-360100-095-0000	$0.00	$606.00	$606.00
0100-6546-0-5760-31200-120000-096-0000	$0.00	$30,696.00	$30,696.00
0100-6546-0-5760-31200-120000-094-0000	$0.00	$35,720.00	$35,720.00
0100-6546-0-5760-31200-120000-095-0000	$0.00	$37,100.00	$37,100.00
0100-6546-0-5760-31200-590010-018-0000	$0.00	$2,400.00	$2,400.00
0100-6546-0-5760-31200-340100-096-0000	$0.00	$6,083.00	$6,083.00
0100-6546-0-5760-31200-340100-094-0000	$0.00	$6,083.00	$6,083.00
0100-6546-0-5760-31200-340100-095-0000	$0.00	$6,083.00	$6,083.00
0100-6546-0-5760-31200-340100-018-0000	$0.00	$13,640.00	$13,640.00
***Expense Total	$0.00	$296,154.00	$296,154.00
Total: Income	$0.00	$296,154.00	$296,154.00
Total: Expenses	$0.00	$296,154.00	$296,154.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 6770 Prop 28 Arts & Music in Schools

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-6770-0-0000-00000-859000-095-0000	$0.00	$205,546.00	$205,546.00
0100-6770-0-0000-00000-859000-096-0000	$0.00	$252,287.00	$252,287.00
0100-6770-0-0000-00000-859000-094-0000	$0.00	$291,461.00	$291,461.00
0100-6770-0-0000-00000-859000-051-0000	$0.00	$7,666.00	$7,666.00
0100-6770-0-0000-00000-859000-052-0000	$0.00	$10,251.00	$10,251.00
***Income Total	$0.00	$767,211.00	$767,211.00
Expenses			
0100-6770-0-1155-10000-340100-094-0000	$0.00	$6,143.00	$6,143.00
0100-6770-0-1156-10000-340100-095-0000	$0.00	$6,143.00	$6,143.00
0100-6770-0-1156-10000-340100-096-0000	$0.00	$9,216.00	$9,216.00
0100-6770-0-1110-10000-340100-095-0000	$0.00	$12,289.00	$12,289.00
0100-6770-0-1155-10000-340100-096-0000	$0.00	$6,145.00	$6,145.00
0100-6770-0-1110-10000-340100-094-0000	$0.00	$18,432.00	$18,432.00
0100-6770-0-1156-10000-330200-094-0000	$0.00	$1,148.00	$1,148.00
0100-6770-0-1156-10000-330200-095-0000	$0.00	$1,148.00	$1,148.00
0100-6770-0-1156-10000-330200-096-0000	$0.00	$1,148.00	$1,148.00
0100-6770-0-1156-10000-330200-096-1880	$0.00	$1,377.00	$1,377.00
0100-6770-0-1157-10000-330200-095-0000	$0.00	$1,441.00	$1,441.00
0100-6770-0-1157-10000-330200-094-0000	$0.00	$1,511.00	$1,511.00
0100-6770-0-1157-10000-330200-096-0000	$0.00	$4,030.00	$4,030.00
0100-6770-0-1156-10000-340100-094-0000	$0.00	$3,073.00	$3,073.00
0100-6770-0-1156-27000-330200-094-0000	$0.00	$191.00	$191.00
0100-6770-0-1156-27000-330200-095-0000	$0.00	$191.00	$191.00
0100-6770-0-1156-27000-330200-096-0000	$0.00	$191.00	$191.00
0100-6770-0-1168-10000-330200-096-1880	$0.00	$383.00	$383.00
0100-6770-0-1157-10000-340200-094-0000	$0.00	$17,280.00	$17,280.00
0100-6770-0-1157-10000-340200-095-0000	$0.00	$17,280.00	$17,280.00
0100-6770-0-1157-10000-340200-096-0000	$0.00	$17,280.00	$17,280.00
0100-6770-0-1168-10000-110020-096-1880	$0.00	$9,750.00	$9,750.00
0100-6770-0-1110-10000-110000-094-0000	$0.00	$80,666.00	$80,666.00
0100-6770-0-1155-10000-360100-096-0000	$0.00	$636.00	$636.00
0100-6770-0-1156-10000-360100-096-0000	$0.00	$580.00	$580.00
0100-6770-0-1110-10000-360100-095-0000	$0.00	$867.00	$867.00
0100-6770-0-1110-10000-360100-094-0000	$0.00	$1,317.00	$1,317.00
0100-6770-0-1156-10000-110000-094-0000	$0.00	$11,841.00	$11,841.00
0100-6770-0-1110-10000-110000-095-0000	$0.00	$53,116.00	$53,116.00
0100-6770-0-1155-10000-110000-096-0000	$0.00	$38,943.00	$38,943.00
0100-6770-0-1156-10000-110000-096-0000	$0.00	$35,515.00	$35,515.00
0100-6770-0-1155-10000-110000-094-0000	$0.00	$23,674.00	$23,674.00
0100-6770-0-1156-10000-110000-095-0000	$0.00	$23,674.00	$23,674.00
0100-6770-0-1157-10000-360200-096-0000	$0.00	$860.00	$860.00
0100-6770-0-1156-10000-360200-094-0000	$0.00	$245.00	$245.00

Fund: 0100 General Fund

Resource: 6770 Prop 28 Arts & Music in Schools

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-6770-0-1156-10000-360200-095-0000	$0.00	$245.00	$245.00
0100-6770-0-1156-10000-360200-096-0000	$0.00	$245.00	$245.00
0100-6770-0-1168-10000-360200-096-1880	$0.00	$82.00	$82.00
0100-6770-0-1156-27000-360200-094-0000	$0.00	$41.00	$41.00
0100-6770-0-1156-27000-360200-095-0000	$0.00	$41.00	$41.00
0100-6770-0-1156-27000-360200-096-0000	$0.00	$41.00	$41.00
0100-6770-0-1156-10000-360200-096-1880	$0.00	$294.00	$294.00
0100-6770-0-1157-10000-360200-095-0000	$0.00	$308.00	$308.00
0100-6770-0-1157-10000-360200-094-0000	$0.00	$323.00	$323.00
0100-6770-0-1155-10000-350100-094-0000	$0.00	$12.00	$12.00
0100-6770-0-1156-10000-350100-095-0000	$0.00	$12.00	$12.00
0100-6770-0-1156-10000-350100-094-0000	$0.00	$6.00	$6.00
0100-6770-0-1168-10000-350100-096-1880	$0.00	$5.00	$5.00
0100-6770-0-1155-10000-350100-096-0000	$0.00	$19.00	$19.00
0100-6770-0-1110-10000-350100-095-0000	$0.00	$27.00	$27.00
0100-6770-0-1110-10000-350100-094-0000	$0.00	$40.00	$40.00
0100-6770-0-1156-10000-350100-096-0000	$0.00	$18.00	$18.00
0100-6770-0-1155-10000-360100-094-0000	$0.00	$387.00	$387.00
0100-6770-0-1156-10000-360100-095-0000	$0.00	$387.00	$387.00
0100-6770-0-1156-10000-360100-094-0000	$0.00	$193.00	$193.00
0100-6770-0-1168-10000-360100-096-1880	$0.00	$159.00	$159.00
0100-6770-0-1157-10000-350200-096-0000	$0.00	$26.00	$26.00
0100-6770-0-1156-27000-350200-094-0000	$0.00	$1.00	$1.00
0100-6770-0-1156-27000-350200-095-0000	$0.00	$1.00	$1.00
0100-6770-0-1156-27000-350200-096-0000	$0.00	$1.00	$1.00
0100-6770-0-1156-10000-350200-094-0000	$0.00	$8.00	$8.00
0100-6770-0-1156-10000-350200-095-0000	$0.00	$8.00	$8.00
0100-6770-0-1156-10000-350200-096-0000	$0.00	$8.00	$8.00
0100-6770-0-1157-10000-350200-094-0000	$0.00	$10.00	$10.00
0100-6770-0-1157-10000-350200-095-0000	$0.00	$10.00	$10.00
0100-6770-0-1156-10000-350200-096-1880	$0.00	$9.00	$9.00
0100-6770-0-1168-10000-350200-096-1880	$0.00	$3.00	$3.00
0100-6770-0-1155-10000-310100-096-0000	$0.00	$7,438.00	$7,438.00
0100-6770-0-1110-10000-310100-095-0000	$0.00	$10,145.00	$10,145.00
0100-6770-0-1155-10000-310100-094-0000	$0.00	$4,522.00	$4,522.00
0100-6770-0-1156-10000-310100-095-0000	$0.00	$4,522.00	$4,522.00
0100-6770-0-1156-10000-310100-096-0000	$0.00	$6,783.00	$6,783.00
0100-6770-0-1156-10000-310100-094-0000	$0.00	$2,262.00	$2,262.00
0100-6770-0-1168-10000-310100-096-1880	$0.00	$1,862.00	$1,862.00
0100-6770-0-1110-10000-310100-094-0000	$0.00	$15,407.00	$15,407.00
0100-6770-0-3550-10000-430000-051-0000	$0.00	$7,666.00	$7,666.00
0100-6770-0-1110-10000-430000-052-0000	$0.00	$10,251.00	$10,251.00
0100-6770-0-1157-10000-210000-095-0000	$0.00	$18,837.00	$18,837.00
0100-6770-0-1157-10000-210000-094-0000	$0.00	$19,755.00	$19,755.00

Fund: 0100 General Fund

Resource: 6770 Prop 28 Arts & Music in Schools

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-6770-0-1157-10000-210000-096-0000	$0.00	$52,681.00	$52,681.00
0100-6770-0-1168-10000-210020-096-1880	$0.00	$5,000.00	$5,000.00
0100-6770-0-1156-10000-210020-094-0000	$0.00	$15,000.00	$15,000.00
0100-6770-0-1156-10000-210020-095-0000	$0.00	$15,000.00	$15,000.00
0100-6770-0-1156-10000-210020-096-0000	$0.00	$15,000.00	$15,000.00
0100-6770-0-1156-10000-210020-096-1880	$0.00	$18,000.00	$18,000.00
0100-6770-0-1110-10000-430000-094-0000	$0.00	$53,953.00	$53,953.00
0100-6770-0-1110-10000-430000-095-0000	$0.00	$26,648.00	$26,648.00
0100-6770-0-1156-27000-240000-094-0000	$0.00	$2,500.00	$2,500.00
0100-6770-0-1156-27000-240000-095-0000	$0.00	$2,500.00	$2,500.00
0100-6770-0-1156-27000-240000-096-0000	$0.00	$2,500.00	$2,500.00
0100-6770-0-1110-10000-330100-094-0000	$0.00	$1,170.00	$1,170.00
0100-6770-0-1110-10000-330100-095-0000	$0.00	$770.00	$770.00
0100-6770-0-1155-10000-330100-096-0000	$0.00	$565.00	$565.00
0100-6770-0-1156-10000-330100-096-0000	$0.00	$515.00	$515.00
0100-6770-0-1155-10000-330100-094-0000	$0.00	$343.00	$343.00
0100-6770-0-1156-10000-330100-095-0000	$0.00	$343.00	$343.00
0100-6770-0-1168-10000-330100-096-1880	$0.00	$41.00	$41.00
0100-6770-0-1156-10000-330100-094-0000	$0.00	$172.00	$172.00
0100-6770-0-1156-27000-320200-094-0000	$0.00	$660.00	$660.00
0100-6770-0-1156-27000-320200-095-0000	$0.00	$660.00	$660.00
0100-6770-0-1156-27000-320200-096-0000	$0.00	$660.00	$660.00
0100-6770-0-1168-10000-320200-096-1880	$0.00	$1,320.00	$1,320.00
0100-6770-0-1156-10000-320200-094-0000	$0.00	$3,960.00	$3,960.00
0100-6770-0-1156-10000-320200-095-0000	$0.00	$3,960.00	$3,960.00
0100-6770-0-1156-10000-320200-096-0000	$0.00	$3,960.00	$3,960.00
0100-6770-0-1156-10000-320200-096-1880	$0.00	$4,752.00	$4,752.00
0100-6770-0-1157-10000-320200-095-0000	$0.00	$4,973.00	$4,973.00
0100-6770-0-1157-10000-320200-094-0000	$0.00	$5,215.00	$5,215.00
0100-6770-0-1157-10000-320200-096-0000	$0.00	$13,908.00	$13,908.00
***Expense Total	$0.00	$776,873.00	$776,873.00
Balance Sheet Accounts			
0100-6770-0-0000-00000-979100-096-0000	$0.00	$9,662.00	$9,662.00
***Balance Sheet Account Total	$0.00	$9,662.00	$9,662.00
Total: Income	$0.00	$767,211.00	$767,211.00
Total: Expenses	$0.00	$776,873.00	$776,873.00
Total: Balance Sheet Accounts	$0.00	$9,662.00	$9,662.00

Fund: 0100 General Fund

Resource: 7010 Agricultural Vocational Education

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-7010-0-0000-00000-859000-000-0000	$0.00	$29,461.00	$29,461.00
***Income Total**	$0.00	$29,461.00	$29,461.00
Expenses			
0100-7010-0-3801-10000-560000-000-0000	$0.00	$1,000.00	$1,000.00
0100-7010-0-3801-10000-430000-000-0000	$0.00	$17,461.00	$17,461.00
0100-7010-0-3801-10000-520000-000-0000	$0.00	$11,000.00	$11,000.00
***Expense Total**	$0.00	$29,461.00	$29,461.00
Total: Income	$0.00	$29,461.00	$29,461.00
Total: Expenses	$0.00	$29,461.00	$29,461.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 7220 Partnership Academies Program

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-7220-0-0000-00000-859000-096-0000	$0.00	$81,000.00	$81,000.00
0100-7220-0-0000-00000-859000-094-0000	$0.00	$81,000.00	$81,000.00
***Income Total	$0.00	$162,000.00	$162,000.00
Expenses			
0100-7220-0-0000-72100-731000-094-0000	$0.00	$3,160.00	$3,160.00
0100-7220-0-0000-72100-731000-096-0000	$0.00	$3,500.00	$3,500.00
0100-7220-0-1110-27000-330200-096-0000	$0.00	$230.00	$230.00
0100-7220-0-1110-10000-340100-094-0000	$0.00	$3,073.00	$3,073.00
0100-7220-0-1110-10000-520000-096-0000	$0.00	$4,000.00	$4,000.00
0100-7220-0-1110-10000-520000-094-0000	$0.00	$25,700.00	$25,700.00
0100-7220-0-1110-10000-310100-096-0000	$0.00	$4,202.00	$4,202.00
0100-7220-0-1110-10000-310100-094-0000	$0.00	$5,119.00	$5,119.00
0100-7220-0-1110-10000-430000-094-0000	$0.00	$12,105.00	$12,105.00
0100-7220-0-1110-27000-240000-096-0000	$0.00	$3,000.00	$3,000.00
0100-7220-0-1110-10000-430000-096-0000	$0.00	$35,536.00	$35,536.00
0100-7220-0-1110-10000-560000-094-0000	$0.00	$4,200.00	$4,200.00
0100-7220-0-1110-27000-320200-096-0000	$0.00	$792.00	$792.00
0100-7220-0-1110-10000-571020-096-0000	$0.00	$7,000.00	$7,000.00
0100-7220-0-1110-10000-330100-096-0000	$0.00	$319.00	$319.00
0100-7220-0-1110-10000-330100-094-0000	$0.00	$389.00	$389.00
0100-7220-0-1110-27000-350200-096-0000	$0.00	$2.00	$2.00
0100-7220-0-1110-10000-360100-096-0000	$0.00	$359.00	$359.00
0100-7220-0-1110-10000-360100-094-0000	$0.00	$438.00	$438.00
0100-7220-0-1110-10000-350100-094-0000	$0.00	$13.00	$13.00
0100-7220-0-1110-10000-350100-096-0000	$0.00	$11.00	$11.00
0100-7220-0-1110-27000-360200-096-0000	$0.00	$49.00	$49.00
0100-7220-0-1110-10000-110000-094-0000	$0.00	$21,021.00	$21,021.00
0100-7220-0-1110-10000-110010-094-0000	$0.00	$3,000.00	$3,000.00
0100-7220-0-1110-10000-110020-094-0000	$0.00	$1,782.00	$1,782.00
0100-7220-0-1110-10000-110020-096-0000	$0.00	$22,000.00	$22,000.00
0100-7220-0-1110-10000-110030-094-0000	$0.00	$1,000.00	$1,000.00
***Expense Total	$0.00	$162,000.00	$162,000.00
Total: Income	$0.00	$162,000.00	$162,000.00
Total: Expenses	$0.00	$162,000.00	$162,000.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 7399 LCFF Equity Multiplier

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-7399-0-0000-00000-859000-000-0000	$0.00	$139,672.00	$139,672.00
***Income Total	$0.00	$139,672.00	$139,672.00
Expenses			
0100-7399-0-1110-31200-120000-051-0000	$0.00	$44,295.00	$44,295.00
0100-7399-0-1110-10000-430000-051-0000	$0.00	$3,000.00	$3,000.00
0100-7399-0-1110-10000-430000-052-0000	$0.00	$3,000.00	$3,000.00
0100-7399-0-1110-10000-360200-052-0000	$0.00	$1,192.00	$1,192.00
0100-7399-0-1110-31200-360100-051-0000	$0.00	$723.00	$723.00
0100-7399-0-1110-31200-350100-051-0000	$0.00	$22.00	$22.00
0100-7399-0-1110-10000-350200-052-0000	$0.00	$36.00	$36.00
0100-7399-0-1110-31200-330100-051-0000	$0.00	$642.00	$642.00
0100-7399-0-1110-10000-320200-052-0000	$0.00	$19,264.00	$19,264.00
0100-7399-0-1110-10000-210000-052-0000	$0.00	$72,971.00	$72,971.00
0100-7399-0-1110-31200-310100-051-0000	$0.00	$8,460.00	$8,460.00
0100-7399-0-1110-10000-330200-052-0000	$0.00	$5,582.00	$5,582.00
0100-7399-0-0000-72100-731000-010-0000	$0.00	$7,000.00	$7,000.00
0100-7399-0-1110-31200-340100-051-0000	$0.00	$9,216.00	$9,216.00
***Expense Total	$0.00	$175,403.00	$175,403.00
Balance Sheet Accounts			
0100-7399-0-0000-00000-974000-000-0000	$0.00	$221,175.00	$221,175.00
0100-7399-0-0000-00000-979100-000-0000	$0.00	$256,906.00	$256,906.00
***Balance Sheet Account Total	$0.00	$478,081.00	$478,081.00
Total: Income	$0.00	$139,672.00	$139,672.00
Total: Expenses	$0.00	$175,403.00	$175,403.00
Total: Balance Sheet Accounts	$0.00	$478,081.00	$478,081.00

Fund: 0100 General Fund

Resource: 7415 Classified School Employee Sum

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-7415-0-0000-00000-859000-000-0000	$0.00	$355,408.00	$355,408.00
***Income Total	$0.00	$355,408.00	$355,408.00
Expenses			
0100-7415-0-1110-10000-330200-018-0000	$0.00	$20,031.00	$20,031.00
0100-7415-0-1110-10000-210000-018-0000	$0.00	$261,843.00	$261,843.00
0100-7415-0-1110-10000-320200-018-0000	$0.00	$69,127.00	$69,127.00
0100-7415-0-1110-10000-350200-018-0000	$0.00	$131.00	$131.00
0100-7415-0-1110-10000-360200-018-0000	$0.00	$4,276.00	$4,276.00
***Expense Total	$0.00	$355,408.00	$355,408.00
Total: Income	$0.00	$355,408.00	$355,408.00
Total: Expenses	$0.00	$355,408.00	$355,408.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 7435 Learning Recovery Emergency Bl

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-7435-0-0000-00000-859000-000-0000	$0.00	$545,364.00	$545,364.00
***Income Total**	$0.00	$545,364.00	$545,364.00
Balance Sheet Accounts			
0100-7435-0-0000-00000-974000-000-0000	$0.00	$545,364.00	$545,364.00
***Balance Sheet Account Total**	$0.00	$545,364.00	$545,364.00
Total: Income	$0.00	$545,364.00	$545,364.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$545,364.00	$545,364.00

Fund: 0100 General Fund

Resource: 7690 STRS On-Behalf Pension Contrib

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-7690-0-0000-00000-859000-000-0000	$0.00	$2,406,619.00	$2,406,619.00
***Income Total**	$0.00	$2,406,619.00	$2,406,619.00
Expenses			
0100-7690-0-1110-10000-310100-000-0000	$0.00	$2,406,619.00	$2,406,619.00
***Expense Total**	$0.00	$2,406,619.00	$2,406,619.00
Total: Income	$0.00	$2,406,619.00	$2,406,619.00
Total: Expenses	$0.00	$2,406,619.00	$2,406,619.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund Resource: 7810 Other State

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-7810-0-1110-10000-580000-018-0000	$0.00	$78,148.52	$78,148.52
0100-7810-0-1110-10000-110030-094-0000	$0.00	$1,360.00	$1,360.00
0100-7810-0-1110-10000-110030-095-0000	$0.00	$1,360.00	$1,360.00
0100-7810-0-1110-10000-110030-096-0000	$0.00	$1,360.00	$1,360.00
0100-7810-0-1110-10000-360100-094-0000	$0.00	$22.00	$22.00
0100-7810-0-1110-10000-360100-095-0000	$0.00	$22.00	$22.00
0100-7810-0-1110-10000-360100-096-0000	$0.00	$22.00	$22.00
0100-7810-0-1110-10000-350100-094-0000	$0.00	$1.00	$1.00
0100-7810-0-1110-10000-350100-095-0000	$0.00	$1.00	$1.00
0100-7810-0-1110-10000-350100-096-0000	$0.00	$1.00	$1.00
0100-7810-0-1110-10000-330100-094-0000	$0.00	$20.00	$20.00
0100-7810-0-1110-10000-330100-095-0000	$0.00	$20.00	$20.00
0100-7810-0-1110-10000-330100-096-0000	$0.00	$20.00	$20.00
0100-7810-0-1110-10000-310100-094-0000	$0.00	$260.00	$260.00
0100-7810-0-1110-10000-310100-095-0000	$0.00	$260.00	$260.00
0100-7810-0-1110-10000-310100-096-0000	$0.00	$260.00	$260.00
***Expense Total	$0.00	$83,137.52	$83,137.52
Balance Sheet Accounts			
0100-7810-0-0000-00000-979100-000-0000	$0.00	$83,137.52	$83,137.52
***Balance Sheet Account Total	$0.00	$83,137.52	$83,137.52
Total: Income	$0.00	$0.00	$0.00
Total: Expenses	$0.00	$83,137.52	$83,137.52
Total: Balance Sheet Accounts	$0.00	$83,137.52	$83,137.52

Fund: 0100 General Fund

Resource: 8150 Ongoing & Major Maint. Acct.

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-8150-0-0000-00000-898050-000-0000	$0.00	$4,122,348.00	$4,122,348.00
***Income Total	$0.00	$4,122,348.00	$4,122,348.00
Expenses			
0100-8150-0-0000-81100-440000-043-0000	$0.00	$12,500.00	$12,500.00
0100-8150-0-0000-81100-240060-043-0000	$0.00	$750.00	$750.00
0100-8150-0-0000-81100-530000-043-0000	$0.00	$300.00	$300.00
0100-8150-0-0000-81100-520000-043-0000	$0.00	$1,100.00	$1,100.00
0100-8150-0-0000-81100-220000-043-0000	$0.00	$594,532.00	$594,532.00
0100-8150-0-0000-81100-430000-043-0000	$0.00	$150,000.00	$150,000.00
0100-8150-0-0000-81100-220020-043-0000	$0.00	$27,000.00	$27,000.00
0100-8150-0-0000-81100-230000-043-0000	$0.00	$78,954.00	$78,954.00
0100-8150-0-0000-81100-240000-043-0000	$0.00	$40,127.00	$40,127.00
0100-8150-0-0000-81100-571040-043-0000	$0.00	$50.00	$50.00
0100-8150-0-0000-81100-550070-043-0000	$0.00	$20,000.00	$20,000.00
0100-8150-0-0000-81100-320200-043-0000	$0.00	$195,720.00	$195,720.00
0100-8150-0-0000-81100-560000-014-0000	$0.00	$500,000.00	$500,000.00
0100-8150-0-0000-81100-560000-043-0000	$0.00	$900,000.00	$900,000.00
0100-8150-0-0000-81100-571011-043-0000	$0.00	$10,000.00	$10,000.00
0100-8150-0-0000-81100-350200-043-0000	$0.00	$371.00	$371.00
0100-8150-0-0000-81100-360200-043-0000	$0.00	$12,106.00	$12,106.00
0100-8150-0-0000-81100-580000-043-0000	$0.00	$200,000.00	$200,000.00
0100-8150-0-0000-81100-580000-014-0000	$0.00	$250,000.00	$250,000.00
0100-8150-0-0000-81100-580011-043-0000	$0.00	$6,000.00	$6,000.00
0100-8150-0-0000-81100-330200-043-0000	$0.00	$56,714.00	$56,714.00
0100-8150-0-0000-85000-617000-014-0000	$0.00	$750,000.00	$750,000.00
0100-8150-0-0000-81100-590010-043-0000	$0.00	$1,000.00	$1,000.00
0100-8150-0-0000-72100-731000-010-0000	$0.00	$110,000.00	$110,000.00
0100-8150-0-0000-81100-640000-043-0000	$0.00	$50,000.00	$50,000.00
0100-8150-0-0000-81100-340200-043-0000	$0.00	$155,124.00	$155,124.00
***Expense Total	$0.00	$4,122,348.00	$4,122,348.00
Total: Income	$0.00	$4,122,348.00	$4,122,348.00
Total: Expenses	$0.00	$4,122,348.00	$4,122,348.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0100 General Fund

Resource: 9010 Other Local

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-9010-0-0000-00000-869900-000-0000	$0.00	$400,000.00	$400,000.00
***Income Total	$0.00	$400,000.00	$400,000.00
Expenses			
0100-9010-0-1110-31400-340200-018-0000	$0.00	$16,416.00	$16,416.00
0100-9010-0-1110-39000-340100-051-0000	$0.00	$8,244.00	$8,244.00
0100-9010-0-1110-39000-340100-052-0000	$0.00	$8,244.00	$8,244.00
0100-9010-0-1110-31200-340200-018-0000	$0.00	$14,011.00	$14,011.00
0100-9010-0-1110-31200-590010-018-0000	$0.00	$2,000.00	$2,000.00
0100-9010-0-1110-31400-340100-018-0000	$0.00	$2,968.00	$2,968.00
0100-9010-0-1110-31400-330200-018-0000	$0.00	$4,217.00	$4,217.00
0100-9010-0-1110-31200-330200-018-0000	$0.00	$7,083.00	$7,083.00
0100-9010-0-1110-31200-360200-018-0000	$0.00	$1,512.00	$1,512.00
0100-9010-0-1110-31400-360200-018-0000	$0.00	$900.00	$900.00
0100-9010-0-1110-39000-360100-051-0000	$0.00	$1,355.00	$1,355.00
0100-9010-0-1110-39000-360100-052-0000	$0.00	$1,355.00	$1,355.00
0100-9010-0-1110-31400-350200-018-0000	$0.00	$28.00	$28.00
0100-9010-0-1110-31200-350200-018-0000	$0.00	$46.00	$46.00
0100-9010-0-1110-31400-360100-018-0000	$0.00	$425.00	$425.00
0100-9010-0-1110-39000-350100-051-0000	$0.00	$41.00	$41.00
0100-9010-0-1110-39000-350100-052-0000	$0.00	$41.00	$41.00
0100-9010-0-1110-31400-350100-018-0000	$0.00	$13.00	$13.00
0100-9010-0-1110-31400-320200-018-0000	$0.00	$14,551.00	$14,551.00
0100-9010-0-1110-31200-320200-018-0000	$0.00	$24,443.00	$24,443.00
0100-9010-0-0000-72000-580000-018-0000	$0.00	$2,000.00	$2,000.00
0100-9010-0-1110-31400-330100-018-0000	$0.00	$378.00	$378.00
0100-9010-0-1110-39000-330100-051-0000	$0.00	$1,203.00	$1,203.00
0100-9010-0-1110-39000-330100-052-0000	$0.00	$1,203.00	$1,203.00
0100-9010-0-1110-31200-580000-018-0000	$0.00	$15,000.00	$15,000.00
0100-9010-0-1110-31400-240000-018-0000	$0.00	$55,118.00	$55,118.00
0100-9010-0-1110-31200-220000-018-0000	$0.00	$92,587.00	$92,587.00
0100-9010-0-1110-39000-130060-051-0000	$0.00	$750.00	$750.00
0100-9010-0-1110-39000-130060-052-0000	$0.00	$750.00	$750.00
0100-9010-0-1110-31400-130060-018-0000	$0.00	$270.00	$270.00
0100-9010-0-1110-31200-430000-018-0000	$0.00	$6,000.00	$6,000.00
0100-9010-0-1110-31400-430000-018-0000	$0.00	$6,000.00	$6,000.00
0100-9010-0-1110-39000-130000-051-0000	$0.00	$82,220.00	$82,220.00
0100-9010-0-1110-39000-130000-052-0000	$0.00	$82,220.00	$82,220.00
0100-9010-0-1110-31400-130000-018-0000	$0.00	$25,769.00	$25,769.00
0100-9010-0-1110-39000-310100-051-0000	$0.00	$15,847.00	$15,847.00
0100-9010-0-1110-39000-310100-052-0000	$0.00	$15,847.00	$15,847.00
0100-9010-0-1110-27000-520000-018-0000	$0.00	$15,000.00	$15,000.00
0100-9010-0-1110-31200-520000-018-0000	$0.00	$2,000.00	$2,000.00

Fund: 0100 General Fund Resource: 9010 Other Local

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0100-9010-0-1110-31400-310100-018-0000	$0.00	$4,973.00	$4,973.00
***Expense Total	$0.00	$533,028.00	$533,028.00
Balance Sheet Accounts			
0100-9010-0-0000-00000-979100-000-0000	$0.00	$1,903,101.78	$1,903,101.78
0100-9010-0-0000-00000-974000-000-0000	$0.00	$1,770,073.78	$1,770,073.78
***Balance Sheet Account Total	$0.00	$3,673,175.56	$3,673,175.56
Total: Income	$0.00	$400,000.00	$400,000.00
Total: Expenses	$0.00	$533,028.00	$533,028.00
Total: Balance Sheet Accounts	$0.00	$3,673,175.56	$3,673,175.56

Fund: 0100 General Fund

Resource: 9062 Comm Develop Funds Not Subj t

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Balance Sheet Accounts			
0100-9062-0-0000-00000-979100-000-0000	$0.00	$285,188.53	$285,188.53
0100-9062-0-0000-00000-976000-000-0000	$0.00	$285,188.53	$285,188.53
***Balance Sheet Account Total	$0.00	$570,377.06	$570,377.06
Total: Income	$0.00	$0.00	$0.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$570,377.06	$570,377.06

Fund: 0100 General Fund

Resource: 9066 Children & Youth Behavioral Hea

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0100-9066-0-0000-00000-869900-000-0000	$0.00	$43,456.00	$43,456.00
***Income Total	$0.00	$43,456.00	$43,456.00
Expenses			
0100-9066-0-1110-31200-350200-018-0000	$0.00	$48.00	$48.00
0100-9066-0-1110-31200-360200-018-0000	$0.00	$1,571.00	$1,571.00
0100-9066-0-1110-31200-220000-018-0000	$0.00	$96,206.00	$96,206.00
0100-9066-0-1110-31200-320200-018-0000	$0.00	$25,398.00	$25,398.00
0100-9066-0-1110-31200-330200-018-0000	$0.00	$7,360.00	$7,360.00
0100-9066-0-1110-31200-340200-018-0000	$0.00	$14,011.00	$14,011.00
***Expense Total	$0.00	$144,594.00	$144,594.00
Balance Sheet Accounts			
0100-9066-0-0000-00000-979100-000-0000	$0.00	$101,138.00	$101,138.00
***Balance Sheet Account Total	$0.00	$101,138.00	$101,138.00
Total: Income	$0.00	$43,456.00	$43,456.00
Total: Expenses	$0.00	$144,594.00	$144,594.00
Total: Balance Sheet Accounts	$0.00	$101,138.00	$101,138.00

Fund: 0100 General Fund

Resource: 9066 Children & Youth Behavioral Hea

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$82,693,701.00	$82,693,701.00
Total: Expenses	$0.00	$80,371,664.14	$80,371,664.14
Total: Balance Sheet Accounts	$0.00	$37,791,967.98	$37,791,967.98

Fund: 0900 Charter Schools Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0900-0000-0-0000-00000-866000-000-0000	$0.00	$45,000.00	$45,000.00
0900-0000-0-0000-00000-898000-000-0000	$0.00	($541,717.00)	($541,717.00)
0900-0000-0-0000-00000-809600-000-0000	$0.00	$282,751.00	$282,751.00
0900-0000-0-0000-00000-801100-000-0000	$0.00	$2,655,356.00	$2,655,356.00
0900-0000-0-0000-00000-855000-000-0000	$0.00	$7,811.00	$7,811.00
***Income Total	$0.00	$2,449,201.00	$2,449,201.00
Expenses			
0900-0000-0-1110-10000-350100-000-0000	$0.00	$351.00	$351.00
0900-0000-0-5760-11100-350100-000-0000	$0.00	$66.00	$66.00
0900-0000-0-1110-27000-350100-000-0000	$0.00	$148.00	$148.00
0900-0000-0-0000-82000-350200-000-0000	$0.00	$8.00	$8.00
0900-0000-0-1110-27000-350200-000-0000	$0.00	$74.00	$74.00
0900-0000-0-5760-11100-360100-000-0000	$0.00	$2,156.00	$2,156.00
0900-0000-0-1110-27000-360100-000-0000	$0.00	$4,835.00	$4,835.00
0900-0000-0-1110-10000-360100-000-0000	$0.00	$11,428.00	$11,428.00
0900-0000-0-0000-82000-360200-000-0000	$0.00	$256.00	$256.00
0900-0000-0-1110-27000-360200-000-0000	$0.00	$2,416.00	$2,416.00
0900-0000-0-5760-11100-110000-000-0000	$0.00	$132,007.00	$132,007.00
0900-0000-0-1110-10000-110000-000-0000	$0.00	$692,039.00	$692,039.00
0900-0000-0-1110-10000-110020-000-0000	$0.00	$4,000.00	$4,000.00
0900-0000-0-1110-31100-120000-000-0000	$0.00	($5,821.00)	($5,821.00)
0900-0000-0-0000-85000-430000-000-1378	$0.00	$2,200.00	$2,200.00
0900-0000-0-1110-27000-130000-000-0000	$0.00	$282,707.00	$282,707.00
0900-0000-0-1110-27000-130060-000-0000	$0.00	$2,550.00	$2,550.00
0900-0000-0-0000-82000-220000-000-0000	$0.00	$15,683.00	$15,683.00
0900-0000-0-1110-10000-430000-000-0000	$0.00	$20,000.00	$20,000.00
0900-0000-0-1110-10000-440000-000-0000	$0.00	$5,000.00	$5,000.00
0900-0000-0-0000-85000-440000-000-1378	$0.00	$30,000.00	$30,000.00
0900-0000-0-1110-27000-240000-000-0000	$0.00	$146,868.00	$146,868.00
0900-0000-0-1110-27000-290000-000-0000	$0.00	$1,100.00	$1,100.00
0900-0000-0-5760-11100-310100-000-0000	$0.00	$25,213.00	$25,213.00
0900-0000-0-1110-27000-520000-000-0000	$0.00	$2,500.00	$2,500.00
0900-0000-0-1110-10000-520000-000-0000	$0.00	$8,000.00	$8,000.00
0900-0000-0-1110-10000-530000-000-0000	$0.00	$1,600.00	$1,600.00
0900-0000-0-0000-82000-550010-000-0000	$0.00	$2,000.00	$2,000.00
0900-0000-0-0000-82000-550020-000-0000	$0.00	$17,000.00	$17,000.00
0900-0000-0-0000-82000-550030-000-0000	$0.00	$1,000.00	$1,000.00
0900-0000-0-1110-10000-560000-000-0000	$0.00	$4,000.00	$4,000.00
0900-0000-0-0000-85000-560000-000-1378	$0.00	$15,000.00	$15,000.00
0900-0000-0-1110-27000-310100-000-0000	$0.00	$56,549.00	$56,549.00
0900-0000-0-1110-10000-310100-000-0000	$0.00	$87,674.00	$87,674.00
0900-0000-0-0000-82000-320200-000-0000	$0.00	$4,140.00	$4,140.00

Fund: 0900 Charter Schools Fund Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
0900-0000-0-1110-27000-320200-000-0000	$0.00	$39,064.00	$39,064.00
0900-0000-0-1110-10000-575020-000-0000	$0.00	$19,000.00	$19,000.00
0900-0000-0-1110-10000-575040-000-0000	$0.00	$2,000.00	$2,000.00
0900-0000-0-1110-10000-580000-000-0000	$0.00	$7,000.00	$7,000.00
0900-0000-0-5760-11100-330100-000-0000	$0.00	$1,914.00	$1,914.00
0900-0000-0-1110-27000-330100-000-0000	$0.00	$4,293.00	$4,293.00
0900-0000-0-1110-10000-330100-000-0000	$0.00	$10,180.00	$10,180.00
0900-0000-0-1110-10000-580040-000-0000	$0.00	$2,500.00	$2,500.00
0900-0000-0-0000-85000-620000-000-0000	$0.00	$25,000.00	$25,000.00
0900-0000-0-0000-82000-330200-000-0000	$0.00	$1,200.00	$1,200.00
0900-0000-0-1110-10000-590020-000-0000	$0.00	$8,000.00	$8,000.00
0900-0000-0-1110-27000-330200-000-0000	$0.00	$11,320.00	$11,320.00
0900-0000-0-0000-93000-761900-000-0000	$0.00	$3,000.00	$3,000.00
0900-0000-0-0000-72100-735000-000-0000	$0.00	$54,288.00	$54,288.00
0900-0000-0-5760-11100-340100-000-0000	$0.00	$18,432.00	$18,432.00
0900-0000-0-1110-27000-340100-000-0000	$0.00	$28,030.00	$28,030.00
0900-0000-0-1110-10000-340100-000-0000	$0.00	$101,376.00	$101,376.00
0900-0000-0-0000-82000-340200-000-0000	$0.00	$4,320.00	$4,320.00
0900-0000-0-1110-27000-340200-000-0000	$0.00	$34,560.00	$34,560.00
***Expense Total	$0.00	$1,950,224.00	$1,950,224.00
Balance Sheet Accounts			
0900-0000-0-0000-00000-976000-000-0000	$0.00	$1,949,512.22	$1,949,512.22
0900-0000-0-0000-00000-979100-000-0000	$0.00	$1,450,535.22	$1,450,535.22
***Balance Sheet Account Total	$0.00	$3,400,047.44	$3,400,047.44
Total: Income	$0.00	$2,449,201.00	$2,449,201.00
Total: Expenses	$0.00	$1,950,224.00	$1,950,224.00
Total: Balance Sheet Accounts	$0.00	$3,400,047.44	$3,400,047.44

Fund: 0900 Charter Schools Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0900-0332-0-0000-00000-898000-000-0000	$0.00	$541,717.00	$541,717.00
***Income Total	$0.00	$541,717.00	$541,717.00
Expenses			
0900-0332-0-1110-10000-360100-000-0000	$0.00	$1,030.00	$1,030.00
0900-0332-0-1110-31100-360100-000-0000	$0.00	$2,235.00	$2,235.00
0900-0332-0-1110-10000-360200-000-0000	$0.00	$2,156.00	$2,156.00
0900-0332-0-1110-10000-110000-000-0000	$0.00	$63,049.00	$63,049.00
0900-0332-0-5760-11100-360200-000-0000	$0.00	$506.00	$506.00
0900-0332-0-1110-27000-360200-000-0000	$0.00	$8.00	$8.00
0900-0332-0-1110-10000-350100-000-0000	$0.00	$32.00	$32.00
0900-0332-0-1110-31100-350100-000-0000	$0.00	$68.00	$68.00
0900-0332-0-1110-10000-350200-000-0000	$0.00	$66.00	$66.00
0900-0332-0-5760-11100-350200-000-0000	$0.00	$16.00	$16.00
0900-0332-0-1110-27000-350200-000-0000	$0.00	$1.00	$1.00
0900-0332-0-1110-10000-290000-000-0000	$0.00	$101,770.00	$101,770.00
0900-0332-0-1110-27000-290000-000-0000	$0.00	$500.00	$500.00
0900-0332-0-1110-10000-310100-000-0000	$0.00	$12,042.00	$12,042.00
0900-0332-0-1110-31100-310100-000-0000	$0.00	$26,143.00	$26,143.00
0900-0332-0-1110-31100-120000-000-0000	$0.00	$136,876.00	$136,876.00
0900-0332-0-1110-10000-210000-000-0000	$0.00	$30,283.00	$30,283.00
0900-0332-0-5760-11100-210000-000-0000	$0.00	$31,008.00	$31,008.00
0900-0332-0-1110-10000-320200-000-0000	$0.00	$34,862.00	$34,862.00
0900-0332-0-5760-11100-320200-000-0000	$0.00	$8,186.00	$8,186.00
0900-0332-0-1110-27000-320200-000-0000	$0.00	$132.00	$132.00
0900-0332-0-1110-27000-580000-000-0000	$0.00	$500.00	$500.00
0900-0332-0-1110-10000-580000-000-0000	$0.00	$700.00	$700.00
0900-0332-0-1110-10000-330100-000-0000	$0.00	$914.00	$914.00
0900-0332-0-1110-31100-330100-000-0000	$0.00	$1,985.00	$1,985.00
0900-0332-0-1110-10000-340100-000-0000	$0.00	$9,216.00	$9,216.00
0900-0332-0-1110-31100-340100-000-0000	$0.00	$18,432.00	$18,432.00
0900-0332-0-1110-27000-330200-000-0000	$0.00	$38.00	$38.00
0900-0332-0-1110-10000-580011-000-0000	$0.00	$2,500.00	$2,500.00
0900-0332-0-5760-11100-330200-000-0000	$0.00	$2,372.00	$2,372.00
0900-0332-0-1110-10000-330200-000-0000	$0.00	$10,102.00	$10,102.00
0900-0332-0-1110-10000-340200-000-0000	$0.00	$50,112.00	$50,112.00
***Expense Total	$0.00	$547,840.00	$547,840.00
Balance Sheet Accounts			
0900-0332-0-0000-00000-976000-000-0000	$0.00	$56,504.34	$56,504.34
0900-0332-0-0000-00000-979100-000-0000	$0.00	$62,627.34	$62,627.34
***Balance Sheet Account Total	$0.00	$119,131.68	$119,131.68

Fund: 0900 Charter Schools Fund

Resource: 0332 LCFF Supplemental/Concentratio

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Total: Income	$0.00	$541,717.00	$541,717.00
Total: Expenses	$0.00	$547,840.00	$547,840.00
Total: Balance Sheet Accounts	$0.00	$119,131.68	$119,131.68

Fund: 0900 Charter Schools Fund Resource: 1100 State Lottery

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0900-1100-0-0000-00000-856000-000-0000	$0.00	$25,780.00	$25,780.00
***Income Total	$0.00	$25,780.00	$25,780.00
Expenses			
0900-1100-0-1141-10000-430000-000-0000	$0.00	$1,600.00	$1,600.00
0900-1100-0-1110-10000-430000-000-0000	$0.00	$7,000.00	$7,000.00
***Expense Total	$0.00	$8,600.00	$8,600.00
Balance Sheet Accounts			
0900-1100-0-0000-00000-979100-000-0000	$0.00	$135,559.85	$135,559.85
0900-1100-0-0000-00000-978030-000-0000	$0.00	$152,739.85	$152,739.85
***Balance Sheet Account Total	$0.00	$288,299.70	$288,299.70
Total: Income	$0.00	$25,780.00	$25,780.00
Total: Expenses	$0.00	$8,600.00	$8,600.00
Total: Balance Sheet Accounts	$0.00	$288,299.70	$288,299.70

Fund: 0900 Charter Schools Fund Resource: 1400 Education Protection Account

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0900-1400-0-0000-00000-801200-000-0000	$0.00	$32,628.00	$32,628.00
***Income Total	$0.00	$32,628.00	$32,628.00
Expenses			
0900-1400-0-1110-10000-330100-000-0000	$0.00	$305.00	$305.00
0900-1400-0-1110-10000-310100-000-0000	$0.00	$4,839.00	$4,839.00
0900-1400-0-1110-10000-360100-000-0000	$0.00	$381.00	$381.00
0900-1400-0-1110-10000-350100-000-0000	$0.00	$11.00	$11.00
0900-1400-0-1110-10000-110000-000-0000	$0.00	$27,092.00	$27,092.00
***Expense Total	$0.00	$32,628.00	$32,628.00
Total: Income	$0.00	$32,628.00	$32,628.00
Total: Expenses	$0.00	$32,628.00	$32,628.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0900 Charter Schools Fund Resource: 6019 Student Support & Professional D

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Balance Sheet Accounts			
0900-6019-0-0000-00000-974000-000-0000	$0.00	$42,012.00	$42,012.00
0900-6019-0-0000-00000-979100-000-0000	$0.00	$42,012.00	$42,012.00
***Balance Sheet Account Total	$0.00	$84,024.00	$84,024.00
Total: Income	$0.00	$0.00	$0.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$84,024.00	$84,024.00

Fund: 0900 Charter Schools Fund Resource: 6300 Lottery:Instructional Materials

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0900-6300-0-0000-00000-856000-000-0000	$0.00	$13,000.00	$13,000.00
***Income Total	$0.00	$13,000.00	$13,000.00
Expenses			
0900-6300-0-1110-10000-430000-000-0000	$0.00	$2,500.00	$2,500.00
***Expense Total	$0.00	$2,500.00	$2,500.00
Balance Sheet Accounts			
0900-6300-0-0000-00000-979100-000-0000	$0.00	$50,944.10	$50,944.10
0900-6300-0-0000-00000-978030-000-0000	$0.00	$61,444.10	$61,444.10
***Balance Sheet Account Total	$0.00	$112,388.20	$112,388.20
Total: Income	$0.00	$13,000.00	$13,000.00
Total: Expenses	$0.00	$2,500.00	$2,500.00
Total: Balance Sheet Accounts	$0.00	$112,388.20	$112,388.20

Fund: 0900 Charter Schools Fund

Resource: 6770 Prop 28 Arts & Music in Schools

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0900-6770-0-0000-00000-859000-000-0000	$0.00	$25,507.00	$25,507.00
***Income Total	$0.00	$25,507.00	$25,507.00
Expenses			
0900-6770-0-1155-10000-110020-000-0000	$0.00	$20,000.00	$20,000.00
0900-6770-0-1155-10000-430000-000-0000	$0.00	$4,447.00	$4,447.00
0900-6770-0-1155-10000-350100-000-0000	$0.00	$10.00	$10.00
0900-6770-0-1155-10000-360100-000-0000	$0.00	$327.00	$327.00
0900-6770-0-1155-10000-310100-000-0000	$0.00	$3,820.00	$3,820.00
0900-6770-0-1155-10000-330100-000-0000	$0.00	$290.00	$290.00
***Expense Total	$0.00	$28,894.00	$28,894.00
Balance Sheet Accounts			
0900-6770-0-0000-00000-979100-000-0000	$0.00	$3,387.00	$3,387.00
***Balance Sheet Account Total	$0.00	$3,387.00	$3,387.00
Total: Income	$0.00	$25,507.00	$25,507.00
Total: Expenses	$0.00	$28,894.00	$28,894.00
Total: Balance Sheet Accounts	$0.00	$3,387.00	$3,387.00

Fund: 0900 Charter Schools Fund

Resource: 7690 STRS On-Behalf Pension Contrib

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
0900-7690-0-0000-00000-859000-000-0000	$0.00	$62,238.00	$62,238.00
***Income Total**	$0.00	$62,238.00	$62,238.00
Expenses			
0900-7690-0-1110-10000-310100-000-0000	$0.00	$62,238.00	$62,238.00
***Expense Total**	$0.00	$62,238.00	$62,238.00
Total: Income	$0.00	$62,238.00	$62,238.00
Total: Expenses	$0.00	$62,238.00	$62,238.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 0900 Charter Schools Fund Resource: 7690 STRS On-Behalf Pension Contrib

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$3,150,071.00	$3,150,071.00
Total: Expenses	$0.00	$2,632,924.00	$2,632,924.00
Total: Balance Sheet Accounts	$0.00	$4,007,278.02	$4,007,278.02

Fund: 1100 Adult Education Fund Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
1100-0000-0-0000-00000-866000-000-0000	$0.00	$40,000.00	$40,000.00
***Income Total	$0.00	$40,000.00	$40,000.00
Balance Sheet Accounts			
1100-0000-0-0000-00000-971100-000-0000	$0.00	$50.00	$50.00
1100-0000-0-0000-00000-978000-000-0000	$0.00	$342,698.09	$342,698.09
1100-0000-0-0000-00000-979100-000-0000	$0.00	$302,748.09	$302,748.09
***Balance Sheet Account Total	$0.00	$645,496.18	$645,496.18
Total: Income	$0.00	$40,000.00	$40,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$645,496.18	$645,496.18

Fund: 1100 Adult Education Fund Resource: 0002 Community Service

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Balance Sheet Accounts			
1100-0002-0-0000-00000-979100-000-0000	$0.00	$1,683.25	$1,683.25
1100-0002-0-0000-00000-978000-000-0000	$0.00	$1,683.25	$1,683.25
***Balance Sheet Account Total	$0.00	$3,366.50	$3,366.50
Total: Income	$0.00	$0.00	$0.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$3,366.50	$3,366.50

Fund: 1100 Adult Education Fund

Resource: 0306 Tier III, Adult Education

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Balance Sheet Accounts			
1100-0306-0-0000-00000-978000-000-0000	$0.00	$230,320.40	$230,320.40
1100-0306-0-0000-00000-979100-000-0000	$0.00	$230,320.40	$230,320.40
***Balance Sheet Account Total	$0.00	$460,640.80	$460,640.80
Total: Income	$0.00	$0.00	$0.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$460,640.80	$460,640.80

Fund: 1100 Adult Education Fund Resource: 3550 Vocational Programs-Voc & Appl

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
1100-3550-0-0000-00000-829000-000-0000	$0.00	$1,804.00	$1,804.00
***Income Total	$0.00	$1,804.00	$1,804.00
Expenses			
1100-3550-0-4110-10000-430000-000-0000	$0.00	$1,804.00	$1,804.00
***Expense Total	$0.00	$1,804.00	$1,804.00
Total: Income	$0.00	$1,804.00	$1,804.00
Total: Expenses	$0.00	$1,804.00	$1,804.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 1100 Adult Education Fund

Resource: 3905 Adult Basic Education & ESL

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
1100-3905-0-0000-00000-829000-000-0000	$0.00	$48,368.00	$48,368.00
***Income Total**	$0.00	$48,368.00	$48,368.00
Expenses			
1100-3905-0-4110-10000-430000-000-0000	$0.00	$1,317.00	$1,317.00
1100-3905-0-4110-10000-360200-000-0000	$0.00	$458.00	$458.00
1100-3905-0-4110-10000-350200-000-0000	$0.00	$14.00	$14.00
1100-3905-0-4110-10000-210000-000-0000	$0.00	$27,044.00	$27,044.00
1100-3905-0-4110-10000-290000-000-0000	$0.00	$1,000.00	$1,000.00
1100-3905-0-4110-10000-320200-000-0000	$0.00	$7,404.00	$7,404.00
1100-3905-0-4110-10000-340200-000-0000	$0.00	$8,986.00	$8,986.00
1100-3905-0-4110-10000-330200-000-0000	$0.00	$2,145.00	$2,145.00
***Expense Total**	$0.00	$48,368.00	$48,368.00
Total: Income	$0.00	$48,368.00	$48,368.00
Total: Expenses	$0.00	$48,368.00	$48,368.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 1100 Adult Education Fund Resource: 3913 Adult Education: Priority 5, GED

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
1100-3913-0-0000-00000-829000-000-0000	$0.00	$166,522.00	$166,522.00
***Income Total	$0.00	$166,522.00	$166,522.00
Expenses			
1100-3913-0-4110-10000-330200-000-0000	$0.00	$1,910.00	$1,910.00
1100-3913-0-4110-27000-330200-000-0000	$0.00	$5,117.00	$5,117.00
1100-3913-0-4110-10000-580011-000-0000	$0.00	$8,980.00	$8,980.00
1100-3913-0-4110-10000-340200-000-0000	$0.00	$8,294.00	$8,294.00
1100-3913-0-4110-27000-340200-000-0000	$0.00	$19,008.00	$19,008.00
1100-3913-0-4110-10000-320200-000-0000	$0.00	$6,591.00	$6,591.00
1100-3913-0-4110-27000-320200-000-0000	$0.00	$17,658.00	$17,658.00
1100-3913-0-4110-10000-210000-000-0000	$0.00	$24,964.00	$24,964.00
1100-3913-0-4110-10000-430000-000-0000	$0.00	$5,567.00	$5,567.00
1100-3913-0-4110-27000-240000-000-0000	$0.00	$66,888.00	$66,888.00
1100-3913-0-4110-10000-350200-000-0000	$0.00	$12.00	$12.00
1100-3913-0-4110-27000-350200-000-0000	$0.00	$33.00	$33.00
1100-3913-0-4110-27000-360200-000-0000	$0.00	$1,092.00	$1,092.00
1100-3913-0-4110-10000-360200-000-0000	$0.00	$408.00	$408.00
***Expense Total	$0.00	$166,522.00	$166,522.00
Total: Income	$0.00	$166,522.00	$166,522.00
Total: Expenses	$0.00	$166,522.00	$166,522.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 1100 Adult Education Fund

Resource: 6015 Adults In Correctional Facilities

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
1100-6015-0-0000-00000-831100-000-0000	$0.00	$78,000.00	$78,000.00
***Income Total	$0.00	$78,000.00	$78,000.00
Expenses			
1100-6015-0-4620-10000-310100-000-0000	$0.00	$9,241.00	$9,241.00
1100-6015-0-4620-10000-440000-000-0000	$0.00	$500.00	$500.00
1100-6015-0-4620-10000-430000-000-0000	$0.00	$18,359.00	$18,359.00
1100-6015-0-4620-10000-330100-000-0000	$0.00	$702.00	$702.00
1100-6015-0-4620-10000-350100-000-0000	$0.00	$24.00	$24.00
1100-6015-0-4620-10000-360100-000-0000	$0.00	$790.00	$790.00
1100-6015-0-4620-10000-110000-000-0000	$0.00	$48,384.00	$48,384.00
***Expense Total	$0.00	$78,000.00	$78,000.00
Total: Income	$0.00	$78,000.00	$78,000.00
Total: Expenses	$0.00	$78,000.00	$78,000.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 1100 Adult Education Fund

Resource: 6371 CalWORKs for ROCP or Adult E

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
1100-6371-0-0000-00000-859000-000-0000	$0.00	$55,000.00	$55,000.00
***Income Total	$0.00	$55,000.00	$55,000.00
Expenses			
1100-6371-0-4110-27000-580011-000-0000	$0.00	$14,000.00	$14,000.00
1100-6371-0-4138-10000-110000-000-0000	$0.00	$20,160.00	$20,160.00
1100-6371-0-4110-27000-430000-000-0000	$0.00	$3,000.00	$3,000.00
1100-6371-0-4138-10000-430000-000-0000	$0.00	$500.00	$500.00
1100-6371-0-4138-10000-360100-000-0000	$0.00	$329.00	$329.00
1100-6371-0-4138-10000-350100-000-0000	$0.00	$10.00	$10.00
1100-6371-0-4138-10000-310100-000-0000	$0.00	$3,851.00	$3,851.00
1100-6371-0-4138-10000-520000-000-0000	$0.00	$1,500.00	$1,500.00
1100-6371-0-4110-27000-520000-000-0000	$0.00	$2,500.00	$2,500.00
1100-6371-0-4138-10000-440000-000-0000	$0.00	$1,558.00	$1,558.00
1100-6371-0-4110-27000-560000-000-0000	$0.00	$5,800.00	$5,800.00
1100-6371-0-4138-10000-330100-000-0000	$0.00	$292.00	$292.00
1100-6371-0-4110-27000-580000-000-0000	$0.00	$1,500.00	$1,500.00
***Expense Total	$0.00	$55,000.00	$55,000.00
Total: Income	$0.00	$55,000.00	$55,000.00
Total: Expenses	$0.00	$55,000.00	$55,000.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 1100 Adult Education Fund

Resource: 6391 Adult Education Block Grant Prog

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
1100-6391-0-0000-00000-869900-000-0000	$0.00	$1,500.00	$1,500.00
1100-6391-0-4138-00000-869900-000-0000	$0.00	$100.00	$100.00
1100-6391-0-4149-00000-867100-000-0000	$0.00	$24,000.00	$24,000.00
1100-6391-0-4146-00000-867100-000-0000	$0.00	$26,000.00	$26,000.00
1100-6391-0-0000-00000-859000-000-0000	$0.00	$912,935.00	$912,935.00
***Income Total	$0.00	$964,535.00	$964,535.00
Expenses			
1100-6391-0-4110-10000-320200-000-0000	$0.00	$10,607.00	$10,607.00
1100-6391-0-0000-82000-320200-000-0000	$0.00	$9,034.00	$9,034.00
1100-6391-0-4138-10000-310100-000-0000	$0.00	$29,574.00	$29,574.00
1100-6391-0-4110-27000-560000-000-0000	$0.00	$2,500.00	$2,500.00
1100-6391-0-4110-10000-560000-000-0000	$0.00	$1,000.00	$1,000.00
1100-6391-0-4110-10000-580000-000-0000	$0.00	$500.00	$500.00
1100-6391-0-0000-82000-550030-000-0000	$0.00	$5,000.00	$5,000.00
1100-6391-0-4110-27000-320200-000-0000	$0.00	$37,424.00	$37,424.00
1100-6391-0-0000-82000-560000-000-0000	$0.00	$24,000.00	$24,000.00
1100-6391-0-4110-27000-580000-000-0000	$0.00	$1,500.00	$1,500.00
1100-6391-0-0000-82000-580000-000-0000	$0.00	$1,000.00	$1,000.00
1100-6391-0-4110-27000-575040-000-0000	$0.00	$200.00	$200.00
1100-6391-0-4146-10000-330100-000-0000	$0.00	$227.00	$227.00
1100-6391-0-4149-10000-330100-000-0000	$0.00	$258.00	$258.00
1100-6391-0-4149-10000-580000-000-0000	$0.00	$6,000.00	$6,000.00
1100-6391-0-4130-10000-330100-000-0000	$0.00	$108.00	$108.00
1100-6391-0-4138-10000-330100-000-0000	$0.00	$2,245.00	$2,245.00
1100-6391-0-4142-10000-330100-000-0000	$0.00	$1,384.00	$1,384.00
1100-6391-0-4110-27000-330100-000-0000	$0.00	$921.00	$921.00
1100-6391-0-4110-31100-330100-000-0000	$0.00	$682.00	$682.00
1100-6391-0-4138-10000-440000-000-0000	$0.00	$2,000.00	$2,000.00
1100-6391-0-4142-10000-440000-000-0000	$0.00	$2,000.00	$2,000.00
1100-6391-0-4110-27000-130060-000-0000	$0.00	$450.00	$450.00
1100-6391-0-0000-82000-220000-000-0000	$0.00	$34,219.00	$34,219.00
1100-6391-0-4146-10000-430000-000-0000	$0.00	$7,470.00	$7,470.00
1100-6391-0-4110-27000-130000-000-0000	$0.00	$63,047.00	$63,047.00
1100-6391-0-4110-27000-520000-000-0000	$0.00	$2,500.00	$2,500.00
1100-6391-0-4110-10000-530000-000-0000	$0.00	$1,300.00	$1,300.00
1100-6391-0-4149-10000-540000-000-0000	$0.00	$400.00	$400.00
1100-6391-0-0000-82000-550020-000-0000	$0.00	$50,000.00	$50,000.00
1100-6391-0-0000-82000-550010-000-0000	$0.00	$4,000.00	$4,000.00
1100-6391-0-4138-10000-520000-000-0000	$0.00	$1,500.00	$1,500.00
1100-6391-0-4142-10000-520000-000-0000	$0.00	$1,500.00	$1,500.00
1100-6391-0-4110-27000-310100-000-0000	$0.00	$12,128.00	$12,128.00
1100-6391-0-4142-10000-310100-000-0000	$0.00	$18,106.00	$18,106.00

Fund: 1100 Adult Education Fund

Resource: 6391 Adult Education Block Grant Prog

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
1100-6391-0-4110-31100-310100-000-0000	$0.00	$8,978.00	$8,978.00
1100-6391-0-4146-10000-310100-000-0000	$0.00	$2,888.00	$2,888.00
1100-6391-0-4149-10000-310100-000-0000	$0.00	$3,278.00	$3,278.00
1100-6391-0-4130-10000-310100-000-0000	$0.00	$1,375.00	$1,375.00
1100-6391-0-4110-27000-240000-000-0000	$0.00	$141,758.00	$141,758.00
1100-6391-0-4110-10000-290000-000-0000	$0.00	$40,180.00	$40,180.00
1100-6391-0-4110-10000-310100-000-0000	$0.00	($24,447.00)	($24,447.00)
1100-6391-0-4142-10000-350100-000-0000	$0.00	$48.00	$48.00
1100-6391-0-4138-10000-350100-000-0000	$0.00	$77.00	$77.00
1100-6391-0-4110-31100-350100-000-0000	$0.00	$24.00	$24.00
1100-6391-0-4110-27000-350100-000-0000	$0.00	$32.00	$32.00
1100-6391-0-4146-10000-350100-000-0000	$0.00	$10.00	$10.00
1100-6391-0-4149-10000-350100-000-0000	$0.00	$10.00	$10.00
1100-6391-0-4130-10000-350100-000-0000	$0.00	$5.00	$5.00
1100-6391-0-4149-10000-360100-000-0000	$0.00	$324.00	$324.00
1100-6391-0-4146-10000-360100-000-0000	$0.00	$285.00	$285.00
1100-6391-0-4130-10000-360100-000-0000	$0.00	$135.00	$135.00
1100-6391-0-4110-27000-350200-000-0000	$0.00	$71.00	$71.00
1100-6391-0-4110-10000-350200-000-0000	$0.00	$20.00	$20.00
1100-6391-0-0000-82000-350200-000-0000	$0.00	$17.00	$17.00
1100-6391-0-4138-10000-360100-000-0000	$0.00	$2,529.00	$2,529.00
1100-6391-0-4142-10000-360100-000-0000	$0.00	$1,559.00	$1,559.00
1100-6391-0-4110-27000-360100-000-0000	$0.00	$1,037.00	$1,037.00
1100-6391-0-4110-31100-360100-000-0000	$0.00	$768.00	$768.00
1100-6391-0-4146-10000-110000-000-0000	$0.00	$15,120.00	$15,120.00
1100-6391-0-4149-10000-110000-000-0000	$0.00	$17,160.00	$17,160.00
1100-6391-0-4130-10000-110000-000-0000	$0.00	$7,200.00	$7,200.00
1100-6391-0-4110-27000-360200-000-0000	$0.00	$2,315.00	$2,315.00
1100-6391-0-4110-10000-360200-000-0000	$0.00	$656.00	$656.00
1100-6391-0-0000-82000-360200-000-0000	$0.00	$559.00	$559.00
1100-6391-0-4138-10000-110010-000-0000	$0.00	$1,500.00	$1,500.00
1100-6391-0-4142-10000-110010-000-0000	$0.00	$1,500.00	$1,500.00
1100-6391-0-4138-10000-110000-000-0000	$0.00	$153,338.00	$153,338.00
1100-6391-0-4142-10000-110000-000-0000	$0.00	$93,954.00	$93,954.00
1100-6391-0-4110-31100-120000-000-0000	$0.00	$45,245.00	$45,245.00
1100-6391-0-0000-82000-430000-000-0000	$0.00	$1,000.00	$1,000.00
1100-6391-0-4110-27000-430000-000-0000	$0.00	$3,500.00	$3,500.00
1100-6391-0-4149-10000-430000-000-0000	$0.00	$5,000.00	$5,000.00
1100-6391-0-4110-10000-430000-000-0000	$0.00	$2,300.00	$2,300.00
1100-6391-0-4138-10000-430000-000-0000	$0.00	$2,000.00	$2,000.00
1100-6391-0-4142-10000-430000-000-0000	$0.00	$2,000.00	$2,000.00
1100-6391-0-4110-10000-340200-000-0000	$0.00	$17,280.00	$17,280.00
1100-6391-0-4110-27000-340200-000-0000	$0.00	$32,832.00	$32,832.00
1100-6391-0-4110-27000-580011-000-0000	$0.00	$600.00	$600.00

Fund: 1100 Adult Education Fund

Resource: 6391 Adult Education Block Grant Prog

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
1100-6391-0-4110-10000-580011-000-0000	$0.00	$1,500.00	$1,500.00
1100-6391-0-4138-10000-580011-000-0000	$0.00	$5,000.00	$5,000.00
1100-6391-0-4143-10000-580011-000-0000	$0.00	$6,500.00	$6,500.00
1100-6391-0-4142-10000-580011-000-0000	$0.00	$10,000.00	$10,000.00
1100-6391-0-4149-10000-580060-000-0000	$0.00	$1,380.00	$1,380.00
1100-6391-0-0000-82000-590010-000-0000	$0.00	$500.00	$500.00
1100-6391-0-4110-10000-330200-000-0000	$0.00	$3,074.00	$3,074.00
1100-6391-0-0000-82000-330200-000-0000	$0.00	$2,618.00	$2,618.00
1100-6391-0-4110-27000-330200-000-0000	$0.00	$10,844.00	$10,844.00
1100-6391-0-4138-10000-340100-000-0000	$0.00	$18,432.00	$18,432.00
1100-6391-0-4142-10000-340100-000-0000	$0.00	$18,432.00	$18,432.00
1100-6391-0-0000-82000-340200-000-0000	$0.00	$8,640.00	$8,640.00
1100-6391-0-4110-72100-735000-000-0000	$0.00	$35,695.00	$35,695.00
1100-6391-0-4110-27000-340100-000-0000	$0.00	$4,946.00	$4,946.00
1100-6391-0-0000-93000-761900-000-0000	$0.00	$1,300.00	$1,300.00
***Expense Total	$0.00	$1,049,665.00	$1,049,665.00
Total: Income	$0.00	$964,535.00	$964,535.00
Total: Expenses	$0.00	$1,049,665.00	$1,049,665.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 1100 Adult Education Fund

Resource: 7690 STRS On-Behalf Pension Contrib

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
1100-7690-0-0000-00000-859000-000-0000	$0.00	$31,916.00	$31,916.00
***Income Total**	$0.00	$31,916.00	$31,916.00
Expenses			
1100-7690-0-4110-10000-310100-000-0000	$0.00	$31,916.00	$31,916.00
***Expense Total**	$0.00	$31,916.00	$31,916.00
Total: Income	$0.00	$31,916.00	$31,916.00
Total: Expenses	$0.00	$31,916.00	$31,916.00
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 1100 Adult Education Fund

Resource: 7690 STRS On-Behalf Pension Contrib

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$1,386,145.00	$1,386,145.00
Total: Expenses	$0.00	$1,431,275.00	$1,431,275.00
Total: Balance Sheet Accounts	$0.00	$1,109,503.48	$1,109,503.48

Fund: 1300 Cafeteria Fund

Resource: 5310 Child Nutrition - School Program

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
1300-5310-0-0000-00000-822010-051-0000	$0.00	$10,000.00	$10,000.00
1300-5310-0-0000-00000-822010-052-0000	$0.00	$10,000.00	$10,000.00
1300-5310-0-0000-00000-822010-095-0000	$0.00	$300,000.00	$300,000.00
1300-5310-0-0000-00000-822010-096-0000	$0.00	$370,000.00	$370,000.00
1300-5310-0-0000-00000-822010-094-0000	$0.00	$420,000.00	$420,000.00
1300-5310-0-0000-00000-822020-051-0000	$0.00	$6,000.00	$6,000.00
1300-5310-0-0000-00000-822020-052-0000	$0.00	$6,000.00	$6,000.00
1300-5310-0-0000-00000-822020-095-0000	$0.00	$200,000.00	$200,000.00
1300-5310-0-0000-00000-822020-096-0000	$0.00	$200,000.00	$200,000.00
1300-5310-0-0000-00000-822020-094-0000	$0.00	$250,000.00	$250,000.00
1300-5310-0-0000-00000-822100-018-0000	$0.00	$250,000.00	$250,000.00
1300-5310-0-0000-00000-852010-051-0000	$0.00	$2,500.00	$2,500.00
1300-5310-0-0000-00000-852010-052-0000	$0.00	$8,000.00	$8,000.00
1300-5310-0-0000-00000-852010-095-0000	$0.00	$150,000.00	$150,000.00
1300-5310-0-0000-00000-852010-096-0000	$0.00	$150,000.00	$150,000.00
1300-5310-0-0000-00000-852010-094-0000	$0.00	$250,000.00	$250,000.00
1300-5310-0-0000-00000-852020-051-0000	$0.00	$2,000.00	$2,000.00
1300-5310-0-0000-00000-852020-052-0000	$0.00	$5,500.00	$5,500.00
1300-5310-0-0000-00000-852020-095-0000	$0.00	$150,000.00	$150,000.00
1300-5310-0-0000-00000-852020-094-0000	$0.00	$170,000.00	$170,000.00
1300-5310-0-0000-00000-852020-096-0000	$0.00	$170,000.00	$170,000.00
1300-5310-0-0000-00000-863460-052-0000	$0.00	$20.00	$20.00
1300-5310-0-0000-00000-863460-094-0000	$0.00	$500.00	$500.00
1300-5310-0-0000-00000-863460-095-0000	$0.00	$500.00	$500.00
1300-5310-0-0000-00000-863460-096-0000	$0.00	$500.00	$500.00
1300-5310-0-0000-00000-863480-052-0000	$0.00	$20.00	$20.00
1300-5310-0-0000-00000-863480-095-0000	$0.00	$200.00	$200.00
1300-5310-0-0000-00000-863480-096-0000	$0.00	$200.00	$200.00
1300-5310-0-0000-00000-863480-094-0000	$0.00	$300.00	$300.00
1300-5310-0-0000-00000-863490-052-0000	$0.00	$20.00	$20.00
1300-5310-0-0000-00000-863490-096-0000	$0.00	$10,000.00	$10,000.00
1300-5310-0-0000-00000-863490-094-0000	$0.00	$15,000.00	$15,000.00
1300-5310-0-0000-00000-863490-095-0000	$0.00	$15,000.00	$15,000.00
1300-5310-0-0000-00000-866000-000-0000	$0.00	$80,000.00	$80,000.00
1300-5310-0-0000-00000-869900-018-0000	$0.00	$3,000.00	$3,000.00
***Income Total	$0.00	$3,205,260.00	$3,205,260.00
Expenses			
1300-5310-0-0000-37000-640000-096-0000	$0.00	$500,000.00	$500,000.00
1300-5310-0-0000-37000-640000-095-0000	$0.00	$186,342.00	$186,342.00
1300-5310-0-0000-93000-761900-000-0000	$0.00	$2,000.00	$2,000.00
1300-5310-0-0000-72100-735000-000-0000	$0.00	$60,000.00	$60,000.00
1300-5310-0-0000-82000-590010-018-0000	$0.00	$250.00	$250.00

Fund: 1300 Cafeteria Fund

Resource: 5310 Child Nutrition - School Program

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
1300-5310-0-0000-37000-330200-052-0000	$0.00	$2,174.00	$2,174.00
1300-5310-0-0000-37000-330200-000-0000	$0.00	$13,653.00	$13,653.00
1300-5310-0-0000-37000-330200-096-0000	$0.00	$22,060.00	$22,060.00
1300-5310-0-0000-37000-330200-095-0000	$0.00	$22,243.00	$22,243.00
1300-5310-0-0000-37000-330200-094-0000	$0.00	$23,038.00	$23,038.00
1300-5310-0-0000-37000-580011-052-0000	$0.00	$2,000.00	$2,000.00
1300-5310-0-0000-37000-580011-094-0000	$0.00	$4,000.00	$4,000.00
1300-5310-0-0000-37000-580011-095-0000	$0.00	$4,000.00	$4,000.00
1300-5310-0-0000-37000-580011-096-0000	$0.00	$4,000.00	$4,000.00
1300-5310-0-0000-37000-580000-018-0000	$0.00	$100,000.00	$100,000.00
1300-5310-0-0000-37000-340200-000-0000	$0.00	$33,768.00	$33,768.00
1300-5310-0-0000-37000-340200-094-0000	$0.00	$67,392.00	$67,392.00
1300-5310-0-0000-37000-340200-095-0000	$0.00	$67,392.00	$67,392.00
1300-5310-0-0000-37000-340200-096-0000	$0.00	$67,392.00	$67,392.00
1300-5310-0-0000-37000-360200-000-0000	$0.00	$2,914.00	$2,914.00
1300-5310-0-0000-37000-360200-096-0000	$0.00	$4,536.00	$4,536.00
1300-5310-0-0000-37000-360200-095-0000	$0.00	$4,574.00	$4,574.00
1300-5310-0-0000-37000-360200-094-0000	$0.00	$4,737.00	$4,737.00
1300-5310-0-0000-37000-360200-052-0000	$0.00	$464.00	$464.00
1300-5310-0-0000-37000-520000-052-0000	$0.00	$500.00	$500.00
1300-5310-0-0000-37000-430000-018-0000	$0.00	$5,000.00	$5,000.00
1300-5310-0-0000-37000-350200-000-0000	$0.00	$89.00	$89.00
1300-5310-0-0000-37000-350200-096-0000	$0.00	$144.00	$144.00
1300-5310-0-0000-37000-350200-095-0000	$0.00	$145.00	$145.00
1300-5310-0-0000-37000-350200-094-0000	$0.00	$151.00	$151.00
1300-5310-0-0000-37000-350200-052-0000	$0.00	$14.00	$14.00
1300-5310-0-0000-37000-580000-094-0000	$0.00	$10,000.00	$10,000.00
1300-5310-0-0000-37000-580000-095-0000	$0.00	$10,000.00	$10,000.00
1300-5310-0-0000-37000-580000-096-0000	$0.00	$10,000.00	$10,000.00
1300-5310-0-0000-37000-580000-052-0000	$0.00	$5,000.00	$5,000.00
1300-5310-0-0000-37000-575090-018-0000	$0.00	$100.00	$100.00
1300-5310-0-0000-37000-320200-000-0000	$0.00	$47,115.00	$47,115.00
1300-5310-0-0000-37000-320200-096-0000	$0.00	$76,129.00	$76,129.00
1300-5310-0-0000-37000-320200-095-0000	$0.00	$76,759.00	$76,759.00
1300-5310-0-0000-37000-320200-094-0000	$0.00	$79,505.00	$79,505.00
1300-5310-0-0000-37000-320200-052-0000	$0.00	$7,504.00	$7,504.00
1300-5310-0-0000-37000-560000-094-0000	$0.00	$5,000.00	$5,000.00
1300-5310-0-0000-37000-560000-095-0000	$0.00	$5,000.00	$5,000.00
1300-5310-0-0000-37000-560000-096-0000	$0.00	$5,000.00	$5,000.00
1300-5310-0-0000-37000-560000-052-0000	$0.00	$1,000.00	$1,000.00
1300-5310-0-0000-37000-430000-052-0000	$0.00	$10,000.00	$10,000.00
1300-5310-0-0000-37000-220000-052-0000	$0.00	$28,424.00	$28,424.00
1300-5310-0-0000-37000-220000-096-0000	$0.00	$269,369.00	$269,369.00
1300-5310-0-0000-37000-220000-095-0000	$0.00	$279,752.00	$279,752.00

Fund: 1300 Cafeteria Fund

Resource: 5310 Child Nutrition - School Program

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
1300-5310-0-0000-37000-220000-094-0000	$0.00	$280,654.00	$280,654.00
1300-5310-0-0000-37000-240000-000-0000	$0.00	$60,828.00	$60,828.00
1300-5310-0-0000-37000-440000-052-0000	$0.00	$2,000.00	$2,000.00
1300-5310-0-0000-37000-470000-052-0000	$0.00	$200.00	$200.00
1300-5310-0-0000-37000-470000-094-0000	$0.00	$10,000.00	$10,000.00
1300-5310-0-0000-37000-470000-096-0000	$0.00	$10,000.00	$10,000.00
1300-5310-0-0000-37000-470000-095-0000	$0.00	$15,000.00	$15,000.00
1300-5310-0-0000-37000-470001-052-0000	$0.00	$25,000.00	$25,000.00
1300-5310-0-0000-37000-470001-095-0000	$0.00	$200,000.00	$200,000.00
1300-5310-0-0000-37000-470001-096-0000	$0.00	$250,000.00	$250,000.00
1300-5310-0-0000-37000-470001-094-0000	$0.00	$320,000.00	$320,000.00
1300-5310-0-0000-37000-470002-052-0000	$0.00	$15,000.00	$15,000.00
1300-5310-0-0000-37000-470002-095-0000	$0.00	$150,000.00	$150,000.00
1300-5310-0-0000-37000-470002-096-0000	$0.00	$175,000.00	$175,000.00
1300-5310-0-0000-37000-470002-094-0000	$0.00	$225,000.00	$225,000.00
1300-5310-0-0000-37000-430000-094-0000	$0.00	$75,000.00	$75,000.00
1300-5310-0-0000-37000-430000-096-0000	$0.00	$75,000.00	$75,000.00
1300-5310-0-0000-37000-430000-095-0000	$0.00	$45,000.00	$45,000.00
1300-5310-0-0000-37000-220010-095-0000	$0.00	$500.00	$500.00
1300-5310-0-0000-37000-220010-096-0000	$0.00	$1,000.00	$1,000.00
1300-5310-0-0000-37000-220040-095-0000	$0.00	$7,500.00	$7,500.00
1300-5310-0-0000-37000-220040-094-0000	$0.00	$15,000.00	$15,000.00
1300-5310-0-0000-37000-220040-096-0000	$0.00	$15,000.00	$15,000.00
1300-5310-0-0000-37000-220020-094-0000	$0.00	$3,000.00	$3,000.00
1300-5310-0-0000-37000-220020-095-0000	$0.00	$3,000.00	$3,000.00
1300-5310-0-0000-37000-220020-096-0000	$0.00	$3,000.00	$3,000.00
1300-5310-0-0000-37000-220010-094-0000	$0.00	$2,500.00	$2,500.00
1300-5310-0-0000-37000-230000-000-0000	$0.00	$116,136.00	$116,136.00
1300-5310-0-0000-37000-530000-018-0000	$0.00	$1,000.00	$1,000.00
1300-5310-0-0000-37000-240060-000-0000	$0.00	$1,500.00	$1,500.00
1300-5310-0-0000-37000-520000-018-0000	$0.00	$500.00	$500.00
1300-5310-0-0000-37000-520000-094-0000	$0.00	$500.00	$500.00
1300-5310-0-0000-37000-520000-095-0000	$0.00	$500.00	$500.00
1300-5310-0-0000-37000-520000-096-0000	$0.00	$500.00	$500.00
1300-5310-0-0000-37000-440000-094-0000	$0.00	$25,000.00	$25,000.00
1300-5310-0-0000-37000-440000-095-0000	$0.00	$25,000.00	$25,000.00
1300-5310-0-0000-37000-440000-096-0000	$0.00	$25,000.00	$25,000.00
***Expense Total	$0.00	$4,310,447.00	$4,310,447.00
Balance Sheet Accounts			
1300-5310-0-0000-00000-979100-000-0000	$0.00	$2,849,953.02	$2,849,953.02
***Balance Sheet Account Total	$0.00	$2,849,953.02	$2,849,953.02

Fund: 1300 Cafeteria Fund

Resource: 5310 Child Nutrition - School Program

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Total: Income	$0.00	$3,205,260.00	$3,205,260.00
Total: Expenses	$0.00	$4,310,447.00	$4,310,447.00
Total: Balance Sheet Accounts	$0.00	$2,849,953.02	$2,849,953.02

Fund: 1300 Cafeteria Fund

Resource: 5310 Child Nutrition - School Program

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$3,205,260.00	$3,205,260.00
Total: Expenses	$0.00	$4,310,447.00	$4,310,447.00
Total: Balance Sheet Accounts	$0.00	$2,849,953.02	$2,849,953.02

Fund: 2000 SPECIAL RESERVE FUND FOR OTHEI Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
2000-0000-0-0000-00000-866000-000-0000	$0.00	$40,000.00	$40,000.00
2000-0000-0-0000-00000-891900-018-0000	$0.00	$66,300.00	$66,300.00
***Income Total	$0.00	$106,300.00	$106,300.00
Balance Sheet Accounts			
2000-0000-0-0000-00000-978000-000-0000	$0.00	$1,380,160.65	$1,380,160.65
2000-0000-0-0000-00000-979100-000-0000	$0.00	$1,273,860.65	$1,273,860.65
***Balance Sheet Account Total	$0.00	$2,654,021.30	$2,654,021.30
Total: Income	$0.00	$106,300.00	$106,300.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$2,654,021.30	$2,654,021.30

Fund: 2000 SPECIAL RESERVE FUND FOR OTHEI Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$106,300.00	$106,300.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$2,654,021.30	$2,654,021.30

Fund: 2140 Building Funds - Local 4 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
2140-0000-0-0000-00000-866000-000-0000	$0.00	$75,000.00	$75,000.00
***Income Total	$0.00	$75,000.00	$75,000.00
Expenses			
2140-0000-0-0000-85000-620010-094-1376	$0.00	$20,000.00	$20,000.00
2140-0000-0-0000-85000-620010-095-1376	$0.00	$21,238.17	$21,238.17
2140-0000-0-0000-85000-620010-096-1376	$0.00	$40,000.00	$40,000.00
2140-0000-0-0000-85000-620020-094-1379	$0.00	$148,400.00	$148,400.00
2140-0000-0-0000-85000-620020-096-1380	$0.00	$208,188.00	$208,188.00
2140-0000-0-0000-85000-620020-094-1376	$0.00	$600,000.00	$600,000.00
2140-0000-0-0000-85000-620020-095-1376	$0.00	$600,000.00	$600,000.00
2140-0000-0-0000-85000-620020-096-1376	$0.00	$800,000.00	$800,000.00
2140-0000-0-0000-85000-620030-096-1376	$0.00	$14,000.00	$14,000.00
2140-0000-0-0000-85000-620030-094-1376	$0.00	$18,000.00	$18,000.00
2140-0000-0-0000-85000-620030-095-1376	$0.00	$18,000.00	$18,000.00
***Expense Total	$0.00	$2,487,826.17	$2,487,826.17
Balance Sheet Accounts			
2140-0000-0-0000-00000-979100-000-0000	$0.00	$2,412,826.17	$2,412,826.17
***Balance Sheet Account Total	$0.00	$2,412,826.17	$2,412,826.17
Total: Income	$0.00	$75,000.00	$75,000.00
Total: Expenses	$0.00	$2,487,826.17	$2,487,826.17
Total: Balance Sheet Accounts	$0.00	$2,412,826.17	$2,412,826.17

Fund: 2140 Building Funds - Local 4 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$75,000.00	$75,000.00
Total: Expenses	$0.00	$2,487,826.17	$2,487,826.17
Total: Balance Sheet Accounts	$0.00	$2,412,826.17	$2,412,826.17

Fund: 2500 CapitalFacilities Fund Resource: 9010 Other Local

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
2500-9010-0-0000-00000-866000-000-0000	$0.00	$10,000.00	$10,000.00
2500-9010-0-0000-00000-868100-000-0000	$0.00	$600,000.00	$600,000.00
***Income Total	$0.00	$610,000.00	$610,000.00
Balance Sheet Accounts			
2500-9010-0-0000-00000-979100-000-0000	$0.00	$1,558,788.58	$1,558,788.58
2500-9010-0-0000-00000-974000-000-0000	$0.00	$2,168,788.58	$2,168,788.58
***Balance Sheet Account Total	$0.00	$3,727,577.16	$3,727,577.16
Total: Income	$0.00	$610,000.00	$610,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$3,727,577.16	$3,727,577.16

Fund: 2500 CapitalFacilities Fund Resource: 9010 Other Local

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$610,000.00	$610,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$3,727,577.16	$3,727,577.16

Fund: 3540 SCHOOL FACILITY PROGRAM Resource: 7710 OPSC School Facilities Bond Pro

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
3540-7710-0-0000-00000-866000-000-0000	$0.00	$50,000.00	$50,000.00
***Income Total	$0.00	$50,000.00	$50,000.00
Balance Sheet Accounts			
3540-7710-0-0000-00000-974000-000-0000	$0.00	$4,190,576.98	$4,190,576.98
3540-7710-0-0000-00000-979100-000-0000	$0.00	$4,140,576.98	$4,140,576.98
***Balance Sheet Account Total	$0.00	$8,331,153.96	$8,331,153.96
Total: Income	$0.00	$50,000.00	$50,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$8,331,153.96	$8,331,153.96

Fund: 3540 SCHOOL FACILITY PROGRAM Resource: 7710 OPSC School Facilities Bond Pro

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$50,000.00	$50,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$8,331,153.96	$8,331,153.96

Fund: 3550 School Facility Program Resource: 7710 OPSC School Facilities Bond Pro

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
3550-7710-0-0000-00000-866000-000-0000	$0.00	$50,000.00	$50,000.00
***Income Total	$0.00	$50,000.00	$50,000.00
Balance Sheet Accounts			
3550-7710-0-0000-00000-974000-000-0000	$0.00	$5,276,014.73	$5,276,014.73
3550-7710-0-0000-00000-979100-000-0000	$0.00	$5,226,014.73	$5,226,014.73
***Balance Sheet Account Total	$0.00	$10,502,029.46	$10,502,029.46
Total: Income	$0.00	$50,000.00	$50,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$10,502,029.46	$10,502,029.46

Fund: 3550 School Facility Program Resource: 7710 OPSC School Facilities Bond Pro

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$50,000.00	$50,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$10,502,029.46	$10,502,029.46

Fund: 3560 School Facility Program Resource: 7710 OPSC School Facilities Bond Pro

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
3560-7710-0-0000-00000-891900-000-0000	$0.00	$7,000,000.00	$7,000,000.00
3560-7710-0-0000-00000-866000-000-0000	$0.00	$5,000.00	$5,000.00
***Income Total	$0.00	$7,005,000.00	$7,005,000.00
Balance Sheet Accounts			
3560-7710-0-0000-00000-974000-000-0000	$0.00	$1,047,602.07	$1,047,602.07
3560-7710-0-0000-00000-979100-000-0000	$0.00	$1,042,602.07	$1,042,602.07
***Balance Sheet Account Total	$0.00	$2,090,204.14	$2,090,204.14
Total: Income	$0.00	$7,005,000.00	$7,005,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$2,090,204.14	$2,090,204.14

Fund: 3560 School Facility Program Resource: 7710 OPSC School Facilities Bond Pro

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$7,005,000.00	$7,005,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$2,090,204.14	$2,090,204.14

Fund: 4000 Special Reserve - Capital Outlay Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Balance Sheet Accounts			
4000-0000-0-0000-00000-978000-041-0000	$0.00	$54,885.74	$54,885.74
4000-0000-0-0000-00000-978000-018-0000	$0.00	$84,433.25	$84,433.25
4000-0000-0-0000-00000-978000-044-0000	$0.00	$379,782.11	$379,782.11
4000-0000-0-0000-00000-978000-013-0000	$0.00	$991,393.80	$991,393.80
4000-0000-0-0000-00000-978000-000-0000	$0.00	$1,170,394.10	$1,170,394.10
4000-0000-0-0000-00000-979100-041-0000	$0.00	$54,885.74	$54,885.74
4000-0000-0-0000-00000-979100-018-0000	$0.00	$84,433.25	$84,433.25
4000-0000-0-0000-00000-979100-044-0000	$0.00	$379,782.11	$379,782.11
4000-0000-0-0000-00000-979100-013-0000	$0.00	$991,393.80	$991,393.80
4000-0000-0-0000-00000-979100-000-0000	$0.00	$1,170,394.10	$1,170,394.10
***Balance Sheet Account Total	$0.00	$5,361,778.00	$5,361,778.00
Total: Income	$0.00	$0.00	$0.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$5,361,778.00	$5,361,778.00

Fund: 4000 Special Reserve - Capital Outlay Resource: 0026 Local Project

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
4000-0026-0-0000-00000-891900-494-0000	$0.00	$5,000.00	$5,000.00
4000-0026-0-0000-00000-891900-495-0000	$0.00	$5,000.00	$5,000.00
4000-0026-0-0000-00000-891900-496-0000	$0.00	$5,000.00	$5,000.00
4000-0026-0-0000-00000-891900-194-8350	$0.00	$10,000.00	$10,000.00
***Income Total	$0.00	$25,000.00	$25,000.00
Expenses			
4000-0026-0-0000-85000-430000-495-0000	$0.00	$5,000.00	$5,000.00
4000-0026-0-0000-85000-430000-494-0000	$0.00	$5,000.00	$5,000.00
4000-0026-0-0000-85000-440000-194-8350	$0.00	$10,000.00	$10,000.00
***Expense Total	$0.00	$20,000.00	$20,000.00
Balance Sheet Accounts			
4000-0026-0-0000-00000-978000-496-0000	$0.00	$30,232.79	$30,232.79
4000-0026-0-0000-00000-978000-494-0000	$0.00	$45,000.00	$45,000.00
4000-0026-0-0000-00000-979100-494-0000	$0.00	$45,000.00	$45,000.00
4000-0026-0-0000-00000-979100-496-0000	$0.00	$25,232.79	$25,232.79
***Balance Sheet Account Total	$0.00	$145,465.58	$145,465.58
Total: Income	$0.00	$25,000.00	$25,000.00
Total: Expenses	$0.00	$20,000.00	$20,000.00
Total: Balance Sheet Accounts	$0.00	$145,465.58	$145,465.58

Fund: 4000 Special Reserve - Capital Outlay Resource: 0033 Matching Grants

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Balance Sheet Accounts			
4000-0033-0-0000-00000-979100-000-0000	$0.00	$75,000.00	$75,000.00
4000-0033-0-0000-00000-978000-000-0000	$0.00	$75,000.00	$75,000.00
***Balance Sheet Account Total	$0.00	$150,000.00	$150,000.00
Total: Income	$0.00	$0.00	$0.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$150,000.00	$150,000.00

Fund: 4000 Special Reserve - Capital Outlay Resource: 0033 Matching Grants

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$25,000.00	$25,000.00
Total: Expenses	$0.00	$20,000.00	$20,000.00
Total: Balance Sheet Accounts	$0.00	$5,657,243.58	$5,657,243.58

Fund: 4010 Special Reserve (Cap Outlay) 2 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
4010-0000-0-0000-00000-866000-000-0000	$0.00	$250,000.00	$250,000.00
4010-0000-0-0000-00000-891900-000-0000	$0.00	$1,700,000.00	$1,700,000.00
4010-0000-0-0000-00000-898000-000-0000	$0.00	($3,503,000.00)	($3,503,000.00)
4010-0000-0-0000-00000-898000-042-0000	$0.00	$3,000.00	$3,000.00
4010-0000-0-0000-00000-898000-095-0000	$0.00	$3,500,000.00	$3,500,000.00
4010-0000-0-0000-00000-865000-000-0000	$0.00	$35,400.00	$35,400.00
***Income Total	$0.00	$1,985,400.00	$1,985,400.00
Expenses			
4010-0000-0-0000-85000-560000-042-0000	$0.00	$3,000.00	$3,000.00
4010-0000-0-0000-93000-761900-095-1365	$0.00	$3,500,000.00	$3,500,000.00
***Expense Total	$0.00	$3,503,000.00	$3,503,000.00
Balance Sheet Accounts			
4010-0000-0-0000-00000-978000-043-0000	$0.00	$249,729.59	$249,729.59
4010-0000-0-0000-00000-978000-000-0000	$0.00	$8,798,091.97	$8,798,091.97
4010-0000-0-0000-00000-979100-043-0000	$0.00	$249,729.59	$249,729.59
4010-0000-0-0000-00000-979100-000-0000	$0.00	$10,315,691.97	$10,315,691.97
***Balance Sheet Account Total	$0.00	$19,613,243.12	$19,613,243.12
Total: Income	$0.00	$1,985,400.00	$1,985,400.00
Total: Expenses	$0.00	$3,503,000.00	$3,503,000.00
Total: Balance Sheet Accounts	$0.00	$19,613,243.12	$19,613,243.12

Fund: 4010 Special Reserve (Cap Outlay) 2 Resource: 0026 Local Project

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Balance Sheet Accounts			
4010-0026-0-0000-00000-978000-000-0000	$0.00	$100,000.00	$100,000.00
4010-0026-0-0000-00000-979100-000-0000	$0.00	$100,000.00	$100,000.00
***Balance Sheet Account Total	$0.00	$200,000.00	$200,000.00
Total: Income	$0.00	$0.00	$0.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$200,000.00	$200,000.00

Fund: 4010 Special Reserve (Cap Outlay) 2 Resource: 0026 Local Project

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$1,985,400.00	$1,985,400.00
Total: Expenses	$0.00	$3,503,000.00	$3,503,000.00
Total: Balance Sheet Accounts	$0.00	$19,813,243.12	$19,813,243.12

Fund: 4020 Special Reserve (Cap Outlay) 3 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
4020-0000-0-0000-00000-866000-000-0000	$0.00	$20,000.00	$20,000.00
***Income Total	$0.00	$20,000.00	$20,000.00
Expenses			
4020-0000-0-0000-93000-761900-095-1365	$0.00	$3,500,000.00	$3,500,000.00
***Expense Total	$0.00	$3,500,000.00	$3,500,000.00
Balance Sheet Accounts			
4020-0000-0-0000-00000-978000-000-0000	$0.00	$5,609,933.40	$5,609,933.40
4020-0000-0-0000-00000-979100-000-0000	$0.00	$9,089,933.40	$9,089,933.40
***Balance Sheet Account Total	$0.00	$14,699,866.80	$14,699,866.80
Total: Income	$0.00	$20,000.00	$20,000.00
Total: Expenses	$0.00	$3,500,000.00	$3,500,000.00
Total: Balance Sheet Accounts	$0.00	$14,699,866.80	$14,699,866.80

Fund: 4020 Special Reserve (Cap Outlay) 3 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$20,000.00	$20,000.00
Total: Expenses	$0.00	$3,500,000.00	$3,500,000.00
Total: Balance Sheet Accounts	$0.00	$14,699,866.80	$14,699,866.80

Fund: 4030 Special Reserve (Cap Outlay) 4 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
4030-0000-0-0000-00000-866000-000-0000	$0.00	$5,000.00	$5,000.00
***Income Total	$0.00	$5,000.00	$5,000.00
Balance Sheet Accounts			
4030-0000-0-0000-00000-978000-000-0000	$0.00	$145,766.83	$145,766.83
4030-0000-0-0000-00000-979100-000-0000	$0.00	$140,766.83	$140,766.83
***Balance Sheet Account Total	$0.00	$286,533.66	$286,533.66
Total: Income	$0.00	$5,000.00	$5,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$286,533.66	$286,533.66

Fund: 4030 Special Reserve (Cap Outlay) 4 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$5,000.00	$5,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$286,533.66	$286,533.66

Fund: 6700 Self Insurance Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
6700-0000-0-0000-00000-867400-000-0000	$0.00	$8,700,000.00	$8,700,000.00
6700-0000-0-0000-00000-869900-000-0000	$0.00	$750,000.00	$750,000.00
6700-0000-0-0000-00000-891900-000-0000	$0.00	$6,500,000.00	$6,500,000.00
6700-0000-0-0000-00000-866000-000-0000	$0.00	$200.00	$200.00
***Income Total	$0.00	$15,950,200.00	$15,950,200.00
Expenses			
6700-0000-0-0000-60000-540000-000-0000	$0.00	$7,400,000.00	$7,400,000.00
6700-0000-0-0000-60000-545000-000-0000	$0.00	$2,000,000.00	$2,000,000.00
6700-0000-0-0000-60000-580000-000-0000	$0.00	$50,000.00	$50,000.00
6700-0000-0-0000-93000-761900-000-0000	$0.00	$6,500,000.00	$6,500,000.00
***Expense Total	$0.00	$15,950,000.00	$15,950,000.00
Balance Sheet Accounts			
6700-0000-0-0000-00000-979100-000-0000	$0.00	$36,228.10	$36,228.10
***Balance Sheet Account Total	$0.00	$36,228.10	$36,228.10
Total: Income	$0.00	$15,950,200.00	$15,950,200.00
Total: Expenses	$0.00	$15,950,000.00	$15,950,000.00
Total: Balance Sheet Accounts	$0.00	$36,228.10	$36,228.10

Fund: 6700 Self Insurance Fund

Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$15,950,200.00	$15,950,200.00
Total: Expenses	$0.00	$15,950,000.00	$15,950,000.00
Total: Balance Sheet Accounts	$0.00	$36,228.10	$36,228.10

Fund: 7300 FoundationTrust Fund Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7300-0000-0-0000-00000-866000-000-0000	$0.00	$1,000.00	$1,000.00
***Income Total**	$0.00	$1,000.00	$1,000.00
Balance Sheet Accounts			
7300-0000-0-0000-00000-979100-000-0000	$0.00	$39,000.00	$39,000.00
***Balance Sheet Account Total**	$0.00	$39,000.00	$39,000.00
Total: Income	$0.00	$1,000.00	$1,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$39,000.00	$39,000.00

Fund: 7300 FoundationTrust Fund Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$1,000.00	$1,000.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$39,000.00	$39,000.00

Fund: 7310 Foundation Trust Fund 2 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7310-0000-0-0000-00000-866000-000-0000	$0.00	$4,000.00	$4,000.00
***Income Total	$0.00	$4,000.00	$4,000.00
Expenses			
7310-0000-0-0000-24900-580000-000-1907	$0.00	$300.00	$300.00
7310-0000-0-0000-24900-575011-000-0000	$0.00	$4,000.00	$4,000.00
***Expense Total	$0.00	$4,300.00	$4,300.00
Balance Sheet Accounts			
7310-0000-0-0000-00000-979100-000-0000	$0.00	$140,000.00	$140,000.00
***Balance Sheet Account Total	$0.00	$140,000.00	$140,000.00
Total: Income	$0.00	$4,000.00	$4,000.00
Total: Expenses	$0.00	$4,300.00	$4,300.00
Total: Balance Sheet Accounts	$0.00	$140,000.00	$140,000.00

Fund: 7310 Foundation Trust Fund 2 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$4,000.00	$4,000.00
Total: Expenses	$0.00	$4,300.00	$4,300.00
Total: Balance Sheet Accounts	$0.00	$140,000.00	$140,000.00

Fund: 7320 Foundation Trust Fund 3 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7320-0000-0-0000-00000-866000-000-0000	$0.00	$200.00	$200.00
***Income Total**	$0.00	$200.00	$200.00
Balance Sheet Accounts			
7320-0000-0-0000-00000-979100-000-0000	$0.00	$7,600.00	$7,600.00
***Balance Sheet Account Total**	$0.00	$7,600.00	$7,600.00
Total: Income	$0.00	$200.00	$200.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$7,600.00	$7,600.00

Fund: 7320 Foundation Trust Fund 3 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$200.00	$200.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$7,600.00	$7,600.00

Fund: 7335 Foundation Trust Fund 5 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7335-0000-0-0000-00000-869900-000-0000	$0.00	$500.00	$500.00
7335-0000-0-0000-00000-866000-000-0000	$0.00	$20.00	$20.00
***Income Total	$0.00	$520.00	$520.00
Expenses			
7335-0000-0-0000-24900-430000-000-0000	$0.00	$200.00	$200.00
***Expense Total	$0.00	$200.00	$200.00
Balance Sheet Accounts			
7335-0000-0-0000-00000-979100-000-0000	$0.00	$1,100.00	$1,100.00
***Balance Sheet Account Total	$0.00	$1,100.00	$1,100.00
Total: Income	$0.00	$520.00	$520.00
Total: Expenses	$0.00	$200.00	$200.00
Total: Balance Sheet Accounts	$0.00	$1,100.00	$1,100.00

Fund: 7335 Foundation Trust Fund 5 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$520.00	$520.00
Total: Expenses	$0.00	$200.00	$200.00
Total: Balance Sheet Accounts	$0.00	$1,100.00	$1,100.00

Fund: 7336 FOUNDATION TRUST FUND 6 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7336-0000-0-0000-00000-869900-000-0000	$0.00	$100.00	$100.00
7336-0000-0-0000-00000-866000-000-0000	$0.00	$15.00	$15.00
***Income Total	$0.00	$115.00	$115.00
Expenses			
7336-0000-0-0000-24900-430000-000-0000	$0.00	$100.00	$100.00
***Expense Total	$0.00	$100.00	$100.00
Balance Sheet Accounts			
7336-0000-0-0000-00000-979100-000-0000	$0.00	$570.00	$570.00
***Balance Sheet Account Total	$0.00	$570.00	$570.00
Total: Income	$0.00	$115.00	$115.00
Total: Expenses	$0.00	$100.00	$100.00
Total: Balance Sheet Accounts	$0.00	$570.00	$570.00

Fund: 7336 FOUNDATION TRUST FUND 6 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$115.00	$115.00
Total: Expenses	$0.00	$100.00	$100.00
Total: Balance Sheet Accounts	$0.00	$570.00	$570.00

Fund: 7340 Scholarship Foundation 1 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7340-0000-0-0000-00000-869900-453-0000	$0.00	$300.00	$300.00
7340-0000-0-0000-00000-869900-653-0000	$0.00	$300.00	$300.00
7340-0000-0-0000-00000-869900-853-0000	$0.00	$300.00	$300.00
7340-0000-0-0000-00000-869900-879-0000	$0.00	$400.00	$400.00
7340-0000-0-0000-00000-869900-641-0000	$0.00	$450.00	$450.00
7340-0000-0-0000-00000-869900-401-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-407-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-448-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-452-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-462-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-465-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-467-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-468-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-489-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-648-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-652-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-662-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-689-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-801-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-852-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-862-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-869900-649-0000	$0.00	$525.00	$525.00
7340-0000-0-0000-00000-869900-849-0000	$0.00	$525.00	$525.00
7340-0000-0-0000-00000-869900-643-0000	$0.00	$600.00	$600.00
7340-0000-0-0000-00000-869900-841-0000	$0.00	$600.00	$600.00
7340-0000-0-0000-00000-869900-404-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-409-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-416-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-487-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-616-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-687-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-804-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-809-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-816-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-861-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-472-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-00000-869900-478-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-00000-869900-484-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-00000-869900-678-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-00000-869900-681-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-00000-869900-878-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-00000-869900-865-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-887-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-869900-486-0000	$0.00	$2,000.00	$2,000.00

Fund: 7340 Scholarship Foundation 1 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7340-0000-0-0000-00000-869900-686-0000	$0.00	$2,000.00	$2,000.00
7340-0000-0-0000-00000-869900-886-0000	$0.00	$2,000.00	$2,000.00
7340-0000-0-0000-00000-866000-000-0000	$0.00	$1,800.00	$1,800.00
***Income Total	$0.00	$32,400.00	$32,400.00
Expenses			
7340-0000-0-0000-39000-580000-449-0000	$0.00	$525.00	$525.00
7340-0000-0-0000-39000-580000-649-0000	$0.00	$525.00	$525.00
7340-0000-0-0000-39000-580000-849-0000	$0.00	$525.00	$525.00
7340-0000-0-0000-39000-580000-441-0000	$0.00	$600.00	$600.00
7340-0000-0-0000-39000-580000-453-0000	$0.00	$300.00	$300.00
7340-0000-0-0000-39000-580000-653-0000	$0.00	$300.00	$300.00
7340-0000-0-0000-39000-580000-853-0000	$0.00	$300.00	$300.00
7340-0000-0-0000-39000-580000-479-0000	$0.00	$400.00	$400.00
7340-0000-0-0000-39000-580000-679-0000	$0.00	$400.00	$400.00
7340-0000-0-0000-39000-580000-879-0000	$0.00	$400.00	$400.00
7340-0000-0-0000-39000-580000-401-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-407-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-448-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-452-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-462-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-465-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-467-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-468-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-484-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-489-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-601-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-648-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-652-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-662-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-689-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-801-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-848-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-852-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-862-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-884-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-952-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-953-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-39000-580000-446-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-39000-580000-461-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-39000-580000-472-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-39000-580000-478-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-39000-580000-678-0000	$0.00	$100.00	$100.00

Fund: 7340 Scholarship Foundation 1 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Expenses			
7340-0000-0-0000-39000-580000-681-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-39000-580000-878-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-39000-580000-404-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-409-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-416-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-469-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-487-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-604-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-609-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-616-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-687-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-804-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-809-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-816-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-861-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-865-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-887-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-39000-580000-641-0000	$0.00	$600.00	$600.00
7340-0000-0-0000-39000-580000-643-0000	$0.00	$600.00	$600.00
7340-0000-0-0000-39000-580000-841-0000	$0.00	$600.00	$600.00
7340-0000-0-0000-39000-580000-486-0000	$0.00	$2,000.00	$2,000.00
7340-0000-0-0000-39000-580000-686-0000	$0.00	$2,000.00	$2,000.00
7340-0000-0-0000-39000-580000-886-0000	$0.00	$2,000.00	$2,000.00
***Expense Total	$0.00	$38,775.00	$38,775.00
Balance Sheet Accounts			
7340-0000-0-0000-00000-979100-953-0000	$0.00	$914.00	$914.00
7340-0000-0-0000-00000-979100-604-0000	$0.00	$1,000.00	$1,000.00
7340-0000-0-0000-00000-979100-446-0000	$0.00	$100.00	$100.00
7340-0000-0-0000-00000-979100-641-0000	$0.00	$150.00	$150.00
7340-0000-0-0000-00000-979100-479-0000	$0.00	$400.00	$400.00
7340-0000-0-0000-00000-979100-484-0000	$0.00	$400.00	$400.00
7340-0000-0-0000-00000-979100-679-0000	$0.00	$400.00	$400.00
7340-0000-0-0000-00000-979100-851-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-979100-884-0000	$0.00	$500.00	$500.00
7340-0000-0-0000-00000-979100-449-0000	$0.00	$525.00	$525.00
7340-0000-0-0000-00000-979100-601-0000	$0.00	$600.00	$600.00
7340-0000-0-0000-00000-979100-418-0000	$0.00	$750.00	$750.00
7340-0000-0-0000-00000-979100-441-0000	$0.00	$1,100.00	$1,100.00
7340-0000-0-0000-00000-979100-419-0000	$0.00	$1,200.00	$1,200.00
7340-0000-0-0000-00000-979100-848-0000	$0.00	$1,339.00	$1,339.00
7340-0000-0-0000-00000-979100-461-0000	$0.00	$2,625.76	$2,625.76
7340-0000-0-0000-00000-979100-480-0000	$0.00	$3,000.00	$3,000.00

Fund: 7340 Scholarship Foundation 1 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Balance Sheet Accounts			
7340-0000-0-0000-00000-979100-952-0000	$0.00	$3,000.00	$3,000.00
7340-0000-0-0000-00000-979100-469-0000	$0.00	$4,750.00	$4,750.00
7340-0000-0-0000-00000-979100-609-0000	$0.00	$4,750.00	$4,750.00
7340-0000-0-0000-00000-979100-000-0000	$0.00	$38,000.00	$38,000.00
***Balance Sheet Account Total	$0.00	$66,003.76	$66,003.76
Total: Income	$0.00	$32,400.00	$32,400.00
Total: Expenses	$0.00	$38,775.00	$38,775.00
Total: Balance Sheet Accounts	$0.00	$66,003.76	$66,003.76

Fund: 7340 Scholarship Foundation 1 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$32,400.00	$32,400.00
Total: Expenses	$0.00	$38,775.00	$38,775.00
Total: Balance Sheet Accounts	$0.00	$66,003.76	$66,003.76

Fund: 7342 Scholarship Foundation 3 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7342-0000-0-0000-00000-866000-000-0000	$0.00	$800.00	$800.00
***Income Total**	$0.00	$800.00	$800.00
Expenses			
7342-0000-0-0000-39000-580000-000-0000	$0.00	$4,000.00	$4,000.00
***Expense Total**	$0.00	$4,000.00	$4,000.00
Balance Sheet Accounts			
7342-0000-0-0000-00000-979100-000-0000	$0.00	$20,000.00	$20,000.00
***Balance Sheet Account Total**	$0.00	$20,000.00	$20,000.00
Total: Income	$0.00	$800.00	$800.00
Total: Expenses	$0.00	$4,000.00	$4,000.00
Total: Balance Sheet Accounts	$0.00	$20,000.00	$20,000.00

Fund: 7342 Scholarship Foundation 3 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$800.00	$800.00
Total: Expenses	$0.00	$4,000.00	$4,000.00
Total: Balance Sheet Accounts	$0.00	$20,000.00	$20,000.00

Fund: 7344 Scholarship Foundation 5 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7344-0000-0-0000-00000-869900-000-0000	$0.00	$500.00	$500.00
7344-0000-0-0000-00000-866000-000-0000	$0.00	$1,200.00	$1,200.00
***Income Total	$0.00	$1,700.00	$1,700.00
Expenses			
7344-0000-0-0000-39000-580000-000-0000	$0.00	$2,000.00	$2,000.00
***Expense Total	$0.00	$2,000.00	$2,000.00
Balance Sheet Accounts			
7344-0000-0-0000-00000-979100-000-0000	$0.00	$43,000.00	$43,000.00
***Balance Sheet Account Total	$0.00	$43,000.00	$43,000.00
Total: Income	$0.00	$1,700.00	$1,700.00
Total: Expenses	$0.00	$2,000.00	$2,000.00
Total: Balance Sheet Accounts	$0.00	$43,000.00	$43,000.00

Fund: 7344 Scholarship Foundation 5 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$1,700.00	$1,700.00
Total: Expenses	$0.00	$2,000.00	$2,000.00
Total: Balance Sheet Accounts	$0.00	$43,000.00	$43,000.00

Fund: 7346 Scholarship Foundation 7 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7346-0000-0-0000-00000-866000-000-0000	$0.00	$150.00	$150.00
***Income Total**	$0.00	$150.00	$150.00
Expenses			
7346-0000-0-0000-39000-580000-000-0000	$0.00	$100.00	$100.00
***Expense Total**	$0.00	$100.00	$100.00
Balance Sheet Accounts			
7346-0000-0-0000-00000-979100-000-0000	$0.00	$5,600.00	$5,600.00
***Balance Sheet Account Total**	$0.00	$5,600.00	$5,600.00
Total: Income	$0.00	$150.00	$150.00
Total: Expenses	$0.00	$100.00	$100.00
Total: Balance Sheet Accounts	$0.00	$5,600.00	$5,600.00

Fund: 7346 Scholarship Foundation 7 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$150.00	$150.00
Total: Expenses	$0.00	$100.00	$100.00
Total: Balance Sheet Accounts	$0.00	$5,600.00	$5,600.00

Fund: 7348 Scholarship Foundation 9 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7348-0000-0-0000-00000-866000-000-0000	$0.00	$3,000.00	$3,000.00
***Income Total	$0.00	$3,000.00	$3,000.00
Expenses			
7348-0000-0-0000-39000-580000-000-0000	$0.00	$750.00	$750.00
***Expense Total	$0.00	$750.00	$750.00
Balance Sheet Accounts			
7348-0000-0-0000-00000-979100-000-0000	$0.00	$112,000.00	$112,000.00
***Balance Sheet Account Total	$0.00	$112,000.00	$112,000.00
Total: Income	$0.00	$3,000.00	$3,000.00
Total: Expenses	$0.00	$750.00	$750.00
Total: Balance Sheet Accounts	$0.00	$112,000.00	$112,000.00

Fund: 7348 Scholarship Foundation 9 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$3,000.00	$3,000.00
Total: Expenses	$0.00	$750.00	$750.00
Total: Balance Sheet Accounts	$0.00	$112,000.00	$112,000.00

Fund: 7350 Scholarship Foundation 11 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7350-0000-0-0000-00000-866000-000-0000	$0.00	$100.00	$100.00
***Income Total**	$0.00	$100.00	$100.00
Expenses			
7350-0000-0-0000-39000-580000-000-0000	$0.00	$500.00	$500.00
***Expense Total**	$0.00	$500.00	$500.00
Balance Sheet Accounts			
7350-0000-0-0000-00000-979100-000-0000	$0.00	$4,600.00	$4,600.00
***Balance Sheet Account Total**	$0.00	$4,600.00	$4,600.00
Total: Income	$0.00	$100.00	$100.00
Total: Expenses	$0.00	$500.00	$500.00
Total: Balance Sheet Accounts	$0.00	$4,600.00	$4,600.00

Fund: 7350 Scholarship Foundation 11 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$100.00	$100.00
Total: Expenses	$0.00	$500.00	$500.00
Total: Balance Sheet Accounts	$0.00	$4,600.00	$4,600.00

Fund: 7351 Scholarship Foundation 12 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7351-0000-0-0000-00000-866000-000-0000	$0.00	$100.00	$100.00
***Income Total**	$0.00	$100.00	$100.00
Expenses			
7351-0000-0-0000-39000-580000-000-0000	$0.00	$250.00	$250.00
***Expense Total**	$0.00	$250.00	$250.00
Balance Sheet Accounts			
7351-0000-0-0000-00000-979100-000-0000	$0.00	$3,600.00	$3,600.00
***Balance Sheet Account Total**	$0.00	$3,600.00	$3,600.00
Total: Income	$0.00	$100.00	$100.00
Total: Expenses	$0.00	$250.00	$250.00
Total: Balance Sheet Accounts	$0.00	$3,600.00	$3,600.00

Fund: 7351 Scholarship Foundation 12 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$100.00	$100.00
Total: Expenses	$0.00	$250.00	$250.00
Total: Balance Sheet Accounts	$0.00	$3,600.00	$3,600.00

Fund: 7352 Scholarship Foundation 13 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7352-0000-0-0000-00000-866000-000-0000	$0.00	$1,000.00	$1,000.00
***Income Total	$0.00	$1,000.00	$1,000.00
Expenses			
7352-0000-0-0000-39000-580000-000-0000	$0.00	$15,000.00	$15,000.00
***Expense Total	$0.00	$15,000.00	$15,000.00
Balance Sheet Accounts			
7352-0000-0-0000-00000-979100-000-0000	$0.00	$54,000.00	$54,000.00
***Balance Sheet Account Total	$0.00	$54,000.00	$54,000.00
Total: Income	$0.00	$1,000.00	$1,000.00
Total: Expenses	$0.00	$15,000.00	$15,000.00
Total: Balance Sheet Accounts	$0.00	$54,000.00	$54,000.00

Fund: 7352 Scholarship Foundation 13 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$1,000.00	$1,000.00
Total: Expenses	$0.00	$15,000.00	$15,000.00
Total: Balance Sheet Accounts	$0.00	$54,000.00	$54,000.00

Fund: 7353 Scholarship Foundation 14 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7353-0000-0-0000-00000-866000-000-0000	$0.00	$800.00	$800.00
***Income Total**	$0.00	$800.00	$800.00
Expenses			
7353-0000-0-0000-39000-580000-000-0000	$0.00	$800.00	$800.00
***Expense Total**	$0.00	$800.00	$800.00
Balance Sheet Accounts			
7353-0000-0-0000-00000-979100-000-0000	$0.00	$27,000.00	$27,000.00
***Balance Sheet Account Total**	$0.00	$27,000.00	$27,000.00
Total: Income	$0.00	$800.00	$800.00
Total: Expenses	$0.00	$800.00	$800.00
Total: Balance Sheet Accounts	$0.00	$27,000.00	$27,000.00

Fund: 7353 Scholarship Foundation 14 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$800.00	$800.00
Total: Expenses	$0.00	$800.00	$800.00
Total: Balance Sheet Accounts	$0.00	$27,000.00	$27,000.00

Fund: 7356 Scholarship Foundation 17 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7356-0000-0-0000-00000-869900-000-0000	$0.00	$100.00	$100.00
7356-0000-0-0000-00000-866000-000-0000	$0.00	$80.00	$80.00
***Income Total	$0.00	$180.00	$180.00
Expenses			
7356-0000-0-0000-39000-580000-000-0000	$0.00	$100.00	$100.00
***Expense Total	$0.00	$100.00	$100.00
Balance Sheet Accounts			
7356-0000-0-0000-00000-979100-000-0000	$0.00	$3,100.00	$3,100.00
***Balance Sheet Account Total	$0.00	$3,100.00	$3,100.00
Total: Income	$0.00	$180.00	$180.00
Total: Expenses	$0.00	$100.00	$100.00
Total: Balance Sheet Accounts	$0.00	$3,100.00	$3,100.00

Fund: 7356 Scholarship Foundation 17 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$180.00	$180.00
Total: Expenses	$0.00	$100.00	$100.00
Total: Balance Sheet Accounts	$0.00	$3,100.00	$3,100.00

Fund: 7360 Scholarship Foundation 21 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7360-0000-0-0000-00000-869900-000-0000	$0.00	$1,800.00	$1,800.00
7360-0000-0-0000-00000-866000-000-0000	$0.00	$80.00	$80.00
***Income Total	$0.00	$1,880.00	$1,880.00
Expenses			
7360-0000-0-0000-39000-580000-000-0000	$0.00	$1,800.00	$1,800.00
***Expense Total	$0.00	$1,800.00	$1,800.00
Balance Sheet Accounts			
7360-0000-0-0000-00000-979100-000-0000	$0.00	$3,500.00	$3,500.00
***Balance Sheet Account Total	$0.00	$3,500.00	$3,500.00
Total: Income	$0.00	$1,880.00	$1,880.00
Total: Expenses	$0.00	$1,800.00	$1,800.00
Total: Balance Sheet Accounts	$0.00	$3,500.00	$3,500.00

Fund: 7360 Scholarship Foundation 21 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$1,880.00	$1,880.00
Total: Expenses	$0.00	$1,800.00	$1,800.00
Total: Balance Sheet Accounts	$0.00	$3,500.00	$3,500.00

Fund: 7361 Scholarship Foundation 22 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7361-0000-0-0000-00000-866000-000-0000	$0.00	$60.00	$60.00
***Income Total**	$0.00	$60.00	$60.00
Expenses			
7361-0000-0-0000-39000-580000-000-0000	$0.00	$100.00	$100.00
***Expense Total**	$0.00	$100.00	$100.00
Balance Sheet Accounts			
7361-0000-0-0000-00000-979100-000-0000	$0.00	$2,200.00	$2,200.00
***Balance Sheet Account Total**	$0.00	$2,200.00	$2,200.00
Total: Income	$0.00	$60.00	$60.00
Total: Expenses	$0.00	$100.00	$100.00
Total: Balance Sheet Accounts	$0.00	$2,200.00	$2,200.00

Fund: 7361 Scholarship Foundation 22 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$60.00	$60.00
Total: Expenses	$0.00	$100.00	$100.00
Total: Balance Sheet Accounts	$0.00	$2,200.00	$2,200.00

Fund: 7362 Scholarship Foundation 23 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7362-0000-0-0000-00000-869900-000-0000	$0.00	$150.00	$150.00
7362-0000-0-0000-00000-866000-000-0000	$0.00	$100.00	$100.00
***Income Total	$0.00	$250.00	$250.00
Expenses			
7362-0000-0-0000-39000-580000-000-0000	$0.00	$1,000.00	$1,000.00
***Expense Total	$0.00	$1,000.00	$1,000.00
Balance Sheet Accounts			
7362-0000-0-0000-00000-979100-000-0000	$0.00	$3,300.00	$3,300.00
***Balance Sheet Account Total	$0.00	$3,300.00	$3,300.00
Total: Income	$0.00	$250.00	$250.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$3,300.00	$3,300.00

Fund: 7362 Scholarship Foundation 23 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$250.00	$250.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$3,300.00	$3,300.00

Fund: 7363 Scholarship Foundation 24 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7363-0000-0-0000-00000-866000-000-0000	$0.00	$40.00	$40.00
***Income Total**	$0.00	$40.00	$40.00
Expenses			
7363-0000-0-0000-39000-580000-000-0000	$0.00	$100.00	$100.00
***Expense Total**	$0.00	$100.00	$100.00
Balance Sheet Accounts			
7363-0000-0-0000-00000-979100-000-0000	$0.00	$1,300.00	$1,300.00
***Balance Sheet Account Total**	$0.00	$1,300.00	$1,300.00
Total: Income	$0.00	$40.00	$40.00
Total: Expenses	$0.00	$100.00	$100.00
Total: Balance Sheet Accounts	$0.00	$1,300.00	$1,300.00

Fund: 7363 Scholarship Foundation 24 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$40.00	$40.00
Total: Expenses	$0.00	$100.00	$100.00
Total: Balance Sheet Accounts	$0.00	$1,300.00	$1,300.00

Fund: 7365 Scholarship Foundation 26 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7365-0000-0-0000-00000-866000-000-0000	$0.00	$20.00	$20.00
***Income Total**	$0.00	$20.00	$20.00
Expenses			
7365-0000-0-0000-39000-580000-000-0000	$0.00	$500.00	$500.00
***Expense Total**	$0.00	$500.00	$500.00
Balance Sheet Accounts			
7365-0000-0-0000-00000-979100-000-0000	$0.00	$800.00	$800.00
***Balance Sheet Account Total**	$0.00	$800.00	$800.00
Total: Income	$0.00	$20.00	$20.00
Total: Expenses	$0.00	$500.00	$500.00
Total: Balance Sheet Accounts	$0.00	$800.00	$800.00

Fund: 7365 Scholarship Foundation 26 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$20.00	$20.00
Total: Expenses	$0.00	$500.00	$500.00
Total: Balance Sheet Accounts	$0.00	$800.00	$800.00

Fund: 7368 Scholarship Foundation 29 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7368-0000-0-0000-00000-866000-000-0000	$0.00	$20.00	$20.00
***Income Total**	$0.00	$20.00	$20.00
Expenses			
7368-0000-0-0000-39000-580000-000-0000	$0.00	$1,000.00	$1,000.00
***Expense Total**	$0.00	$1,000.00	$1,000.00
Balance Sheet Accounts			
7368-0000-0-0000-00000-979100-000-0000	$0.00	$1,200.00	$1,200.00
***Balance Sheet Account Total**	$0.00	$1,200.00	$1,200.00
Total: Income	$0.00	$20.00	$20.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$1,200.00	$1,200.00

Fund: 7368 Scholarship Foundation 29 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$20.00	$20.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$1,200.00	$1,200.00

Fund: 7370 Scholarship Foundation 31 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7370-0000-0-0000-00000-866000-000-0000	$0.00	$150.00	$150.00
***Income Total**	$0.00	$150.00	$150.00
Expenses			
7370-0000-0-0000-39000-580000-000-0000	$0.00	$1,000.00	$1,000.00
***Expense Total**	$0.00	$1,000.00	$1,000.00
Balance Sheet Accounts			
7370-0000-0-0000-00000-979100-000-0000	$0.00	$10,000.00	$10,000.00
***Balance Sheet Account Total**	$0.00	$10,000.00	$10,000.00
Total: Income	$0.00	$150.00	$150.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$10,000.00	$10,000.00

Fund: 7370 Scholarship Foundation 31 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$150.00	$150.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$10,000.00	$10,000.00

Fund: 7371 SCHOLARSHIP FOUNDATION 32 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7371-0000-0-0000-00000-866000-000-0000	$0.00	$150.00	$150.00
***Income Total	$0.00	$150.00	$150.00
Balance Sheet Accounts			
7371-0000-0-0000-00000-979100-000-0000	$0.00	$4,900.00	$4,900.00
***Balance Sheet Account Total	$0.00	$4,900.00	$4,900.00
Total: Income	$0.00	$150.00	$150.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$4,900.00	$4,900.00

Fund: 7371 SCHOLARSHIP FOUNDATION 32 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$150.00	$150.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$4,900.00	$4,900.00

Fund: 7372 SCHOLARSHIP FOUNDATION 33 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7372-0000-0-0000-00000-866000-000-0000	$0.00	$380.00	$380.00
***Income Total**	$0.00	$380.00	$380.00
Expenses			
7372-0000-0-0000-39000-580000-000-0000	$0.00	$500.00	$500.00
***Expense Total**	$0.00	$500.00	$500.00
Balance Sheet Accounts			
7372-0000-0-0000-00000-979100-000-0000	$0.00	$11,600.00	$11,600.00
***Balance Sheet Account Total**	$0.00	$11,600.00	$11,600.00
Total: Income	$0.00	$380.00	$380.00
Total: Expenses	$0.00	$500.00	$500.00
Total: Balance Sheet Accounts	$0.00	$11,600.00	$11,600.00

Fund: 7372 SCHOLARSHIP FOUNDATION 33 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$380.00	$380.00
Total: Expenses	$0.00	$500.00	$500.00
Total: Balance Sheet Accounts	$0.00	$11,600.00	$11,600.00

Fund: 7373 SCHOLARSHIP FOUNDATION 34 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7373-0000-0-0000-00000-866000-000-0000	$0.00	$25.00	$25.00
***Income Total**	$0.00	$25.00	$25.00
Balance Sheet Accounts			
7373-0000-0-0000-00000-979100-000-0000	$0.00	$1,055.00	$1,055.00
***Balance Sheet Account Total**	$0.00	$1,055.00	$1,055.00
Total: Income	$0.00	$25.00	$25.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$1,055.00	$1,055.00

Fund: 7373 SCHOLARSHIP FOUNDATION 34 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$25.00	$25.00
Total: Expenses	$0.00	$0.00	$0.00
Total: Balance Sheet Accounts	$0.00	$1,055.00	$1,055.00

Fund: 7375 Scholarship Foundation 36 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7375-0000-0-0000-00000-866000-000-0000	$0.00	$400.00	$400.00
***Income Total**	$0.00	$400.00	$400.00
Expenses			
7375-0000-0-0000-39000-580000-000-0000	$0.00	$500.00	$500.00
***Expense Total**	$0.00	$500.00	$500.00
Balance Sheet Accounts			
7375-0000-0-0000-00000-979100-000-0000	$0.00	$14,000.00	$14,000.00
***Balance Sheet Account Total**	$0.00	$14,000.00	$14,000.00
Total: Income	$0.00	$400.00	$400.00
Total: Expenses	$0.00	$500.00	$500.00
Total: Balance Sheet Accounts	$0.00	$14,000.00	$14,000.00

Fund: 7375 Scholarship Foundation 36 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$400.00	$400.00
Total: Expenses	$0.00	$500.00	$500.00
Total: Balance Sheet Accounts	$0.00	$14,000.00	$14,000.00

Fund: 7376 Scholarship Foundation 37 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7376-0000-0-0000-00000-866000-000-0000	$0.00	$450.00	$450.00
***Income Total**	$0.00	$450.00	$450.00
Expenses			
7376-0000-0-0000-39000-580000-000-0000	$0.00	$1,000.00	$1,000.00
***Expense Total**	$0.00	$1,000.00	$1,000.00
Balance Sheet Accounts			
7376-0000-0-0000-00000-979100-000-0000	$0.00	$15,000.00	$15,000.00
***Balance Sheet Account Total**	$0.00	$15,000.00	$15,000.00
Total: Income	$0.00	$450.00	$450.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$15,000.00	$15,000.00

Fund: 7376 Scholarship Foundation 37 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$450.00	$450.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$15,000.00	$15,000.00

Fund: 7377 SCHOLARSHIP FOUNDATION 38 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7377-0000-0-0000-00000-866000-000-0000	$0.00	$15,000.00	$15,000.00
***Income Total	$0.00	$15,000.00	$15,000.00
Expenses			
7377-0000-0-0000-39000-580000-000-0000	$0.00	$4,500.00	$4,500.00
***Expense Total	$0.00	$4,500.00	$4,500.00
Balance Sheet Accounts			
7377-0000-0-0000-00000-979100-000-0000	$0.00	$645,000.00	$645,000.00
***Balance Sheet Account Total	$0.00	$645,000.00	$645,000.00
Total: Income	$0.00	$15,000.00	$15,000.00
Total: Expenses	$0.00	$4,500.00	$4,500.00
Total: Balance Sheet Accounts	$0.00	$645,000.00	$645,000.00

Fund: 7377 SCHOLARSHIP FOUNDATION 38 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$15,000.00	$15,000.00
Total: Expenses	$0.00	$4,500.00	$4,500.00
Total: Balance Sheet Accounts	$0.00	$645,000.00	$645,000.00

Fund: 7378 Scholarship Foundation 39 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7378-0000-0-0000-00000-866000-000-0000	$0.00	$100.00	$100.00
***Income Total**	$0.00	$100.00	$100.00
Expenses			
7378-0000-0-0000-39000-580000-000-0000	$0.00	$1,000.00	$1,000.00
***Expense Total**	$0.00	$1,000.00	$1,000.00
Balance Sheet Accounts			
7378-0000-0-0000-00000-979100-000-0000	$0.00	$3,000.00	$3,000.00
***Balance Sheet Account Total**	$0.00	$3,000.00	$3,000.00
Total: Income	$0.00	$100.00	$100.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$3,000.00	$3,000.00

Fund: 7378 Scholarship Foundation 39 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$100.00	$100.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$3,000.00	$3,000.00

Fund: 7379 Scholarship Foundation 40 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Income			
7379-0000-0-0000-00000-866000-000-0000	$0.00	$8,000.00	$8,000.00
***Income Total	$0.00	$8,000.00	$8,000.00
Expenses			
7379-0000-0-0000-39000-580000-000-0000	$0.00	$1,000.00	$1,000.00
***Expense Total	$0.00	$1,000.00	$1,000.00
Balance Sheet Accounts			
7379-0000-0-0000-00000-979100-000-0000	$0.00	$346,000.00	$346,000.00
***Balance Sheet Account Total	$0.00	$346,000.00	$346,000.00
Total: Income	$0.00	$8,000.00	$8,000.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$346,000.00	$346,000.00

Fund: 7379 Scholarship Foundation 40 Resource: 0000 Unrestricted Resources

FD---RE---Y-GO---FN----OB-----SI--TY	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	$0.00	$8,000.00	$8,000.00
Total: Expenses	$0.00	$1,000.00	$1,000.00
Total: Balance Sheet Accounts	$0.00	$346,000.00	$346,000.00

Pending Budget Revision

Control No: 20270001

ResolutionNo. 26-10

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
State Aid - Current Year	$47,659,953.00	ESTABLISH 2026-2027 BOARD APPROVED BUDGET
Home Owners Exemption	$54,805.00	
Other Subventions / In-Lieu Taxes	$23,000.00	
Secured Tax Rolls	$8,959,602.00	
Unsecured Roll Taxes	$935,656.00	
Prior Years' Taxes	$140,803.00	
Supplemental Taxes	$126,473.00	
Education Revenue Augmentation Fund (ERAF)	($2,772,256.00)	
Community Redevelopment Funds	$302,678.00	
Transfers to Charter Schools in Lieu of Property Taxes	($235,761.00)	
Mandated Cost Reimbursements	$293,000.00	
All Other State Revenues	$10,000.00	
Leases and Rentals	$50,000.00	
Interest	$500,000.00	
All Other Local Revenues	$262,929.00	
Contributions from Unrestricted Revenues	($13,802,346.40)	
Contribution /Transportation	($1,055,121.00)	
Contribution - Special Education	($5,156,907.00)	
Contribution to Restricted Maintenance	($4,122,348.00)	
Contribution - LCFF ADA	($1,158,665.94)	
	$31,015,493.66	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$20,973,957.28	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$9,935,053.34	
	$30,909,010.62	

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 0302 Tier III, Community Day Scho		
INCOME (8000's)		
Contributions from Unrestricted Revenues	$823,017.36	
Contribution - LCFF ADA	$334,847.64	
	$1,157,865.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$1,095,379.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$62,486.00	
	$1,157,865.00	
Resource: 0307 Tier III, School Safety Block G		
INCOME (8000's)		
Contributions from Unrestricted Revenues	$1,794,073.00	
	$1,794,073.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$1,046,941.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$747,132.00	
	$1,794,073.00	
Resource: 0308 Tier III, Arts & Music Block G		
INCOME (8000's)		
Contributions from Unrestricted Revenues	$61,140.00	
	$61,140.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$61,140.00	
	$61,140.00	

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 0311 Tier III, Instructional Material		
INCOME (8000's)		
Contributions from Unrestricted Revenues	$715,000.00	
	$715,000.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$715,000.00	
	$715,000.00	
Resource: 0315 Tier III, Professional Developm		
INCOME (8000's)		
Contributions from Unrestricted Revenues	$250,000.00	
	$250,000.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$236,517.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$13,483.00	
	$250,000.00	
Resource: 0317 Tier III, School & Library Imp		
INCOME (8000's)		
Contributions from Unrestricted Revenues	$7,500.00	
	$7,500.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$7,500.00	
	$7,500.00	
Resource: 0332 LCFF Supplemental/Concentra		
INCOME (8000's)		
Contributions from Unrestricted Revenues	$9,142,380.00	
	$9,142,380.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$8,216,985.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$925,395.00	
	$9,142,380.00	

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 0333 LCFF Transportation Funding		
INCOME (8000's)		
All Other State Revenues	$1,126,682.00	
All Other Local Revenues	$15,000.00	
Contributions from Unrestricted Revenues	$456,794.00	
Contribution /Transportation	$1,055,121.00	
	$2,653,597.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$1,852,524.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$801,073.00	
	$2,653,597.00	
Resource: 0334 Continuation Education		
INCOME (8000's)		
Contributions from Unrestricted Revenues	$389,086.04	
Contribution - LCFF ADA	$789,069.96	
	$1,178,156.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$1,021,294.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$156,862.00	
	$1,178,156.00	
Resource: 0337 New Teacher Induction (NTI)		
INCOME (8000's)		
Contributions from Unrestricted Revenues	$150,000.00	
	$150,000.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$15,000.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$135,000.00	
	$150,000.00	

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 1100 State Lottery		
INCOME (8000's)		
State Lottery Revenue	$850,000.00	
	$850,000.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$726,936.00	
	$726,936.00	
Resource: 1400 Education Protection Account		
INCOME (8000's)		
Education Protection Account State Aid - Current Year	$11,454,435.00	
	$11,454,435.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$11,454,435.00	
	$11,454,435.00	
Resource: 3010 IASA-Title I Basic Grants Low		
INCOME (8000's)		
All Other Federal Revenues	$1,413,694.00	
	$1,413,694.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$1,127,134.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$286,560.00	
	$1,413,694.00	
Resource: 3310 Spec Ed - PL101-476		
INCOME (8000's)		
Special Education - Entitlement per UDC	$193,388.00	
Contributions from Unrestricted Revenues	$13,356.00	
	$206,744.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$206,744.00	
	$206,744.00	

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 3327 Special Ed-IDEA Mental Healt		
INCOME (8000's)		
Special Education - Discretionary Grants	$49,921.00	
	$49,921.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$49,921.00	
	$49,921.00	
Resource: 3550 Vocational Programs-Voc & Ap		
INCOME (8000's)		
All Other Federal Revenues	$154,466.00	
	$154,466.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$154,466.00	
	$154,466.00	
Resource: 4035 Title II Teacher Quality		
INCOME (8000's)		
All Other Federal Revenues	$169,168.00	
	$169,168.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$160,004.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$9,164.00	
	$169,168.00	
Resource: 4127 ESEA: Title IV, Part A, Studen		
INCOME (8000's)		
All Other Federal Revenues	$109,829.00	
	$109,829.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$109,829.00	
	$109,829.00	

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 4203 Title III Limited English Profic		
INCOME (8000's)		
All Other Federal Revenues	$57,920.00	
	$57,920.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$56,002.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$1,918.00	
	$57,920.00	
Resource: 6019 Student Support & Professiona		
INCOME (8000's)		
All Other State Revenues	$1,972,332.00	
	$1,972,332.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$1,315,123.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$116,623.00	
	$1,431,746.00	
Resource: 6300 Lottery:Instructional Materials		
INCOME (8000's)		
State Lottery Revenue	$301,924.00	
	$301,924.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$301,924.00	
	$301,924.00	

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 6385 CTE Initiative: California Part		
INCOME (8000's)		
All Other State Revenues	$81,000.00	
	$81,000.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$11,000.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$70,000.00	
	$81,000.00	
Resource: 6387 Career Technical Education In		
INCOME (8000's)		
All Other State Revenues	$485,479.00	
	$485,479.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$367,503.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$117,976.00	
	$485,479.00	
Resource: 6500 Special Education		
INCOME (8000's)		
Transfers of Apportionments From County Offices	$2,802,236.00	
Contribution - Special Education	$5,156,907.00	
Contribution - LCFF ADA	$34,748.34	
	$7,993,891.34	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$4,218,778.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$2,405,877.00	
	$6,624,655.00	

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 6546 Mental Health-Related Service		
INCOME (8000's)		
All Other State Revenues	$296,154.00	
	$296,154.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$293,754.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$2,400.00	
	$296,154.00	
Resource: 6770 Prop 28 Arts & Music in Schoo		
INCOME (8000's)		
All Other State Revenues	$767,211.00	
	$767,211.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$678,355.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$98,518.00	
	$776,873.00	
Resource: 7010 Agricultural Vocational Educat		
INCOME (8000's)		
All Other State Revenues	$29,461.00	
	$29,461.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$29,461.00	
	$29,461.00	

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 7220 Partnership Academies Progra		
INCOME (8000's)		
All Other State Revenues	$162,000.00	
	$162,000.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$66,799.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$95,201.00	
	$162,000.00	
Resource: 7399 LCFF Equity Multiplier		
INCOME (8000's)		
All Other State Revenues	$139,672.00	
	$139,672.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$162,403.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$13,000.00	
	$175,403.00	
Resource: 7415 Classified School Employee Su		
INCOME (8000's)		
All Other State Revenues	$355,408.00	
	$355,408.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$355,408.00	
	$355,408.00	
Resource: 7435 Learning Recovery Emergency		
INCOME (8000's)		
All Other State Revenues	$545,364.00	
	$545,364.00	

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 7690 STRS On-Behalf Pension Cont		
INCOME (8000's)		
All Other State Revenues	$2,406,619.00	
	$2,406,619.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$2,406,619.00	
	$2,406,619.00	
Resource: 7810 Other State		
EXPENSES		
Salaries & Benefits (1000's-3000's)	$4,989.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$78,148.52	
	$83,137.52	
Resource: 8150 Ongoing & Major Maint. Acct.		
INCOME (8000's)		
Contribution to Restricted Maintenance	$4,122,348.00	
	$4,122,348.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$1,161,398.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$2,960,950.00	
	$4,122,348.00	
Resource: 9010 Other Local		
INCOME (8000's)		
All Other Local Revenues	$400,000.00	
	$400,000.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$485,028.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$48,000.00	
	$533,028.00	

Fund: 0100 General Fund

	Budget Change	Explanation
Resource: 9066 Children & Youth Behavioral I		
INCOME (8000's)		
All Other Local Revenues	$43,456.00	
	$43,456.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$144,594.00	
	$144,594.00	

Fund: 0900 Charter Schools Fund

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
State Aid - Current Year	$2,655,356.00	
Transfers to Charter Schools in Lieu of Property Taxes	$282,751.00	
Mandated Cost Reimbursements	$7,811.00	
Interest	$45,000.00	
Contributions from Unrestricted Revenues	($541,717.00)	
	$2,449,201.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$1,721,136.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$229,088.00	
	$1,950,224.00	
Resource: 0332 LCFF Supplemental/Concentra		
INCOME (8000's)		
Contributions from Unrestricted Revenues	$541,717.00	
	$541,717.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$544,140.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$3,700.00	
	$547,840.00	
Resource: 1100 State Lottery		
INCOME (8000's)		
State Lottery Revenue	$25,780.00	
	$25,780.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$8,600.00	
	$8,600.00	

Fund: 0900 Charter Schools Fund

	Budget Change	Explanation
Resource: 1400 Education Protection Account		
INCOME (8000's)		
Education Protection Account State Aid - Current Year	$32,628.00	
	$32,628.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$32,628.00	
	$32,628.00	
Resource: 6300 Lottery:Instructional Materials		
INCOME (8000's)		
State Lottery Revenue	$13,000.00	
	$13,000.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$2,500.00	
	$2,500.00	
Resource: 6770 Prop 28 Arts & Music in Schoo		
INCOME (8000's)		
All Other State Revenues	$25,507.00	
	$25,507.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$24,447.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$4,447.00	
	$28,894.00	
Resource: 7690 STRS On-Behalf Pension Cont		
INCOME (8000's)		
All Other State Revenues	$62,238.00	
	$62,238.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$62,238.00	
	$62,238.00	

Fund: 1100 Adult Education Fund

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$40,000.00	
	$40,000.00	
Resource: 3550 Vocational Programs-Voc & Ap		
INCOME (8000's)		
All Other Federal Revenues	$1,804.00	
	$1,804.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$1,804.00	
	$1,804.00	
Resource: 3905 Adult Basic Education & ESL		
INCOME (8000's)		
All Other Federal Revenues	$48,368.00	
	$48,368.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$47,051.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$1,317.00	
	$48,368.00	
Resource: 3913 Adult Education: Priority 5, G		
INCOME (8000's)		
All Other Federal Revenues	$166,522.00	
	$166,522.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$151,975.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$14,547.00	
	$166,522.00	

Fund: 1100 Adult Education Fund

	Budget Change	Explanation
Resource: 6015 Adults In Correctional Facilitie		
INCOME (8000's)		
Other State Apportionments - Current Year	$78,000.00	
	$78,000.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$59,141.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$18,859.00	
	$78,000.00	
Resource: 6371 CalWORKs for ROCP or Adul		
INCOME (8000's)		
All Other State Revenues	$55,000.00	
	$55,000.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$24,642.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$30,358.00	
	$55,000.00	
Resource: 6391 Adult Education Block Grant F		
INCOME (8000's)		
All Other State Revenues	$912,935.00	
Adult Education Fees	$50,000.00	
All Other Local Revenues	$1,600.00	
	$964,535.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$857,020.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$192,645.00	
	$1,049,665.00	

Fund: 1100 Adult Education Fund

	Budget Change	Explanation
Resource: 7690 STRS On-Behalf Pension Cont		
INCOME (8000's)		
All Other State Revenues	$31,916.00	
	$31,916.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$31,916.00	
	$31,916.00	

Fund: 1300 Cafeteria Fund

	Budget Change	Explanation
Resource: 5310 Child Nutrition - School Progr		
INCOME (8000's)		
Child Nutrition -Lunch	$1,110,000.00	
Child Nutrition - Brkfst	$662,000.00	
Donated Food Commodities	$250,000.00	
Child Nutrition - Lunch	$560,500.00	
Child Nutrition - Brkfst	$497,500.00	
Adult Lunch	$1,520.00	
Adult Brkfst	$720.00	
Student Ala Carte	$40,020.00	
Interest	$80,000.00	
All Other Local Revenues	$3,000.00	
	$3,205,260.00	
EXPENSES		
Salaries & Benefits (1000's-3000's)	$1,711,055.00	
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$2,599,392.00	
	$4,310,447.00	

Fund: 2000 SPECIAL RESERVE FUND FOR OTHER

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$40,000.00	
Other Authorized Interfund Transfers In	$66,300.00	
	$106,300.00	

Fund: 2140 Building Funds - Local 4

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$75,000.00	
	$75,000.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$2,487,826.17	
	$2,487,826.17	

Fund: 2500 CapitalFacilities Fund

	Budget Change	Explanation
Resource: 9010 Other Local		
INCOME (8000's)		
Interest	$10,000.00	
Mitigation/Developer Fees	$600,000.00	
	$610,000.00	

Fund: 3540 SCHOOL FACILITY PROGRAM

	Budget Change	Explanation
Resource: 7710 OPSC School Facilities Bond P		
INCOME (8000's)		
Interest	$50,000.00	
	$50,000.00	

Fund: 3550 School Facility Program

	Budget Change	Explanation
Resource: 7710 OPSC School Facilities Bond P		
INCOME (8000's)		
Interest	$50,000.00	
	$50,000.00	

Fund: 3560 School Facility Program

	Budget Change	Explanation
Resource: 7710 OPSC School Facilities Bond P		
INCOME (8000's)		
Interest	$5,000.00	
Other Authorized Interfund Transfers In	$7,000,000.00	
	$7,005,000.00	

Fund: 4000 Special Reserve - Capital Outlay

	Budget Change	Explanation
Resource: 0026 Local Project		
INCOME (8000's)		
Other Authorized Interfund Transfers In	$25,000.00	
	$25,000.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$20,000.00	
	$20,000.00	

Fund: 4010 Special Reserve (Cap Outlay) 2

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Leases and Rentals	$35,400.00	
Interest	$250,000.00	
Other Authorized Interfund Transfers In	$1,700,000.00	
	$1,985,400.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$3,503,000.00	
	$3,503,000.00	

Fund: 4020 Special Reserve (Cap Outlay) 3

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$20,000.00	
	$20,000.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$3,500,000.00	
	$3,500,000.00	

Fund: 4030 Special Reserve (Cap Outlay) 4

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$5,000.00	
	$5,000.00	

Fund: 6700 Self Insurance Fund

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$200.00	
In-District Premiums/Contributions	$8,700,000.00	
All Other Local Revenues	$750,000.00	
Other Authorized Interfund Transfers In	$6,500,000.00	
	$15,950,200.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$15,950,000.00	
	$15,950,000.00	

Fund: 7300 FoundationTrust Fund

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$1,000.00	
	$1,000.00	

Fund: 7310 Foundation Trust Fund 2

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$4,000.00	
	$4,000.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$4,300.00	
	$4,300.00	

Fund: 7320 Foundation Trust Fund 3

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$200.00	
	$200.00	

Fund: 7335 Foundation Trust Fund 5

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$20.00	
All Other Local Revenues	$500.00	
	$520.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$200.00	
	$200.00	

Fund: 7336 FOUNDATION TRUST FUND 6

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$15.00	
All Other Local Revenues	$100.00	
	$115.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$100.00	
	$100.00	

Fund: 7340 Scholarship Foundation 1

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$1,800.00	
All Other Local Revenues	$30,600.00	
	$32,400.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$38,775.00	
	$38,775.00	

Fund: 7342 Scholarship Foundation 3

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$800.00	
	$800.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$4,000.00	
	$4,000.00	

Fund: 7344 Scholarship Foundation 5

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$1,200.00	
All Other Local Revenues	$500.00	
	$1,700.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$2,000.00	
	$2,000.00	

Fund: 7346 Scholarship Foundation 7

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$150.00	
	$150.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$100.00	
	$100.00	

Fund: 7348 Scholarship Foundation 9

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$3,000.00	
	$3,000.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$750.00	
	$750.00	

Fund: 7350 Scholarship Foundation 11

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$100.00	
	$100.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$500.00	
	$500.00	

Fund: 7351 Scholarship Foundation 12

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$100.00	
	$100.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$250.00	
	$250.00	

Fund: 7352 Scholarship Foundation 13

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$1,000.00	
	$1,000.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$15,000.00	
	$15,000.00	

Fund: 7353 Scholarship Foundation 14

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$800.00	
	$800.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$800.00	
	$800.00	

Fund: 7356 Scholarship Foundation 17

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$80.00	
All Other Local Revenues	$100.00	
	$180.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$100.00	
	$100.00	

Fund: 7360 Scholarship Foundation 21

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$80.00	
All Other Local Revenues	$1,800.00	
	$1,880.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$1,800.00	
	$1,800.00	

Fund: 7361 Scholarship Foundation 22

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$60.00	
	$60.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$100.00	
	$100.00	

Fund: 7362 Scholarship Foundation 23

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$100.00	
All Other Local Revenues	$150.00	
	$250.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$1,000.00	
	$1,000.00	

Fund: 7363 Scholarship Foundation 24

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$40.00	
	$40.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$100.00	
	$100.00	

Fund: 7365 Scholarship Foundation 26

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$20.00	
	$20.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$500.00	
	$500.00	

Fund: 7368 Scholarship Foundation 29

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$20.00	
	$20.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$1,000.00	
	$1,000.00	

Fund: 7370 Scholarship Foundation 31

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$150.00	
	$150.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$1,000.00	
	$1,000.00	

Fund: 7371 SCHOLARSHIP FOUNDATION 32

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$150.00	
	$150.00	

Fund: 7372 SCHOLARSHIP FOUNDATION 33

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$380.00	
	$380.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$500.00	
	$500.00	

Fund: 7373 SCHOLARSHIP FOUNDATION 34

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$25.00	
	$25.00	

Fund: 7375 Scholarship Foundation 36

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$400.00	
	$400.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$500.00	
	$500.00	

Fund: 7376 Scholarship Foundation 37

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$450.00	
	$450.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$1,000.00	
	$1,000.00	

Fund: 7377 SCHOLARSHIP FOUNDATION 38

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$15,000.00	
	$15,000.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$4,500.00	
	$4,500.00	

Fund: 7378 Scholarship Foundation 39

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$100.00	
	$100.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$1,000.00	
	$1,000.00	

Fund: 7379 Scholarship Foundation 40

	Budget Change	Explanation
Resource: 0000 Unrestricted Resources		
INCOME (8000's)		
Interest	$8,000.00	
	$8,000.00	
EXPENSES		
Supplies, Other Operating Expenses & Equipment (4000's-7000's)	$1,000.00	
	$1,000.00	

Financial Report
#6

AGENDA: **PUBLIC HEARING**

TOPIC: 2026/2027 Proposed District Budget

DESCRIPTION: The 2026/2027 Proposed District Budget is presented for public hearing. The budget includes all funds of the District.

Financial Report
#7

AGENDA: New Business / Information

TOPIC: Establish Temporary Interfund Transfers of Special or Restricted Fund Monies
Resolution #26-11

DESCRIPTION: Attached is a resolution authorizing the temporary transfer of funds between all district funds for the fiscal year 2026/2027. The temporary borrowing between funds or accounts shall be used only for payment of obligations as authorized by Education Code Section 42603. The resolution will be passed annually.

FISCAL IMPACT: Transferred amounts 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 the fiscal year.

RECOMMENDATION: This item will be brought back to the next regularly scheduled meeting for Board consideration.

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION TO ESTABLISH TEMPORARY INTERFUND
TRANSFERS OF SPECIAL OR RESTRICTED FUND MONIES

Resolution No. 26-11

ON MOTION of Member_____, seconded by Member_____, the following resolution is hereby adopted:

WHEREAS, the governing board of any school district may direct that monies 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 Hanford Joint Union High School District, in accordance with the provisions of Education Code Section 42603 adopts the following authorization for fiscal year 2026-2027 to temporarily transfer funds between the following funds provided that all transfers are approved by the Superintendent or his designee:

(List applicable funds) ALL DISTRICT FUNDS

THE FOREGOING RESOLUTION WAS ADOPTED this 23rd day of June 2026, by the following vote:

AYES:
NOES:
ABSENT:

I, Janet Barbeiro, 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 my hand this 23rd day of June 2026.

_____
Clerk of the Governing Board

Financial Report
#8

AGENDA: New Business / Information

TOPIC: Establishing the Committed General Fund Balance
Resolution #26-12

DESCRIPTION: Proposition 2 (2014) requires the state to deposit funds into the Public-School System Stabilization Account (Prop 98 Reserve) when various economic conditions are met. The Constitution limits the reserve to 10% of the minimum guarantee in any fiscal year.

Senate Bill (SB) 751 (Statues of 2017) sets a threshold for triggering a cap on district reserves and the limits of how much school districts can maintain in their local reserves. The latest statewide data provided in the Governors May Revise projections shows that for 2026/2027 the state will meet the Prop 98 reserve limits therefore the district must act to address its existing reserve cap.

Each year the district must meet this reserve cap compliance; the district must act to commit the fund balance, contribute to restricted programs, transfer to other funds or seek a compliance exemption from the County Office of Education. Exemptions should be a last resort option.

In accordance with GASB 54 the Hanford Joint Union High School District hereby commits $7,470,560 of its General Fund Ending Fund Balance for Instructional Program Operations and Economic Uncertainties.

FISCAL IMPACT: To change Committed Funds out of this account for any other purpose must be done so by adopting another resolution.

RECOMMENDATION: This item will be brought back to the next regularly scheduled meeting for Board consideration.

RESOLUTION OF THE GOVERNING BOARD OF

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

In the Matter of the Committed Fund Balance)
)
) Resolution Number: 26-12

WHEREAS, the Government Standards Accounting Board (GASB) has issued Statement No. 54, establishing a hierarchy clarifying the constraints that govern how a government entity can use amounts reported as fund balance; and

WHEREAS, the Governing Board is the highest level of decision-making authority, and has the authority to commit, assign, or evaluate existing fund balance classifications and identify the intended uses of committed or assigned funds; and

WHEREAS, the committed fund balance classification reflects amounts subject to internal constraints self-imposed by the Governing Board; and

WHEREAS, once the committed fund balance constraints are imposed, it requires the constraint to be removed by the Governing Board prior to redirecting the funds for other purposes; and

WHEREAS, the Governing Board has determined it will continue to use Fund 01, for the purpose of maintaining the General Instructional program.

NOW, THEREFORE, be it resolved, that the Governing Board of the Hanford Joint Union High School District, in accordance with the provisions of GASB 54 hereby commits state funding for General Instructional Program Operations and Economic Uncertainties in Fund 01, as indicated by the Committed Fund classification, and funds cannot be used for any purpose other than directed above, unless the Governing Board adopts another resolution to remove or change the constraint.

PASSED AND ADOPTED this 23rd day of June 2026, by the Governing Board of the Hanford Joint Union High School District, of Kings County, California, by the following vote:

NAME OF BOARD MEMBER				
Janet Barbeiro	___Yes	___No	___ Abstain	___Absent
Lisa Chavarin	___Yes	___No	___ Abstain	___Absent
Paul Gillum	___Yes	___No	___ Abstain	___Absent
Alicia Martella	___Yes	___No	___ Abstain	___Absent
Melonie Robinson	___Yes	___No	___ Abstain	___Absent

Alicia Martella,
President, Board of Trustees

Janet Barbeiro
Clerk, Board of Trustees

Financial Report
#9

AGENDA: New Business / Information

TOPIC: Board Delegation of Powers/Duties
Resolution #26-13

DESCRIPTION: This resolution authorizes the Director of Business to make budget revisions to the prior fiscal year, 2025/2026. This resolution is passed annually to allow for end-of-year clean-up.

FISCAL IMPACT: Not applicable

RECOMMENDATION: This item will be brought back to the next regularly scheduled meeting for Board consideration.

RESOLUTION NO. 26-13

RESOLUTION OF THE GOVERNING BOARD
OF THE HANFORD JOINT UNION HIGH SCHOOL DISTRICT

BOARD DELEGATION OF POWERS/DUTIES OF GOVERNING BOARD
(EDUCATION CODE §35161)

WHEREAS, Education Code § 35161 provides that "the governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board . . ."; and

WHEREAS, Stats. 1987, c. 1452, § 200, effective January 1, 1988, amended Education Code § 35161 and added the following new language which provides further that the governing board ". . . may delegate to an officer or employee of the district any of those powers or duties. The governing board; however, retains ultimate responsibility over the performance of those powers or duties so delegated . . .", and

WHEREAS, the Governing Board of the Hanford Joint Union School District recognizes that while the authority provided in Education Code § 35161 authorizes the Board to delegate any of its powers and duties, the Governing Board retains the ultimate responsibility over the performance of those powers or duties.

NOW THEREFORE, BE IT RESOLVED that in accordance with the authority provided in Education Code § 35161, the Governing Board of the Hanford Joint Union High School District hereby delegates the authority to act on its behalf in performance of the duties and powers granted to the Board in law to the following officers or employees of the district and for the responsibilities and period of time indicated below:

BOARD-DELEGATED POWER OR DUTY INCLUDING ANY LIMITATIONS OR RESTRICTIONS APPLICABLE THERETO	BOARD-AUTHORIZED DISTRICT EMPLOYEE/OFFICER	BOARD-AUTHORIZED TIME PERIOD
Budget revisions for major account classifications	Julie Fagundes, Director of Business	July 1, 2025-August 31, 2026 (for year-end closing)

The adoption of the foregoing resolution was moved by Board Member _____, seconded by Board Member _____, and passed by _____ vote of Board Members present.

I, Dr. Victor Rosa, Secretary of the Governing Board of the Hanford Joint Union High School District hereby certify that the foregoing is a true and correct copy of a Resolution duly made, adopted and entered in the Board minutes of the Governing Board meeting on the 23rd day of June 2026.

_____

Secretary, Governing Board

Financial Report
#10

AGENDA: New Business / Information

TOPIC: Comprehensive Facilities Maintenance Plan

DESCRIPTION: Education Code Section 17014 requires the Board of Education to certify as part of the school district's annual budget process that a plan has been prepared for completing major maintenance, repair, and replacement requirements for State-funded school facilities.

To meet this plan requirement and to insure that all HJUHSD facilities are maintained in good repair, HJUHSD has (1) established a School Facilities Inspection System to identify, budget, and schedule maintenance needs; (2) established and maintains a Routine Restricted Maintenance account within the General Fund for ongoing and major maintenance of HJUHSD buildings, pursuant to Education Code Section 17070.75.

Staff hereby requests that the Board certify that a Comprehensive Facilities Maintenance Plan has been established pursuant to Education Code Section 17014. (This plan will be updated and reviewed annually in June as part of the budget process.)

FISCAL IMPACT: None

RECOMMENDATION: This item will be brought to the next regularly scheduled meeting for Board consideration.

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
COMPREHENSIVE FACILITIES MAINTENANCE PLAN
(ROUTINE RESTRICTED AND DEFERRED MAINTENANCE PROGRAMS)

1. OVERVIEW

The Hanford Joint Union High School District (HJUHSD) participates in the State School Facility Program (SFP). The SFP requires participating districts to assure that State-funded projects are kept in good repair. In order to ensure that facilities are maintained in good repair, the SFP program requires districts to have a School Facilities Inspection System in place, and also require that funds be budgeted and expended to make necessary repairs.

To meet these requirements, HJUHSD has (1) established a School Facilities Inspection System; and (2) established and maintains a restricted account (Routine Restricted Maintenance, Resource 8150) within the General Fund for ongoing, major and deferred maintenance of HJUHSD buildings, pursuant to Education Code Section 17070.75.

HJUHSD will identify maintenance concerns through the Facilities Inspection System that utilizes an annual evaluation with the Facility Inspection Tool (see attached) and a work order system, will plan and schedule the work using routine work orders and the Deferred Maintenance Plan (DMP), and will fund the necessary repairs using Routine Restricted Maintenance (RRM) funds.

The HJUHSD shall budget a minimum of three percent annually for RRM Projects and shall transfer a minimum of three percent (3%) of the unrestricted General Fund expenditures into the RRM account, for no less than twenty (20) years.

Unexpended balances in the RRM account, which includes Deferred Maintenance, shall be carried forward to be spent on maintenance expenditures in future years.

2. ROUTINE RESTRICTED MAINTENANCE EXPENDITURES

The RRM Account shall be used for "maintenance" of HJUHSD facilities. The California School Accounting Manual defines maintenance as:

> *"Activities involved with repairing, restoring, or renovating school property, including grounds, buildings, site improvements, building fixtures, and service systems."*

RRM Account expenditures will be made as allowed by the Office of Public School Construction (OPSC). OPSC has identified four types of maintenance that may be accomplished using RRM Account funds:

1. Breakdown: The emergency maintenance to equipment necessary to continue normal school functions.

2. Operating: Work necessary for a component to function and operate properly (i.e., lubrication, belt replacement, tune up, replacement of lighting ballasts).

3. Preventive: Regularly scheduled maintenance based on life-cycle projection of various components.

4. Overhaul: Periodic major repair or replacement of operating parts and components of equipment.

Education Code Section further defines major maintenance as *"all actions necessary to keep flooring, siding, painting, floor and window coverings, fixtures, cabinets, heating and cooling systems, landscaping, fences, and other items designated by the Governing Board of the school district in good repair."*

HJUHSD will use the RRM funds for expenditures as indicated above.

In addition to the expenditures indicated above, the expenditures listed below are necessary for maintenance of HJUHSD facilities, are eligible to be paid from RRM funds, and may be partially charged to the General Fund, Resource 8150 as appropriate.

1. Facilities Department management and technicians
2. Facilities Department office staff
3. Contracted maintenance workers
4. Office supplies necessary for maintenance functions
5. Maintenance supplies (nails, hammers, paint, brushes, wood, pipe)
6. Staff development to keep staff up to date on the latest technology
7. Equipment (vehicles, tools, machine rentals)

3. DEFERRED MAINTENANCE EXPENDITURES

Deferred Maintenance projects include but are not limited to major repair or replacement of building parts and components. Major maintenance for Deferred Maintenance purposes includes asbestos abatement, classroom lighting, electrical, floor covering, HVAC, painting, paving, plumbing, roofing, underground tanks, wall systems, and lead based paint abatement.

4. ANNUAL REVIEW AND UPDATING

The Comprehensive Facilities Maintenance Plan will be reviewed annually as part of the annual budget process and will be updated as needed. This plan, including any components or updates, will be available for public review during normal working hours.

Financial Report
#11

AGENDA: Old Business / Action

TOPIC: Proposed Pricing for Cafeteria Meals

DESCRIPTION: On July 9, 2021, Assembly Bill (AB) 130 was signed into law establishing a California Universal Meals Program beginning SY 22-23. Universal Meals requires that LEAs with high poverty schools adopt a federal provision, such as the Community Eligibility Provision (CEP).

High poverty schools are defined as a school or group of schools that have an Identified Student Percentage (ISP) of over 40 percent. ISP is determined by dividing the number of directly certified students, including those certified as foster, homeless, runaway, or migrant, by the total number of enrolled students.

The CEP is a four-year reimbursement option based solely on direct certification data, which means agencies do not collect household meal applications.

Additionally, CA Universal Meals requires that LEAs provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-priced eligibility.

HJUHSD is considered high poverty with a current combined ISP of 45.64%. CEP was established in SY 22-23 and the four-year cycle concluded SY 25-26.

A new base year will be established and ISP% calculated to begin SY 26-27.

FISCAL IMPACT: We are anticipating a higher ISP% for the next 4-year cycle. We expect this to have a positive fiscal impact.

RECOMMENDATION: Administration recommends approval of this item as presented.

Financial Report
#12

AGENDA: Old Business / Action

TOPIC: Proposed Menus & Pricing for District Snack Bars & Student Stores

DESCRIPTION: The attached menus for A La Carte Sales at Hanford High, Hanford West, Sierra Pacific, Earl F. Johnson, and Student Stores at Hanford High, Hanford West and Sierra Pacific have been revised to reflect proposed changes. The current price is indicated for each item as well as proposed price changes.

For 2026/2027 we will continue to work with local vendors to secure compliant products.

FISCAL IMPACT: Updated prices will cover costs.

RECOMMENDATION: Administration recommends approval of this item as presented.

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

Snack Bars - Hanford High, Hanford West High, Sierra Pacific High & Earl F. Johnson

A LA CARTE MENU

	Price	Proposed Price
DRINKS, BOTTLED		
- 12 OZ GATORADE	1.00	
-20 OZ GATORADE	1.50	
-10 OZ FRUIT JUICE	1.25	
-IZZE SPARKLING JUICE	1.00	
-20 OZ (SMALL) WATER	1.00	
-1 LITER (LARGE) WATER	1.50	
-MILK	.30	

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

Student Store – Hanford High, Hanford West High & Sierra Pacific High

A LA CARTE MENU

	Price	Proposed Price
CHIPS	1.00	
CHEEZ-ITS	.50	.75
CHEX MIX	.75	1.00
POP CHIPS	1.00	
SUN CHIPS	.50	
SKINNY POP	.75	1.00
BEEF JERKY	1.50	
POP TART (single)	.75	
CEREAL BAR	.75	
GO-GURT	.50	
GRANOLA BAR	.75	
STRING CHEESE	.75	
FRUIT CUP	.75	
OATMEAL	.50	
RICE KRISPIE TREAT	.75	
ROLDGOLD PRETZELS	.75	
GOLDFISH	.50	.75
BROWNIE	.75	
FRUIT SNACKS	.75	
YOGURT	.50	
MUFFIN	.75	
FRUIT ROLL-UP	.50	
MINI CHOC CHIP COOKIES		.75
ANNIE'S FROZEN YOGURT	2.00	
DIPPIN DOTS	3.00	
DRINKS - 12 OZ GATORADE	1.00	
- 20 OZ GATORADE	1.50	
– 10 OZ FRUIT JUICE	1.25	
- NAKED JUICE	2.00	
- SNAPPLE	1.00	
- FRUIT 66, EPIC FLAVORED WATER	1.00	
- IZZE SPARKLING JUICE	1.00	
- 20 OZ (SMALL) WATER	1.00	
- 1 LITER (LARGE) WATER	1.50	
- SLUSHIES	1.00	
- HOT CHOCOLATE/VANILLA LATTE (large)	1.00	

Financial Report
#13

AGENDA:	New Business / Information / Action
TOPIC:	Sierra Pacific High School Buildings J3 & M1 Project – Change Order #6
DESCRIPTION:	Change Order #6 is for two Construction Change Directives (CCD) approved in the field. One relative to final connections for the irrigation system in the amount of $9,398.70; and, one relative to ADA sinks required by the Division of State Architect (DSA) inspector, in the amount of $5,355.95 The total cost for Change Order #6 is $14,754.65 with no additional days.
FISCAL IMPACT:	Cost of $14,754.65 to be paid from the School Facility Fund.
RECOMMENDATION:	Administration recommends approval of Sierra Pacific Buildings J3 & M Project – Change Order #6.

CHANGE ORDER

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER NO.: 06

DATE OF ISSUANCE:

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACT DATE: 10/9/2025

NOTICE TO PROCEED: 10/9/2025

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

The Contract is changed as follows:

Description:

CCD 009 / COR 012: Labor and Materials to install new Irrigation wires that were not located per the As-Builts and are required to final connect the irrigation system. $9,398.70

CCD 015 / COR 017: Labor and Materials to install three new ADA sinks in the Ceramic Classroom and the two Arts Classroom as required by DSA Field Engineer. $5,355.95

It is mutually agreed that the affixed signature to this Change Order is evidence that all compensation with respects to the changes defined herein have been satisfied with the execution of this document. Furthermore, no additional compensation either monetarily or via time extension to this contract will be sought in respect to this Change Order.

The Original Contract Sum and Contract Completion Date:	$16,195,000.00	3/26/2027
Net change (Contract Sum and Contract Time) by previous Change Orders:	$366,321.77	0 days
Contract Sum and Contract Completion Date prior to this Change Order:	$16,561,321.77	3/26/2027
Contract Sum and Contract Time (increased or decreased) by this Change Order:	$14,754.65	0 days
New Contract Sum and Contract Completion Date including this Change Order:	$16,576,076.42	3/26/2027

CONTRACTOR	ARCHITECT	OWNER
Ardent General, Inc.	Darden Architects	Hanford Joint Union High School Distric
2960 N. Burl Ave	6790 N. West Ave	823 W. Lacey Blvd.
Fresno CA 93727-	Fresno, California 93711	Hanford CA 93230-
By:	By:	By: Renee Creech
Date: 5/22/2026	Date: 4/1/26	Date: 05.26.2026

☑ OWNER ☑ CONTRACTOR ☑ ARCHITECT ☐ CONSULTANT ☐ INSPECTOR ☐ OTHER

darden architects

6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

CONSTRUCTION CHANGE DIRECTIVE

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

DIRECTIVE NO.: 009

DATE OF ISSUANCE: 3/4/2026

CONTRACT DATE: 10/9/2025

NOTICE TO PROCEED: 10/9/2025

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

You are hereby directed to make the following change(s) in this Contract:

Existing Irrigation Wires

During site exploration for irrigation scope, irrigation wires were found that control other areas of the s chool site. They are in conflict with the fire water scope of work. New wires and counduits are required to reroute connection.

CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- [x] Lump Sum (increase) of $9,398.70
- [ ] Unit Price of $0.00
- [ ] As provided for in General Conditions and the Supplemental Conditions of the contract.
- [ ] As Follows:

2. The Contract Time is proposed to (be adjusted) . The proposed adjustment, if any, is increase of **0** days)

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT	OWNER	CONTRACTOR
Darden Architects	Hanford Joint Union High School Distric	Ardent General, Inc.
6790 N. West Ave	823 W. Lacey Blvd.	2960 N. Burl Ave
Fresno, California 93711	Hanford CA 93230-	Fresno CA 93727-
By: Justo Pardon	By: Rene Cruz	By:
Date: 3/4/26	Date: 03.04.2026	Date: 3/4/26

[x] OWNER [x] CONTRACTOR [x] ARCHITECT [ ] CONSULTANT [ ] INSPECTOR [ ] OTHER

darden architects

6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765
www.dardenarchitects.com

CHANGE ORDER REQUEST REVIEW

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER REQUEST NO.: 012

DATE OF ISSUANCE: 2/13/2026

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

DESCRIPTION OF PROPOSED CHANGE:

Requested By:

Scope:

Existing Irrigation Wires

Necessary for:

DESIGN CONSULTANT'S REVIEW:

Date Sent: 2/13/2026
Referred To: BCF
Date Returned: 2/18/2026

ACTION:

- [x] NO EXCEPTION TAKEN RELATIVE TO COST
- [ ] NO EXCEPTION TAKEN RELATIVE TO TIME
- [ ] AMEND AS NOTED AND RESUBMIT
- [ ] REJECTED

Consultants Remarks

ARCHITECT'S REVIEW:

Date Returned: 3/4/2026

ACTION:

- [x] NO EXCEPTION TAKEN RELATIVE TO COST
- [ ] NO EXCEPTION TAKEN RELATIVE TO TIME
- [ ] AMEND AS NOTED AND RESUBMIT
- [ ] REJECTED

Architects Remarks:

Attachments:

REVIEWED:
Darden Architects
6790 N. West Ave
Fresno, California 93711

Justo Pardon
Darden Architects : **Date :** 3/4/26

APPROVED:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Rene Creech 03.04.2026
Owner : **Date :**

The Architect is hereby directed to instruct the Contractor to make the above changes in the Project and to include these changes in a subsequent Change Order:

- [x] OWNER
- [x] CONTRACTOR
- [ ] INSPECTOR
- [ ] STRUCTURAL
- [ ] MECHANICAL
- [ ] ELECTRICAL
- [x] OTHER

PCO #012

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
Phone: (559) 492-3969

Project: 25-09 - 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

Prime Contract Potential Change Order #012: Existing Irrigation Wires

TO:	Hanford Joint Union High School 823 West Lacey Boulevard Hanford California, 93230	**FROM:**	
PCO NUMBER/REVISION:	012 / 0	**CONTRACT:**	1 - Standard Template [Change Name]
REQUEST RECEIVED FROM:		**CREATED BY:**	Stephanie Perkins (Ardent General, Inc.)
STATUS:	Pending - In Review	**CREATED DATE:**	2/12 /2026
REFERENCE:	RFI#54	**PRIME CONTRACT CHANGE ORDER:**	
FIELD CHANGE:	No		
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
		TOTAL AMOUNT:	$9,398.70

POTENTIAL CHANGE ORDER TITLE: Existing Irrigation Wires

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #020 - Existing Irrigation Wires
Trench for wires, install sleeve, and complete splicing.

ATTACHMENTS:
RFI#54 Response.pdf new vision cco sp.pdf New vision landscape RFP Notes sierra pacific.pdf

#	Cost Code	Description	Type	Amount
1	32-9000 - Planting/Landscape		Commitment	$ 8,418.00

Subtotal:	$8,418.00
OH&P: 10.00% Includes Cost Type (13)	$ 841.80
Insurance: 1.50% Includes Cost Type (13)	$ 138.90
Grand Total:	$9,398.70

SUBMITTAL REVIEW

REVIEW IS ONLY FOR GENERAL COMPLIANCE WITH CONTRACT DOCUMENTS AND GENERAL ARRANGEMENT OF FACILITIES.

QUANTITIES, DIMENSIONS AND JOB CONDITIONS ARE THE RESPONSIBILITY OF THE CONTRACTOR.

- [X] NO EXCEPTIONS TAKEN
- [ ] NO EXCEPTIONS EXCEPT AS NOTED
- [ ] AMEND AS NOTED AND RESUBMIT
- [ ] REJECTED - SEE REMARKS

BLAIR, CHURCH & FLYNN
CONSULTING ENGINEERS
451 CLOVIS AVENUE, SUITE 200
CLOVIS, CA 93612
(559) 326-1400

BY: C. Heskett DATE: 02/18/26

Hanford Joint Union High School
823 West Lacey Boulevard
Hanford California 93230

SIGNATURE **DATE**

SIGNATURE **DATE**

Landscape Bid Proposal

New Vision Landscape & Designers, Inc

4376 N Gregory Ave

Fresno, CA 93722

License #: 1096708 DIR# PW-LR: 1001186909

Ph: 559-765-7963 Email: nvlandscape.co@gmail.com

Project information

Project Name:	**Sierra Pacific High School Buildings J3 and M1 Project**	**Bid Date**	2/11/2026
Address		**Bidding To:**	Ardent General
Addendums		**Project Type:**	Prevaling Wage
Bulletins/Memos:		**Spec Sections:**	irrigation

Scope of work

Labor- $2,460

Materials- $4,580

Equipment F-350- $280

0

0

0

%15 1,098

Total 8,418 See breakdown sheet

Exclusions:

0

Company Proposal:

New Vision Landscape Designers, Inc. propose to furnish the above scope of work, Labor, Materials, tools, equipment, supervision per plans & specs.

Submitted by: Jose Flores - President

Date

New vision Break down/ Sierra Pacific HS

Irrigation Materials

1. Irrigation wires/ 56 wires
2. Wire connectors / 112 connections
3. 1 Additional splice box
4. Conduit sleeving

Equipment

1.Ford F-350

Labor

1. 4 Labor's 8hrs each. Trench for wires, install sleeve and complete splicing.
2. 2 labors 4hrs each. Install splice box, backfill and compact trenches.

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
P: (559) 492-3969

Project: 25-09 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

RFI #54: Existing Irrigation Wires

Revision	0	**Status**	Closed on 02/10/26
To	Justo Padron (Darden Architects)	**From**	Alex Aguilar (Ardent General, Inc.) 2960 N Burl Ave Fresno, California 93727
Date Initiated	Feb 6, 2026	**Due Date**	Feb 9, 2026
Location		**Project Stage**	Course of Construction
Cost Impact	TBD	**Schedule Impact**	TBD
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Jose Flores (New Vision Landscape Designers Inc.)	**Sub Job**	
Copies To	Alex Aguilar (Ardent General, Inc.), Richard Braswell (Hanford Joint Union High School), Renee Creech (Hanford Joint Union High School), Jennifer Diaz (Darden Architects), Grant Dodson (Darden Architects), Julie Fagundes (Hanford Joint Union High School), Marc Lopez (Ardent General, Inc.), Chris Pavone (Ardent General, Inc.), Ben Stidman (Hanford Joint Union High School), Ricky Teter (Ardent General, Inc.)		

Activity

Question

Question from Alex Aguilar Ardent General, Inc. *on Thursday, Feb 5, 2026 at 04:14 PM PST*

During site exploration for irrigation scope, irrigation wires were found that control other areas of the school site. They are in conflict with the fire water scope of work. Please advise how you would like us to proceed.

See image attached showing the locations on the dotted line. The solid line represents the recommended route.

Attachments
RFI 3 sierra pacific.pdf

Official Response

Response from Justo Padron Darden Architects *on Tuesday, Feb 10, 2026 at 07:10 AM PST*

No exception taken to the proposed rerouting.

Attachments
2278_RFI 054.pdf

All Replies

Response from Justo Padron Darden Architects *on Tuesday, Feb 10, 2026 at 07:10 AM PST*

No exception taken to the proposed rerouting.

Attachments
2278_RFI 054.pdf

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

REQUEST FOR INFORMATION

RFI No.: **054**

To: **Darden Architects**
6790 N. West Ave
Fresno, California 93711

Date: 2/10/2026
Respond By: 2/17/2026

Attn: **Justo Padron**

Architect Project No. **2278**

DSA/OSHPD Review Required Yes ☐ No ☑ Apprd ☐

Project: **Hanford Sierra Pacific High School Buildings J**
Dsa No.:

INFORMATION REQUESTED:

Existing Irrigation Wires
During site exploration for irrigation scope, irrigation wires were found that control other areas of the school site. They are in conflict with the fire water scope of work. Please advise how you would like us to proceed.

See image attached showing the locations on the dotted line. The solid line represents the recommended route.

Cost Impact: $0.00 Signature:
Schedule Impact: 0 Days Pages Attached: 5
Trade/Contractor: New Vision Landscape Designer Schedule Task No/Item:

The Work shall be carried out in accordance with the following supplemental instructions issued in accordance with the Contract Documents without change in the Contract Sum or Contract Time. Proceeding with the Work in accordance with these instructions indicates your acknowledgement that there will be no change in the Contract Sum or Contract Time.

If the Contractor considers that this supplemental instruction requires a change in the Contract Sum or Contract Time, the Contractor shall not proceed with this Work and shall promptly submit an itemized proposal to the Architect for doing this work. If your proposal is found to be satisfactory and in order, this supplemental instruction will be superseded by a Construction Change Directive.

Referred To: Darden Referred Date: 2/10/2026 Return Date: 2/10/2026

SUPPLEMENTAL INSTRUCTIONS:

Existing Irrigation Wires
No exception taken to the proposed rerouting.

Consultant :
Date: 2/10/2026

Justo Padron
Date 2/10/2026

Copy: ☑ Owner ☑ Inspector ☐ Testing Lab ☐ Structural ☐ Mech. ☐ Elec ☑ File ☐ Other Pages Attached: 5

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
P: (559) 492-3969

Project: 25-09 25-09 Sierra Pacific High School
Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

RFI #54: Existing Irrigation Wires

Revision	0	**Status**	Open
To	Justo Padron (Darden Architects)	**From**	Alex Aguilar (Ardent General, Inc.) 2960 N Burl Ave Fresno, California 93727
Date Initiated	Feb 6, 2026	**Due Date**	Feb 9, 2026
Location		**Project Stage**	Course of Construction
Cost Impact	TBD	**Schedule Impact**	TBD
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Jose Flores (New Vision Landscape Designers Inc.)	**Sub Job**	
Copies To	Alex Aguilar (Ardent General, Inc.), Richard Braswell (Hanford Joint Union High School), Renee Creech (Hanford Joint Union High School), Jennifer Diaz (Darden Architects), Grant Dodson (Darden Architects), Julie Fagundes (Hanford Joint Union High School), Marc Lopez (Ardent General, Inc.), Chris Pavone (Ardent General, Inc.), Ben Stidman (Hanford Joint Union High School), Ricky Teter (Ardent General, Inc.)		

Activity

Question

Question from Alex Aguilar Ardent General, Inc. *on Thursday, Feb 5, 2026 at 04:14 PM PST*

During site exploration for irrigation scope, irrigation wires were found that control other areas of the school site. They are in conflict with the fire water scope of work. Please advise how you would like us to proceed.

See image attached showing the locations on the dotted line. The solid line represents the recommended route.

Attachments
RFI 3 sierra pacific.pdf

Awaiting an Official Response

New vision Landscape Designers inc.

REQUEST FOR INFORMATION

RFI NO: 3

PROJECT: **SIERRA PACIFIC HIGH SCHOOL BUILDINGS J3 AND M1 PROJECT**

DATE: 2/5/26

TO: Ardent General
CARE OF: Sierra pacific high

FROM: New vision landscape
4376 N Gregory AVE
Fresno, CA 93722
Attn: XXXXXX
Nvlandscape.co@gmail.com

FILING: RFI# 03

ATTN: Ardent

REF. SPECIFICATION: N/A

DRAWING:

POTENTIAL IMPACTS:

___SCHED
__X__MAT'L
_____OTHER
__X__LABOR
_____NO IMPACT

RFI SUBMITTED BY: Jose Flores

NEED REPLY BY:

During our exploring for irrigation work. We found irrigation wires that control other areas of the school. They are in conflict with the fire water work that needs to happen. Please advise what you would like us to do. The dotted line is the existing location of the wires. The solid line is a recommended route.

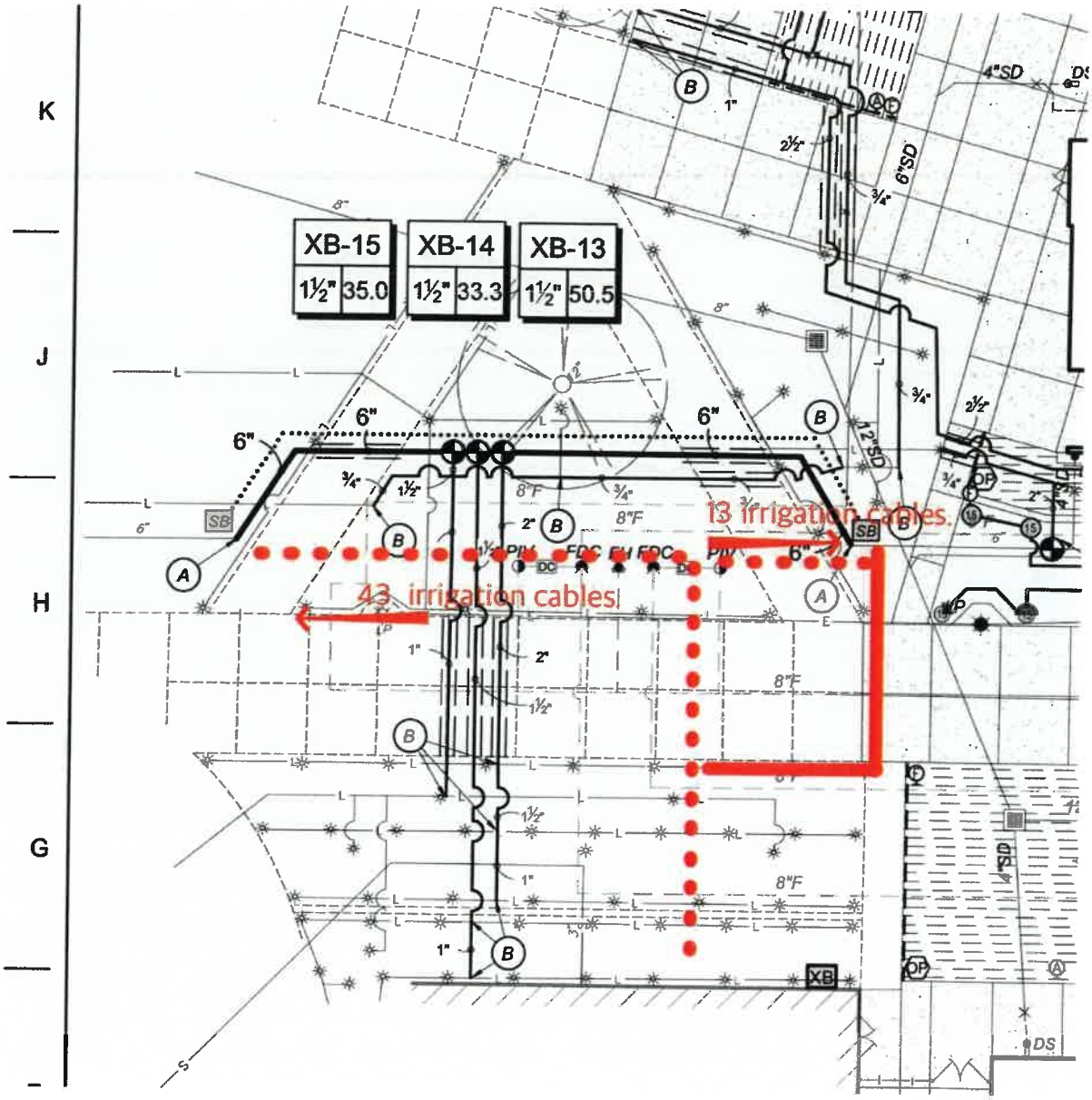
REPLY:

FIRM: SIGNED: DATE:

CC:

___X__CLARIFICATION ONLY
_____CHANGE IN CONTRACT
_____ENGINEER CHANGE
_____OTHER_____

Please see markup below.


K
J
H
G
XB-15
1½" 35.0
XB-14
1½" 33.3
XB-13
1½" 50.5
13 irrigation cables.
43 irrigation cables
6"
8"F
SB
XB
DS
OP

New vision Landscape Designers inc.

REQUEST FOR INFORMATION

RFI NO: 3

PROJECT: **SIERRA PACIFIC HIGH SCHOOL BUILDINGS J3 AND M1 PROJECT**

DATE: 2/5/26

TO: Ardent General
CARE OF: Sierra pacific high

FROM: New vision landscape
4376 N Gregory AVE
Fresno, CA 93722
Attn: XXXXXX
Nvlandscape.co@gmail.com

FILING: RFI# 03

ATTN: Ardent

REF. SPECIFICATION: N/A

DRAWING:

POTENTIAL IMPACTS:

___SCHED
__X__MAT'L
_____OTHER
__X__LABOR
_____NO IMPACT

RFI SUBMITTED BY: Jose Flores

NEED REPLY BY:

During our exploring for irrigation work. We found irrigation wires that control other areas of the school. They are in conflict with the fire water work that needs to happen. Please advise what you would like us to do. The dotted line is the existing location of the wires. The solid line is a recommended route.

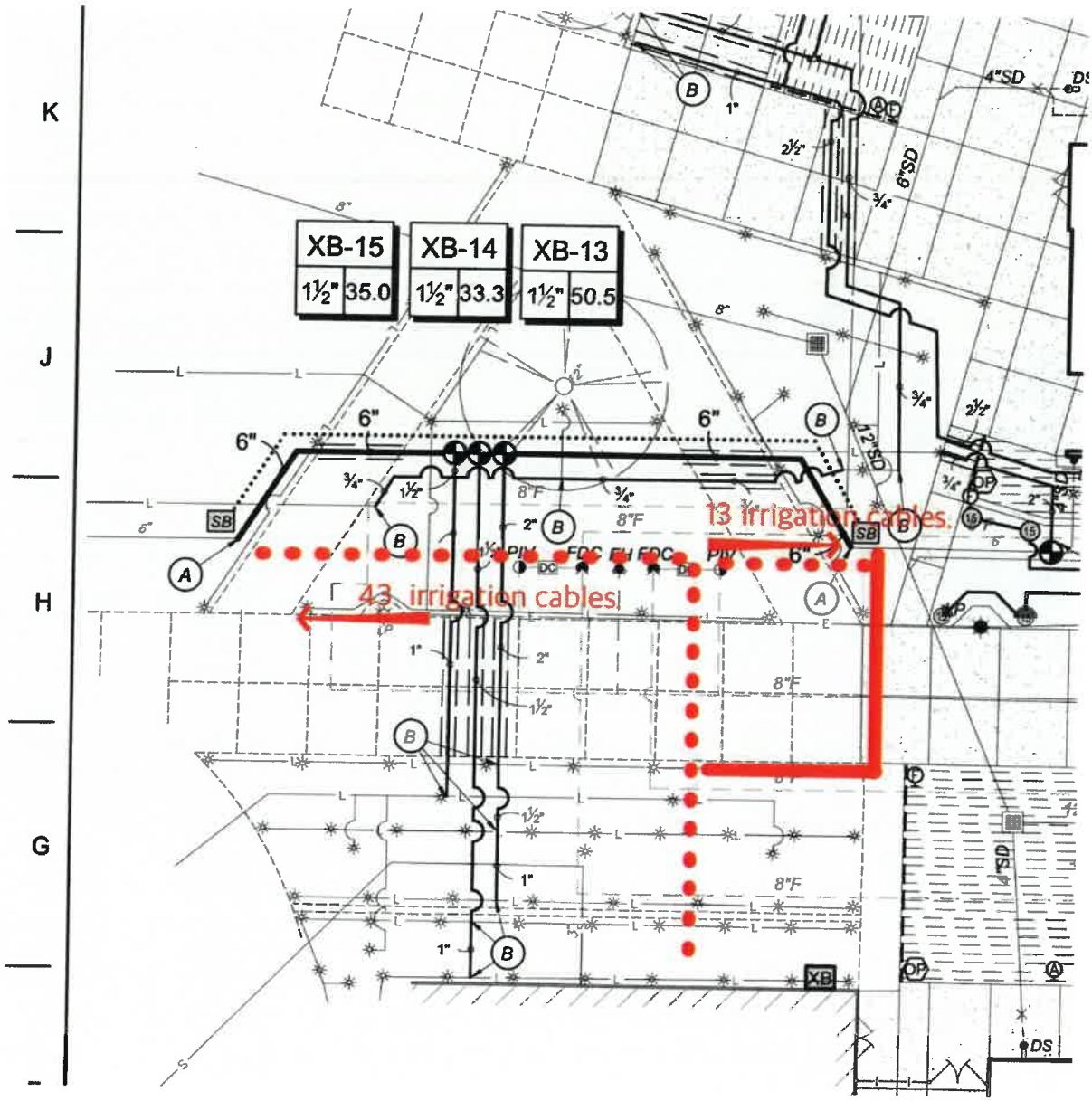
REPLY:

FIRM: SIGNED: DATE:

CC:

___X__CLARIFICATION ONLY
_____CHANGE IN CONTRACT
_____ENGINEER CHANGE
_____OTHER_____

Please see markup below.


XB-15
1½" 35.0
XB-14
1½" 33.3
XB-13
1½" 50.5
13 irrigation cables.
43 irrigation cables
K
J
H
G

darden architects

6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

CONSTRUCTION CHANGE DIRECTIVE

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

DIRECTIVE NO.: 015
DATE OF ISSUANCE: 5/1/2026
CONTRACT DATE: 10/9/2025
NOTICE TO PROCEED: 10/9/2025
Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

You are hereby directed to make the following change(s) in this Contract:

S-1 Sink ADA Requirement

DSA Field Engineer required a New ADA sink be provided in three classrooms.

CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- [x] Lump Sum (increase) of $5,355.95
- [ ] Unit Price of $0.00
- [ ] As provided for in General Conditions and the Supplemental Conditions of the contract.
- [ ] As Follows:

2. The Contract Time is proposed to (be adjusted) . The proposed adjustment, if any, is increase of **0** days)

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT	OWNER	CONTRACTOR
Darden Architects	Hanford Joint Union High School Distric	Ardent General, Inc.
6790 N. West Ave	823 W. Lacey Blvd.	2960 N. Burl Ave
Fresno, California 93711	Hanford CA 93230-	Fresno CA 93727-
By: Justo Pardon	By:	By:
Date: 4/1/26	Date:	Date:

- [x] **OWNER** - [x] **CONTRACTOR** - [x] **ARCHITECT** - [ ] **CONSULTANT** - [ ] **INSPECTOR** - [ ] **OTHER**

darden architects

6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765
www.dardenarchitects.com

CHANGE ORDER REQUEST REVIEW

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER REQUEST NO.: 017

DATE OF ISSUANCE: 4/27/2026

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

DESCRIPTION OF PROPOSED CHANGE:

Requested By:

Scope:
S-1 Sink ADA Requirements

Necessary for:

DESIGN CONSULTANT'S REVIEW:

Date Sent: 4/27/2026
Referred To: LEG
Date Returned: 5/1/2026

ACTION:

- [x] NO EXCEPTION TAKEN RELATIVE TO COST
- [ ] NO EXCEPTION TAKEN RELATIVE TO TIME
- [ ] AMEND AS NOTED AND RESUBMIT
- [ ] REJECTED

Consultants Remarks

ARCHITECT'S REVIEW:

Date Returned: 5/1/2026

ACTION:

- [x] NO EXCEPTION TAKEN RELATIVE TO COST
- [ ] NO EXCEPTION TAKEN RELATIVE TO TIME
- [ ] AMEND AS NOTED AND RESUBMIT
- [ ] REJECTED

Attachments:

Architects Remarks:

REVIEWED:
Darden Architects
6790 N. West Ave
Fresno, California 93711

Darden Architects : **Date :** 4/1/26

APPROVED:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Owner : **Date :**

The Architect is hereby directed to instruct the Contractor to make the above changes in the Project and to include these changes in a subsequent Change Order:

- [x] **OWNER**
- [x] **CONTRACTOR**
- [ ] **INSPECTOR**
- [ ] **STRUCTURAL**
- [ ] **MECHANICAL**
- [ ] **ELECTRICAL**
- [x] **OTHER**

PCO #017

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
Phone: (559) 492-3969

Project: 25-09 - 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

Prime Contract Potential Change Order #017: S-1 Sink ADA Requirements

TO:	Hanford Joint Union High School 823 West Lacey Boulevard Hanford California, 93230	**FROM:**	
PCO NUMBER/REVISION:	017 / 0	**CONTRACT:**	1 - Standard Template [Change Name]
REQUEST RECEIVED FROM:		**CREATED BY:**	Stephanie Perkins **(Ardent General, Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/17 /2026
REFERENCE:	RFI#84	**PRIME CONTRACT CHANGE ORDER:**	
FIELD CHANGE:	No		
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
		TOTAL AMOUNT:	$5,355.95

POTENTIAL CHANGE ORDER TITLE: S-1 Sink ADA Requirements

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #025 - S-1 Sink ADA Requirements
Modify the S-1 sinks to accommodate ADA requirements.

ATTACHMENTS:
2278_RFI 084.pdf _#2.Modity S-1 Sink ADA.pdf_

#	Cost Code	Description	Type	Amount
1	22-0000 - Plumbing		Commitment	$ 4,797.09
			Subtotal:	$4,797.09
			OH&P: 10.00% Includes Cost Type (13)	$ 479.71
			Insurance: 1.50% Includes Cost Type (13)	$ 79.15
			Grand Total:	**$5,355.95**

Hanford Joint Union High School
823 West Lacey Boulevard
Hanford California 93230

Renee Creech 04.30.2026
SIGNATURE **DATE**

Stephanie Perkins
Digitally signed by Stephanie Perkins
DN: C=US, E=stephanie@ardentgeneral.com, O=Ardent General Inc, CN=Stephanie Perkins
Reason: I am approving this document
Date: 2026.05.01 10:40:11-07'00'
SIGNATURE **DATE**

T.P. Thomas Plumbing, Inc.
P.O. Box 835
Dinuba, California 93618

License # 613719
Phone 559-591-6499
Fax 559-802-3306

CP # 2.0
Project # 716

Project: **SIERRA PACIFIC HIGH SCHOOL** Contractor: **ARDENT GENERAL, INC.** **Date:** 4/15/2026
Attention: **STEPHANIE / ALEX**

Ref: RFI:

Cost Proposal

Scope of Work

MODIFY THE S-1 SINKS TO ACCOMMODATE ADA REQUIREMENTS

NOTE:This proposal expires on 5/15/2026 **AND IS SUBJECT TO RE-PRICING.**

Material Description	Extension	Units	Notes	$ per unit
2" TAPPED FIGURE 5	$ 90.00	2	EA	$ 45.00
2 X 1 1/2" GALVANIZED BUSHINGS	$ 15.64	4	EA	$ 3.91
2" NO HUB COUPLINGS	$ 70.24	8	EA	$ 8.78
1 1/2" DURHAM 90 ELBOWS	$ 25.00	1	EA	$ 25.00
2" DURHAM 90 ELBOWS	$ 114.00	4	EA	$ 28.50
	$ -			
Additional Material	NONE			
SUBTOTAL MATERIAL	$ 314.88			
SALES TAX @ 8.25%	$ 25.98			
OVERHEAD & PROFIT @ 0.15	$ 51.13			
TOTAL MATERIAL COST	$ 391.99			
EQUIPMENT / SUBCONTRACT				
BOBCAT	$ -		SKID STEER	$ 40.00 PER HOUR
MINI EXCAVATOR	$ -		MINI EXCAVATOR	$ 45.00 PER HOUR
BACKHOE	$ -		BACKHOE	$ 60.00 PER HOUR
GENIE LIFT	$ -		SCISSOR LIFT	$ 165.00 DELIVERY
OTHER: DELIVERY	$ -			
FUEL FEE (CREW SIZE) 2	$ 193.75		TRIP CHARGE @.075/MILE	50.00 **ROUND TRIP**
WELDING EQUIPMENT RENTAL	$ -		WELDING EQUP TRAILER	62.00 PER HR
SUBTOTAL EQUIPMENT	$ 193.75			
OVERHEAD & PROFIT @ 0.15	$ 29.06			
TOTAL EQUIPMENT COST	$ 222.81			
LABOR				
PLUMBER- JOURNEYMAN	$ 3,015.06	31	*HRS - JOURNEYMAN PLMB	97.26 PER HOUR
PLUMBER- APPRENTICE	$ -		*HRS- APPRENTICE (6th)	62.80 PER HOUR
OTHER	$ -		* HRS	0.00 PER HOUR
PLUMBER- PIPETRADES	$ -		*HRS- PIPETRADES	33.13 PER HOUR
ADMINISTRATIVE	$ -		*HRS- ADMINISTRATIVE	55.00 PER HOUR
LABOR BURDEN			* Includes Benefits	
JOURNEYMAN PLUMBER	$ 621.71	20.62%	EA. TAXES, INSURANCE	
APPRENTICE	$ -	20.09%	EA. TAXES, INSURANCE	
UTILITY- Pipefitter	$ -	20.35%	EA. TAXES, INSURANCE	
PIPETRADES	$ -	20.30%	EA. TAXES, INSURANCE	
ADMINISTRATIVE	$ -	18.95%	EA. TAXES, INSURANCE	
SUBTOTAL LABOR & LABOR BURDEN	$ 3,636.77			
OVERHEAD & PROFIT @ 0.15	$ 545.52			
TOTAL LABOR & LABOR BURDEN	$ 4,182.29			
BOND COST? NO	$ -	0		
TOTAL COST PROPOSAL	**$ 4,797.09**			

By: Mike Lansford, Mgr.

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

REQUEST FOR INFORMATION

RFI No.: **084**

To: **Darden Architects**
6790 N. West Ave
Fresno, California 93711

Date: 4/8/2026
Respond By: 4/15/2026

Attn: **Justo Padron**

Architect Project No. **2278**

DSA/OSHPD Review Required Yes ☐ No ☑ Apprd ☐

Project: **Hanford Sierra Pacific High School Buildings J**
Dsa No.:

INFORMATION REQUESTED:

S-1 Sink Install
The S-1 sink is shown to be ADA compliant on the fixture schedule. The attached sink submittal shows the specified sink dimension from rim to bottom of sink at 8". Sheet X/A602, detail 11 requires a MAX of 34" from the floor to rim of the sink, resulting in 26" of clearance from floor to the bottom of the sink. 27" MIN is required, per the detail on X/A602.
Please provide direction for this installation.
Ref: Submittal of S-1 sink dimentions, Detail 11/X/A602

Cost Impact: $0.00 Signature:
Schedule Impact: 0 Days Pages Attached: 8
Trade/Contractor: TP Thomas Plumbing Inc Schedule Task No/Item:

The Work shall be carried out in accordance with the following supplemental instructions issued in accordance with the Contract Documents without change in the Contract Sum or Contract Time. Proceeding with the Work in accordance with these instructions indicates your acknowledgement that there will be no change in the Contract Sum or Contract Time.

If the Contractor considers that this supplemental instruction requires a change in the Contract Sum or Contract Time, the Contractor shall not proceed with this Work and shall promptly submit an itemized proposal to the Architect for doing this work. If your proposal is found to be satisfactory and in order, this supplemental instruction will be superseded by a Construction Change Directive.

Referred To: LEG Referred Date: 4/8/2026 Return Date: 4/8/2026

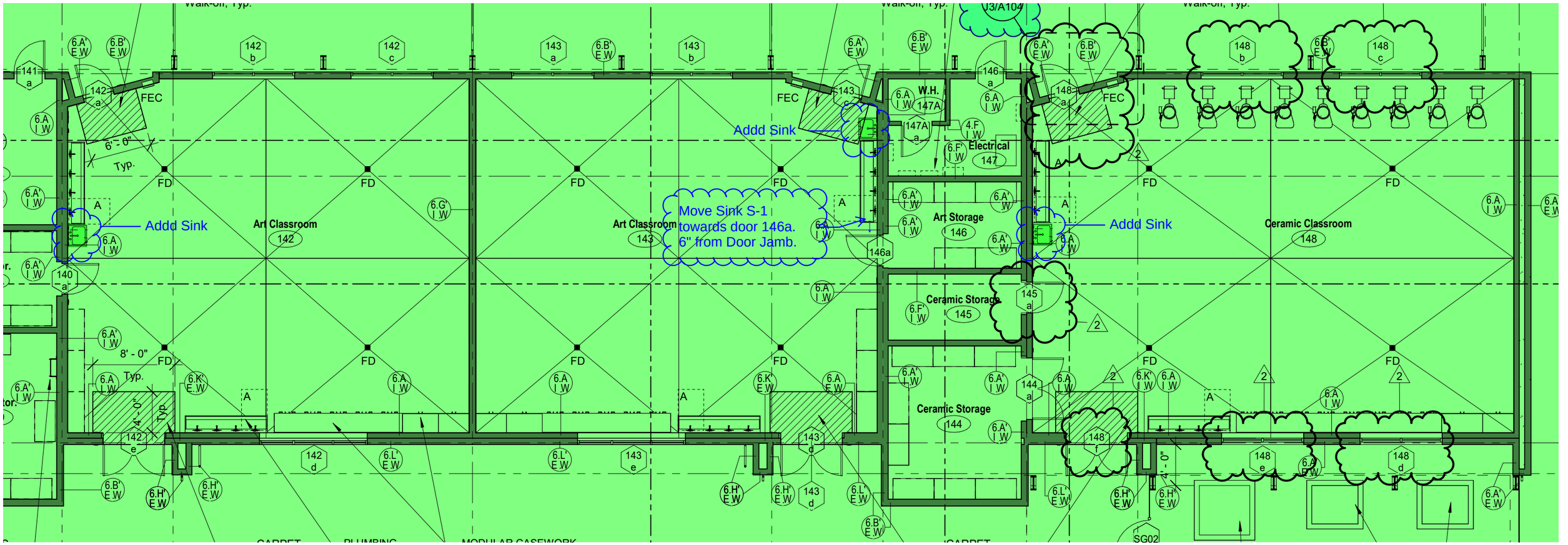
SUPPLEMENTAL INSTRUCTIONS:

S-1 Sink Install
Install S1 Sink at 34" Max AFF. An Additional Sink will need to be added to comply with ADA requirements. Provide a cost proposal to install the following:
Elkay Model: WCL1923OSDC
Includes WLC1923 Sink, One LKD232SBH5C Faucet, One LKAD174LO Drain.

See attached Plan for location of 3 additional sinks.

Consultant : Architect Justo Padron
Date: 4/8/2026 Date 4/8/2026

Copy: ☑ Owner ☑ Inspector ☐ Testing Lab ☐ Structural ☐ Mech. ☐ Elec ☑ File ☑ Other Pages Attached: 8


Addd Sink
Art Classroom
142
Addd Sink
Art Classroom
143
Move Sink S-1
towards door 146a.
6" from Door Jamb.
Addd Sink
Art Storage
146
Ceramic Classroom
148
Ceramic Storage
145
Ceramic Storage
144
Electrical
147
W.H.
147A
FEC
6' - 0"
8' - 0"
4' - 0"
Typ.
FD
A
SG02

ELKAY SPECIFICATIONS

Sturdibilt® Stainless Steel 19" x 23" x 4" Wall Hung Single Bowl Lavatory Sink Kit w/ Faucet + Drain
Model(s) WCL1923OSDC

PRODUCT SPECIFICATIONS

Sturdibilt® Stainless Steel 19" x 23" x 4" Wall Hung Single Bowl Lavatory Sink Kit w/ Faucet + Drain. Sink is manufactured from 18 gauge 304 Stainless Steel with a Lustrous Satin finish, Rear Center drain placement, and Bottom only pads.

Material:	304 Stainless Steel
Finish:	Lustrous Satin
Gauge:	18
Sound Deadening:	Bottom only pads
Number of Bowls:	1
Sink Dimensions:	19" x 23" x 9"
Bowl 1 Dimensions:	16" x 13-1/2" x 4"
Drain Size:	1-1/2" (38mm)
Drain Location:	Rear Center
Template Included:	No



Included with Product: **WLC1923 sink, one LKD232SBH5C faucet, one LKAD174LO drain**

A Century of Tradition and Quality.
For more than 100 years, Elkay has been making innovative products and providing exceptional customer care. We take pride in offering plumbing products that make life easier, inspire change and leave the world a better place.

Product Compliance: ADA & ICC A117.1
NSF 2
ASME A112.19.3/CSA B45.4
Faucet: ASME A112.18.1/CSA B125.1
CEC
NSF 372 (lead free)
NSF 61 (Q≤1)
Accessory: ASME A112.18.2/CSA B125.2

Sinks are listed by IAPMO® as meeting the applicable requirements of the Uniform Plumbing Code®, International Plumbing Code®, and National Plumbing Code of Canada.

Complies with ADA & ICC A117.1 accessibility requirements when installed according to the requirements outlined in these standards.

Clean and Care Manual (PDF)
Installation Instructions (PDF) - 2000000714
Warranty (PDF)

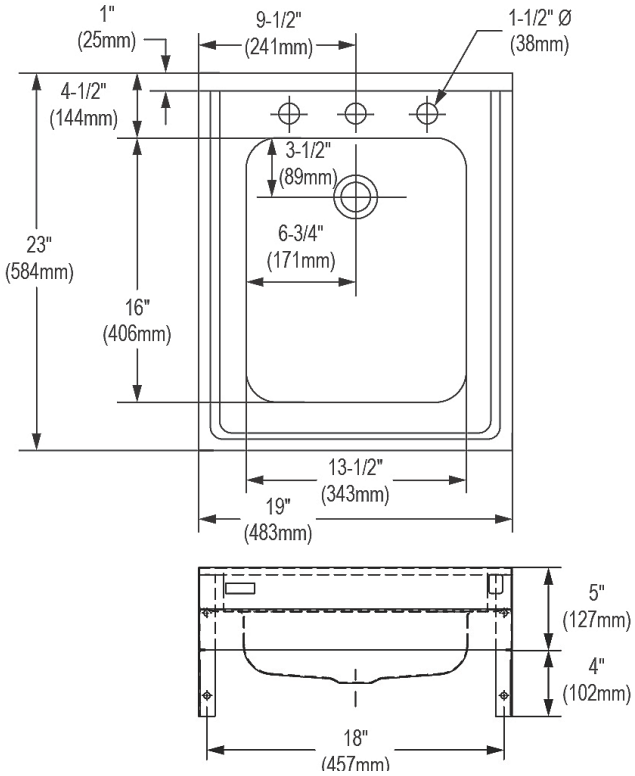
PART:_____QTY: _____
PROJECT:_____
CONTACT:_____
DATE:_____
NOTES:_____
APPROVAL:_____

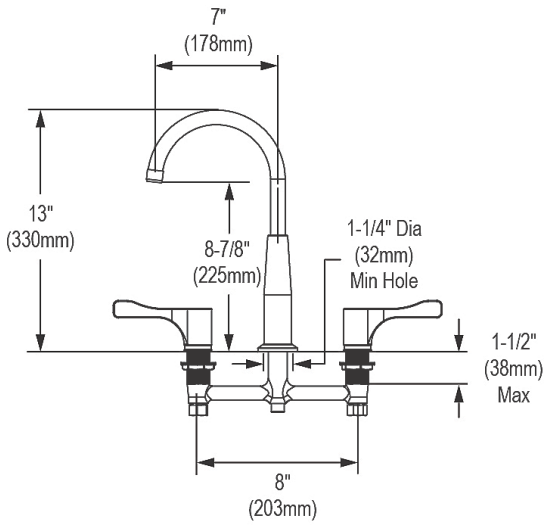
In keeping with our policy of continuing product improvement, Elkay reserves the right to change product specifications without notice. Please visit elkay.com for the most current version of Elkay product specification sheets. This specification describes an Elkay product with design, quality, and functional benefits to the user. When making a comparison of other producers' offerings, be certain these features are not overlooked.

Sturdibilt® Stainless Steel 19" x 23" x 4" Wall Hung Single Bowl Lavatory Sink Kit w/ Faucet + Drain

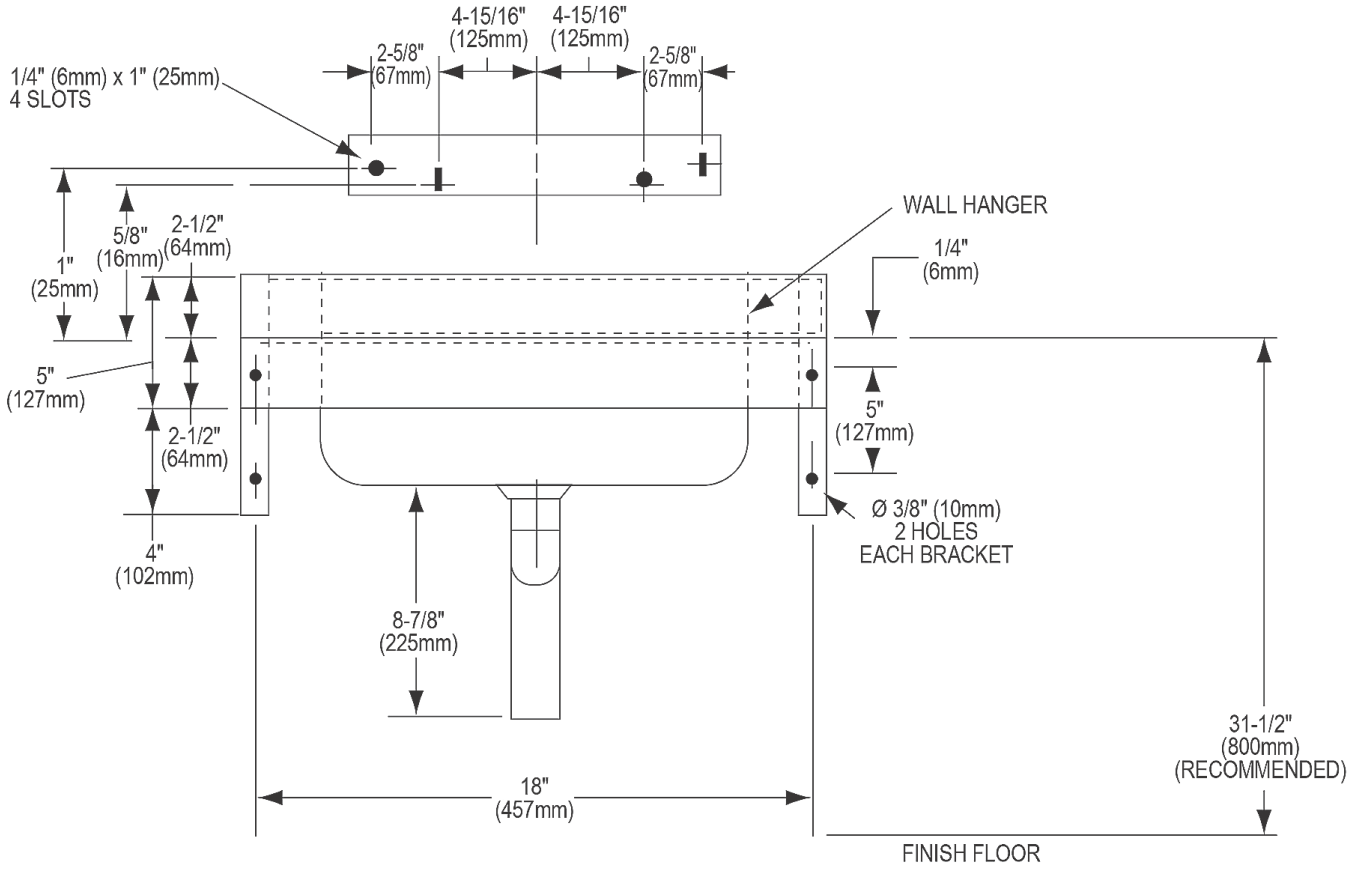
Model(s) WCL1923OSDC

Included Accessories		
LKAD174	1-1/2" or 1-5/8" Drain Outlet Fitting Chrome Plated Brass Perforated Grid and Elbow, Arranged for Overflow Spec Sheet (PDF)	
LKD232SBH5C	8" Centerset Concealed Deck Mount Faucet with Gooseneck Spout and 4" Lever Handles + Stop Chrome Spec Sheet (PDF)	





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Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
P: (559) 492-3969

Project: 25-09 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

RFI #84: S-1 Sink Install

Revision	0	**Status**	Open
To	Justo Padron (Darden Architects)	**From**	Stephanie Perkins (Ardent General, Inc.) 2960 N Burl Ave Fresno, California 93727
Date Initiated	Apr 8, 2026	**Due Date**	Apr 11, 2026
Location		**Project Stage**	Course of Construction
Cost Impact	TBD	**Schedule Impact**	TBD
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Mike Lansford (TP Thomas Plumbing Inc.)	**Sub Job**	
Copies To	Alex Aguilar (Ardent General, Inc.), Richard Braswell (Hanford Joint Union High School), Renee Creech (Hanford Joint Union High School), Jennifer Diaz (Darden Architects), Grant Dodson (Darden Architects), Julie Fagundes (Hanford Joint Union High School), Marc Lopez (Ardent General, Inc.), Chris Pavone (Ardent General, Inc.), Ben Stidman (Hanford Joint Union High School), Ricky Teter (Ardent General, Inc.)		

Activity

Question

Question from Stephanie Perkins Ardent General, Inc. *on Wednesday, Apr 8, 2026 at 02:37 PM PDT*

The S-1 sink is shown to be ADA compliant on the fixture schedule. The attached sink submittal shows the specified sink dimension from rim to bottom of sink at 8". Sheet X/A602, detail 11 requires a MAX of 34" from the floor to rim of the sink, resulting in 26" of clearance from floor to the bottom of the sink. 27" MIN is required, per the detail on X/A602.
Please provide direction for this installation.
Ref: Submittal of S-1 sink dimentions, Detail 11/X/A602

Attachments
#7.S-1 Sink Installation.pdf

Awaiting an Official Response

T.P. THOMAS PLUMBING, INC.
PO BOX 835 * DINUBA, CA. 93618
PH: 559-591-6499 * FAX: 559-802-3306

DATE: 4/8/2026
DATE REQUESTED ASAP
Project # 716
RFI # 7
STATUS PENDING

REQUEST FOR INFORMATION

PROJECT: SIERRA PACIFIC HS

TO: ARDENT GENERAL **Priority: ASAP**

ATTN: CHRIS / STEPHANIE / ALEX

ENGINEER: LAWRENCE GROUP

FROM: MIKE LANSFORD

REF: INSTALLATION OF S-1 SINK

The S-1 sink is shown to be ADA compliant on the fixture schedule. The attached sink submittal shows the specified sink dimension from rim to bottom of sink at 8". Sheet X/A602, detail 11 requires a MAX of 34" from the floor to rim of the sink, resulting in 26" of clearance from floor to the bottom of the sink. 27" MIN is required, per the detail on X/A602.

Please provide direction for this installation.

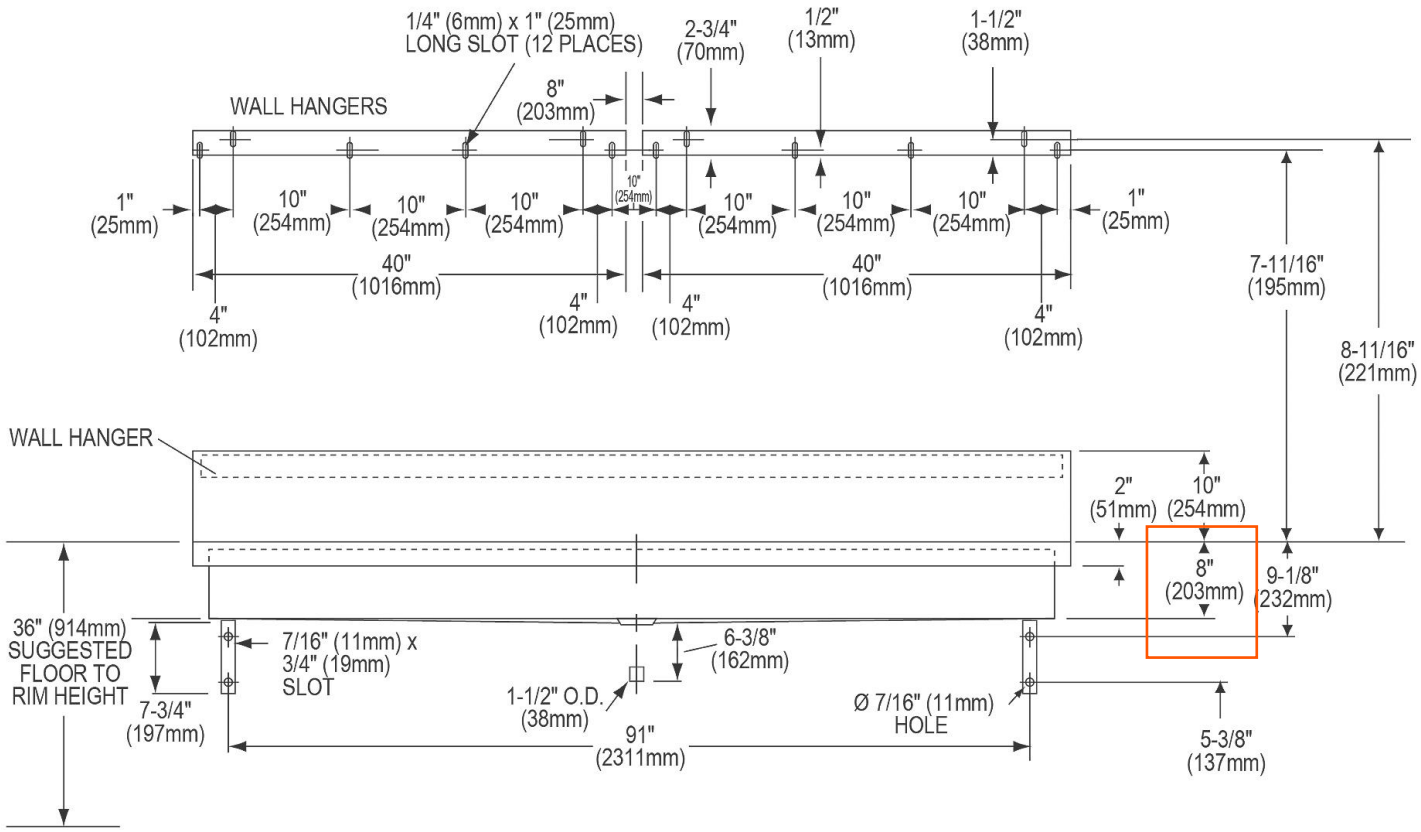
Ref: Submittal of S-1 sink dimentions, Detail 11/X/A602

ELKAY®
SPECIFICATIONS

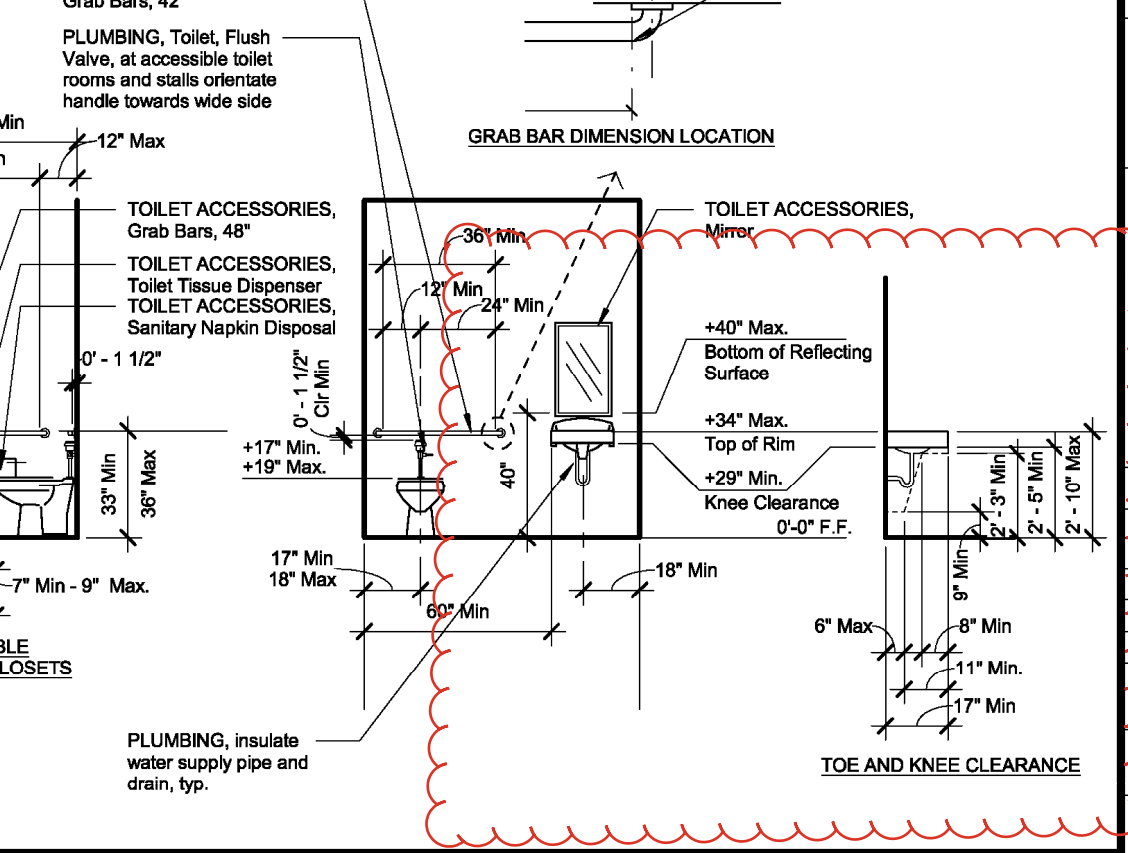
Elkay Stainless Steel 96" x 20" x 8" Wall Hung Multiple Station Hand Wash Sink Kit

Model(s) EWMA9620C

1507583



In keeping with our policy of continuing product improvement, Elkay reserves the right to change product specifications without notice. Please visit elkay.com for the most current version of Elkay product specification sheets. This specification describes an Elkay product with design, quality, and functional benefits to the user. When making a comparison of other producers' offerings, be certain these features are not overlooked.



Hanford, CA 93230

INTERIOR DETAILS

Drawing

darden architects
ARCHITECTURE
PLANNING
INTERIORS
www.dardenarchitects.com
6790 N. West Ave. • Fresno, CA 93711 • T. 559.448.8051

LICENSED ARCHITECT
GRANT E. DODSON
No. C-20,307
Ren. 6-30-27
STATE OF CALIFORNIA

Architect

No.	Revision/Submission	Date

Revision

		Designed Designer	Copyright 2024 Darden Architects
Scale:	As indicated	Drawn By: Author	X/A602
Project Number:	2278	Checked Checker	
Date:	2/19/2025	Reviewed Approver	Sheet: _____ of: _____

D C B A

14 15 16 17 18 19 20

Financial Report
#14

AGENDA:	New Business / Information / Action
TOPIC:	Sierra Pacific High School Buildings J3 & M1 Project – Change Order #7
DESCRIPTION:	Change Order #7 is for one Construction Change Directive (CCD) approved in the field. This change is relative to plumbing in three classrooms for additional ADA sinks required by the Division of State Architect (DSA) inspector. The total cost for Change Order #7 is $14,824.55 with no additional days.
FISCAL IMPACT:	Cost of $14,824.55 to be paid from the School Facility Fund.
RECOMMENDATION:	Administration recommends approval of Sierra Pacific Buildings J3 & M Project – Change Order #7.

CHANGE ORDER

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER NO.: 07

DATE OF ISSUANCE:

CONTRACT DATE: 10/9/2025

NOTICE TO PROCEED: 10/9/2025

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

The Contract is changed as follows:

Description:

CCD 014 / COR 016: Labor and Materials to rework the plumbing for three additional ADA sinks as required by the DSA field engineer.

It is mutually agreed that the affixed signature to this Change Order is evidence that all compensation with respects to the changes defined herein have been satisfied with the execution of this document. Furthermore, no additional compensation either monetarily or via time extension to this contract will be sought in respect to this Change Order.

The Original Contract Sum and Contract Completion Date:	$16,195,000.00	3/26/2027
Net change (Contract Sum and Contract Time) by previous Change Orders:	$381,076.42	0 days
Contract Sum and Contract Completion Date prior to this Change Order:	$16,576,076.42	3/26/2027
Contract Sum and Contract Time (increased or decreased) by this Change Order:	$14,824.55	0 days
New Contract Sum and Contract Completion Date including this Change Order:	$16,590,900.97	3/26/2027

CONTRACTOR	ARCHITECT	OWNER
Ardent General, Inc.	Darden Architects	Hanford Joint Union High School Distric
2960 N. Burl Ave	6790 N. West Ave	823 W. Lacey Blvd.
Fresno CA 93727-	Fresno, California 93711	Hanford CA 93230-
By:	By:	By: Renee Creech
Date: 5/22/2024	Date: 4/1/26	Date: 05.26.2026

☑ OWNER ☑ CONTRACTOR ☑ ARCHITECT ☐ CONSULTANT ☐ INSPECTOR ☐ OTHER

darden architects

6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

CONSTRUCTION CHANGE DIRECTIVE

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

DIRECTIVE NO.: 014
DATE OF ISSUANCE: 5/1/2026
CONTRACT DATE: 10/9/2025
NOTICE TO PROCEED: 10/9/2025
Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

You are hereby directed to make the following change(s) in this Contract:

Bldg J ADA Sink rework

The new Division of the State Architect Field Engineer has directed that new sinks be installed in three classrooms.This directive is based on the determination that the currently specified sink does not meet ADA requirements, as the bottom of the sink extends approximately 1 inch beyond the allowable clearance, resulting in insufficient knee clearance.This is despite the fact that:The specified sink is labeled as ADA compliant by the manufacturer, andThe fixture was previously reviewed and approved by DSA during plan reviewBased on the field interpretation, the existing fixture cannot be accepted as installed, and replacement is required to achieve compliance.

CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- [x] Lump Sum $14,824.55
- [ ] Unit Price of $0.00
- [ ] As provided for in General Conditions and the Supplemental Conditions of the contract.
- [ ] As Follows:

2. The Contract Time is proposed to (be adjusted) . The proposed adjustment, if any, is increase of **0** days)

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT	OWNER	CONTRACTOR
Darden Architects	Hanford Joint Union High School Distric	Ardent General, Inc.
6790 N. West Ave	823 W. Lacey Blvd.	2960 N. Burl Ave
Fresno, California 93711	Hanford CA 93230-	Fresno CA 93727-
By: Justo Pardon	By:	By:
Date: 4/1/26	Date:	Date:

- [x] **OWNER** - [x] **CONTRACTOR** - [x] **ARCHITECT** - [ ] **CONSULTANT** - [ ] **INSPECTOR** - [ ] **OTHER**

darden architects

6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765
www.dardenarchitects.com

CHANGE ORDER REQUEST REVIEW

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER REQUEST NO.: 016

DATE OF ISSUANCE: 4/27/2026

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

DESCRIPTION OF PROPOSED CHANGE:

Requested By:

Scope:

Bldg J ADA Sink rework

Necessary for:

DESIGN CONSULTANT'S REVIEW:

Date Sent: 4/27/2026
Referred To: LEG
Date Returned: 5/1/2026

ACTION:

- [x] NO EXCEPTION TAKEN RELATIVE TO COST
- [ ] NO EXCEPTION TAKEN RELATIVE TO TIME
- [ ] AMEND AS NOTED AND RESUBMIT
- [ ] REJECTED

Consultants Remarks

ARCHITECT'S REVIEW:

Date Returned: 5/1/2026

ACTION:

- [x] NO EXCEPTION TAKEN RELATIVE TO COST
- [x] NO EXCEPTION TAKEN RELATIVE TO TIME
- [ ] AMEND AS NOTED AND RESUBMIT
- [ ] REJECTED

Architects Remarks:

Attachments:

REVIEWED:

Darden Architects
6790 N. West Ave
Fresno, California 93711

Darden Architects : **Date :** 4/1/26

APPROVED:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Owner : **Date :**

The Architect is hereby directed to instruct the Contractor to make the above changes in the Project and to include these changes in a subsequent Change Order:

- [x] **OWNER**
- [ ] **CONTRACTOR**
- [ ] **INSPECTOR**
- [ ] **STRUCTURAL**
- [ ] **MECHANICAL**
- [ ] **ELECTRICAL**
- [x] **OTHER**

PCO #016

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
Phone: (559) 492-3969

Project: 25-09 - 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

Prime Contract Potential Change Order #016: Bldg J ADA Sink

TO:	Hanford Joint Union High School 823 West Lacey Boulevard Hanford California, 93230	**FROM:**	
PCO NUMBER/REVISION:	016 / 0	**CONTRACT:**	1 - Standard Template [Change Name]
REQUEST RECEIVED FROM:		**CREATED BY:**	Stephanie Perkins **(Ardent General, Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/15 /2026
REFERENCE:	RFI#84	**PRIME CONTRACT CHANGE ORDER:**	
FIELD CHANGE:	No		
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
		TOTAL AMOUNT:	$14,824.55

POTENTIAL CHANGE ORDER TITLE: Bldg J ADA Sink

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #024 - S-1 Sink Install
Provide and install 3 ADA sinks in each classroom of Building J

ATTACHMENTS:
#1.AddSinks_Bld J-R.pdf _2278_RFI 084.pdf

#	Cost Code	Description	Type	Amount
1	22-0000 - Plumbing		Commitment	$ 13,277.70
			Subtotal:	$13,277.70
			OH&P: 10.00% Includes Cost Type (13)	$ 1,327.77
			Insurance: 1.50% Includes Cost Type (13)	$ 219.08
			Grand Total:	**$14,824.55**

Hanford Joint Union High School
823 West Lacey Boulevard
Hanford California 93230

Renee Creech 04.30.2026
SIGNATURE **DATE**

Stephanie Perkins
Digitally signed by Stephanie Perkins
DN: C=US, E=stephanie@ardentgeneral.com, O=Ardent General Inc, CN=Stephanie Perkins
Reason: I am approving this document
Date: 2026.05.01 10:40:11-07'00'
SIGNATURE **DATE**

T.P. Thomas Plumbing, Inc.
P.O. Box 835
Dinuba, California 93618

License # 613719
Phone 559-591-6499
Fax 559-802-3306

CP # 1.0
Project # 716

Project: **SIERRA PACIFIC HIGH SCHOOL** Contractor: **ARDENT GENERAL, INC.**
Attention: **STEPHANIE / ALEX**

Date: 4/10/2026

Ref: RFI 084 -

Cost Proposal

Scope of Work

Provide and install 3 ADA sinks in each classroom of Building J

NOTE:This proposal expires on 5/10/2026 **AND IS SUBJECT TO RE-PRICING.**

Material Description		Extension	Units		Notes	$ per unit	
Elkay WCL1923OSDC		$ 6,228.66	3	EA	Includes Fct & Dr.	$ 2,076.22	
1/2"TYPE L COPPER PIPE		$ 267.00	100	LF		$ 2.67	
1 1/2" GALVANIZED PIPE		$ 20.40	6	LF		$ 3.40	
		$ -		EA			
		$ -		EA			
		$ -		EA			
Additional Material		$ 1,498.62					
SUBTOTAL MATERIAL		$ 8,014.68					
SALES TAX @ 8.25%		$ 661.21					
OVERHEAD & PROFIT @	0.15	$ 1,301.38					
TOTAL MATERIAL COST		$ 9,977.27					
EQUIPMENT / SUBCONTRACT							
BOBCAT		$ -		SKID STEER		$ 40.00	PER HOUR
MINI EXCAVATOR		$ -		MINI EXCAVATOR		$ 45.00	PER HOUR
BACKHOE		$ -		BACKHOE		$ 60.00	PER HOUR
GENIE LIFT		$ -		SCISSOR LIFT		$ 165.00	DELIVERY
OTHER: DELIVERY		$ -					
FUEL FEE (CREW SIZE)	2	$ 54.38	1.50	TRIP CHARGE @.075/MILE		50.00	ROUND TRIP
MOBILIZATION		$ -					
SUBTOTAL EQUIPMENT		$ 54.38					
OVERHEAD & PROFIT @	0.15	$ 8.16					
TOTAL EQUIPMENT COST		$ 62.54					
LABOR							
PLUMBER- JOURNEYMAN		$ 2,334.24	24	*HRS - JOURNEYMAN PLMB		97.26	PER HOUR
PLUMBER- APPRENTICE		$ -		*HRS- APPRENTICE (6th)		62.80	PER HOUR
OTHER		$ -		* HRS		0.00	PER HOUR
PLUMBER- PIPETRADES		$ -		*HRS- PIPETRADES		33.13	PER HOUR
ADMINISTRATIVE		$ -		*HRS- ADMINISTRATIVE		55.00	PER HOUR
LABOR BURDEN				* Includes Benefits			
JOURNEYMAN PLUMBER		$ 481.32	20.62%	EA. TAXES, INSURANCE			
APPRENTICE		$ -	20.09%	EA. TAXES, INSURANCE			
UTILITY- Pipefitter		$ -	20.35%	EA. TAXES, INSURANCE			
PIPETRADES		$ -	20.30%	EA. TAXES, INSURANCE			
ADMINISTRATIVE		$ -	18.95%	EA. TAXES, INSURANCE			
SUBTOTAL LABOR & LABOR BURDEN		$ 2,815.56					
OVERHEAD & PROFIT @	0.15	$ 422.33					
TOTAL LABOR & LABOR BURDEN		$ 3,237.89					
BOND COST?	NO	$ -	0				
TOTAL COST PROPOSAL		**$ 13,277.70**					

By: Mike Lansford, Mgr.

Additional Material

48	Qty	Description	Unit Cost	Extended
49	10	LF - 2" GALVANIZED PIPE	$ 4.57	$ 45.70
50	1	2 X 1 1/2" TAPPED SAN TEE	$ 14.04	$ 14.04
51	4	1 1/2" NO HUB COUPLINGS	$ 7.88	$ 31.52
52	6	1/2" DRIOP ELLS	$ 15.31	$ 91.86
53	4	2 X 1/2 PROPRESS TEES	$ 81.68	$ 326.72
54	2	1 1/2 X 1/2" PROPRESS TEES	$ 51.83	$ 103.66
55	12	1/2" PROPRESS 90 ELS	$ 3.10	$ 37.20
56	3	CASH ACME MIXING VALVES	$ 78.15	$ 234.45
57	6	ANGLE STOPS AND SUPPLIES	$ 52.96	$ 317.76
58	3	1 1/2" P TRAPS	$ 36.52	$ 109.56
59	3	TRAP ADAPTERS	$ 0.78	$ 2.34
60	3	1/2" CHROME 90 ELBOWS	$ 10.00	$ 30.00
61	3	1/4 X 8 BACKING PLATE	$ 20.00	$ 60.00
62	3	P TRAP INSULATION KIT	$ 31.27	$ 93.81
63			$ -	$ -
64			$ -	$ -
65			$ -	$ -
66			$ -	$ -
67			$ -	$ -
68			$ -	$ -
69			$ -	$ -
70			$ -	$ -
71			$ -	$ -
72			$ -	$ -
73			$ -	$ -
74			$ -	$ -
75			$ -	$ -
76			$ -	$ -
77			$ -	$ -
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80			$ -	$ -
81			$ -	$ -
82			$ -	$ -
83			$ -	$ -
84			$ -	$ -
85			$ -	$ -
86			$ -	$ -
87			$ -	$ -
88			$ -	$ -
89			$ -	$ -
90			$ -	$ -
91			$ -	$ -
92			$ -	$ -
93			$ -	$ -
94			$ -	$ -
95				**$** 1,499

Financial Report
#15

AGENDA: New Business / Information / Action

TOPIC: Sierra Pacific High School Buildings J3 & M1 Project – Change Order #8

DESCRIPTION: Change Order #8 is for one Construction Change Directive (CCD) approved in the field. This change is relative to labor and materials to install new breaker equipment. The total cost for Change Order #8 is $11,560.24 with no additional days.

FISCAL IMPACT: Cost of $11,560.24 to be paid from the School Facility Fund.

RECOMMENDATION: Administration recommends approval of Sierra Pacific Buildings J3 & M Project – Change Order #8.

CHANGE ORDER

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

CHANGE ORDER NO.: 08

DATE OF ISSUANCE:

CONTRACT DATE: 10/9/2025

NOTICE TO PROCEED: 10/9/2025

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

The Contract is changed as follows:

Description:
CCD 013 / COR 015 Labor and materials to install a new breaker bussing kit and additional 400 A Breaker.
$11,560.24

It is mutually agreed that the affixed signature to this Change Order is evidence that all compensation with respects to the changes defined herein have been satisfied with the execution of this document. Furthermore, no additional compensation either monetarily or via time extension to this contract will be sought in respect to this Change Order.

The Original Contract Sum and Contract Completion Date:	$16,195,000.00	3/26/2027
Net change (Contract Sum and Contract Time) by previous Change Orders:	$395,900.97	0 days
Contract Sum and Contract Completion Date prior to this Change Order:	$16,590,900.97	3/26/2027
Contract Sum and Contract Time (increased or decreased) by this Change Order:	$11,560.24	0 days
New Contract Sum and Contract Completion Date including this Change Order:	$16,602,461.21	3/26/2027

CONTRACTOR	ARCHITECT	OWNER
Ardent General, Inc.	Darden Architects	Hanford Joint Union High School Distric
2960 N. Burl Ave	6790 N. West Ave	823 W. Lacey Blvd.
Fresno CA 93727-	Fresno, California 93711	Hanford CA 93230-
By:	By:	By: Renee Creech
Date: 5/22/2026	Date: 4/1/26	Date: 05.26.2026

☑ OWNER ☑ CONTRACTOR ☑ ARCHITECT ☐ CONSULTANT ☐ INSPECTOR ☐ OTHER

darden architects

6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

CONSTRUCTION CHANGE DIRECTIVE

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

DIRECTIVE NO.: 013
DATE OF ISSUANCE: 4/15/2026
CONTRACT DATE: 10/9/2025
NOTICE TO PROCEED: 10/9/2025
Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

You are hereby directed to make the following change(s) in this Contract:
Yard H - Existing Panel US1

There was no additional space in the existing electrical panel in the Chiller Room, A new breaker bussing kit and additional 400A Breaker is required.

CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:
   - [x] Lump Sum (increase) of $11,560.24
   - [ ] Unit Price of $0.00
   - [ ] As provided for in General Conditions and the Supplemental Conditions of the contract.
   - [ ] As Follows:

2. The Contract Time is proposed to (be adjusted). The proposed adjustment, if any, is increase of 0 days)

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT	OWNER	CONTRACTOR
Darden Architects	Hanford Joint Union High School Distric	Ardent General, Inc.
6790 N. West Ave	823 W. Lacey Blvd.	2960 N. Burl Ave
Fresno, California 93711	Hanford CA 93230-	Fresno CA 93727-
By: Justo Pardon	By: Renee Creech	By:
Date: 4/15/2026	Date: 04.15.2026	Date: 4-15-2026

[x] OWNER [x] CONTRACTOR [x] ARCHITECT [ ] CONSULTANT [ ] INSPECTOR [ ] OTHER

darden architects

6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765
www.dardenarchitects.com

CHANGE ORDER REQUEST REVIEW

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER REQUEST NO.: 015

DATE OF ISSUANCE: 4/8/2026

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

DESCRIPTION OF PROPOSED CHANGE:

Requested By:

Scope:
Yard H - Existing Panel US1

Necessary for:

DESIGN CONSULTANT'S REVIEW:

Date Sent: 4/8/2026
Referred To: HDE
Date Returned: 4/15/2026

ACTION:

- [x] NO EXCEPTION TAKEN RELATIVE TO COST
- [x] NO EXCEPTION TAKEN RELATIVE TO TIME
- [ ] AMEND AS NOTED AND RESUBMIT
- [ ] REJECTED

Consultants Remarks

ARCHITECT'S REVIEW:

Date Returned:

ACTION:

- [x] NO EXCEPTION TAKEN RELATIVE TO COST
- [ ] NO EXCEPTION TAKEN RELATIVE TO TIME
- [ ] AMEND AS NOTED AND RESUBMIT
- [ ] REJECTED

Architects Remarks:

Attachments:

REVIEWED:
Darden Architects
6790 N. West Ave
Fresno, California 93711

Justo Pardon
Darden Architects : **Date :** 4/15/2026

APPROVED:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Renee Creech 04.15.2026
Owner : **Date :**

The Architect is hereby directed to instruct the Contractor to make the above changes in the Project and to include these changes in a subsequent Change Order:

- [x] **OWNER**
- [x] **CONTRACTOR**
- [ ] **INSPECTOR**
- [ ] **STRUCTURAL**
- [ ] **MECHANICAL**
- [ ] **ELECTRICAL**
- [x] **OTHER**

PCO #015

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
Phone: (559) 492-3969

Project: 25-09 - 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

Prime Contract Potential Change Order #015: Yard H - Existing Panel US1

TO:	Hanford Joint Union High School 823 West Lacey Boulevard Hanford California, 93230	**FROM:**	
PCO NUMBER/REVISION:	015 / 0	**CONTRACT:**	1 - Standard Template [Change Name]
REQUEST RECEIVED FROM:		**CREATED BY:**	Stephanie Perkins **(Ardent General, Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	4/8 /2026
REFERENCE:	RFI#71	**PRIME CONTRACT CHANGE ORDER:**	
FIELD CHANGE:	No		
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
		TOTAL AMOUNT:	$11,560.24

POTENTIAL CHANGE ORDER TITLE: Yard H - Existing Panel US1

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #023 - Yard H - Existing Panel US1
Provide and install a 2 breaker bussing kit and an additional 400A breaker.

ATTACHMENTS:
(A) CR 9.00 RFI 71 PANEL US1 REARRANGING BKRS.pdf _ _RFI#71 Response.pdf_

#	Cost Code	Description	Type	Amount
1	26-0000 - Electrical		Commitment	$ 10,354.00
			Subtotal:	$10,354.00
			OH&P: 10.00% Includes Cost Type (13)	$ 1,035.40
			Insurance: 1.50% Includes Cost Type (13)	$ 170.84
			Grand Total:	**$11,560.24**

Hanford Joint Union High School
823 West Lacey Boulevard
Hanford California 93230

SIGNATURE **DATE**

SIGNATURE **DATE**

A-C Electric Company — CALIFORNIA C-10 LICENSE 99849

ENGINEERING - CONSTRUCTION - TECHNOLOGY - SERVICE

FOUNDED 1945

VISALIA DIVISION
Box 328
Visalia, CA 93279
O: (559) 732-4733
F: (559) 732-0954
www.a-celectric.com

Change Request Proposal

Job Name:	SIERRA PAC HS BLDG J3/M1	**Date:**	4/3/26
Customer Job No:	25-09	**Description:**	RFI 071 PANEL US1 REARRANGING
A-C Job No:	VR0357	**A-C CRP No:**	9.00

To: ARDENT GENERAL INC.
2960 N BURL AVENUE

FRESNO, CA 93727

Attn:

Description:

A-C WILL PROVIDE AND INSTALL A 2-BREAKER BUSSING KIT AND AN ADDITIONAL 400A BREAKER TO REARRANGE THE 'BUILDING H' AND 'HSP' BREAKERS SO THE 'WC-1B' FEEDER WIRE CAN BE INSTALLED AND TERMINATED AS ORIGINALLY PLANNED PER RFI 071. A SHUTDOWN COORDINATION EFFORT WILL BE REQUIRED DUE TO LOTO PROCEDURE FOR THE 'HOT' PANEL. NEW DEAD FRONT COVERS WILL BE NEEDED TO ACCOMODATE NEW BREAKER LAYOUT AND UPDATED PHENOLIC LABELS. ANY WORK ON 'HOT' PANELS, WEEKEND/HOLIDAY WORK, AND TESTING OF ANY EXISTING FEEDERS/BREAKERS ARE ALL EXCLUDED.

Schedule Impact: 1 Days

AMOUNT

Words: Ten Thousand Three Hundred Fifty-Four Dollars and Zero Cents

Figure: $10,354.00

Price Valid Until:

Terms and Conditions:

1. This proposal is valid for a period not to exceed (20) calendar days from the date of this proposal unless otherwise noted.
2. This proposal is contingent upon receiving a signed copy of this Change Request or receiving a mutually acceptable form of subcontract change order.
3. Progress billing will be based on work completed and materials stored.
4. This proposal excludes acceleration, losses of efficiency, as well as the cumulative impact of ongoing and new changes being directed. We reserve our rights to pursue reimbursement for these and any other costs that occur beyond the scope of our original contract.
5. Labor rates are based on the work being performed during regular working hours - overtime is not included unless specifically stated in this proposal.
6. Pricing is based on having unrestricted access to the work area.
7. Cutting and patching is excluded unless specifically included in the quote.

A-C Electric Company

Signed

Name and Title
4/3/26

Date

Accepted by:

Signed

Name and Title

Date

A-C Electric Company

TO: ARDENT GENERAL CUSTOMER JOB # _____ A-C JOB # VR0357

CUSTOMER APR/PCO # _____ A-C PCO # 9

JOB: Sierra Pacific HS Bldgs J3 & M1 Date 3/25/26

RE: A-C WILL PROVIDE AND INSTALL A 2-BREAKER BUSSING KIT AND AN ADDITIONAL 400A BREAKER TO REARRANGE THE 'BUILDING H' AND 'HSP' BREAKERS SO THE 'WC-1B' FEEDER WIRE CAN BE INSTALLED AND TERMINATED AS ORIGINALLY PLANNED PER RFI 071. A SHUTDOWN COORDINATION EFFORT WILL BE REQUIRED DUE TO LOTO PROCEDURE FOR THE 'HOT' PANEL. NEW DEAD FRONT COVERS WILL BE NEEDED TO ACCOMODATE NEW BREAKER LAYOUT AND UPDATED PHENOLIC LABELS. ANY WORK ON 'HOT' PANELS, WEEKEND/HOLIDAY WORK, AND TESTING OF ANY EXISTING FEEDERS/BREAKERS ARE ALL EXCLUDED.

MATERIAL

Material	$5,995	
TOTAL MATERIAL		$5,995

SUBCONTRACT

1. _____
2. _____
3. _____
4. _____

TOTAL SUBCONTRACT	$ -

LABOR

APPRENTICE		Hrs @	$ 110.00	/hr		
JOURNEYMAN	8.00	Hrs @	$ 140.00	/hr	$1,120.00	
GENERAL FOREMAN	8.00	Hrs @	$ 162.00	/hr	$1,296.00	
DETAILING/DWG UPDATES	1.00	Hrs @	$ 120.00	/hr	$120.00	
DIRECT SUPERVISION		Hrs @	$ 150.00	/hr		
Administration	1.00	Hrs @	$ 55.00	/hr	$55.00	
Material Runner		Hrs @	$ 40.00	/hr		
Subsistance		Days @	$ 20.00	/day		
TOTAL LABOR COST						$2,591.00

EXPENSES

Consumable Items	4%	of Labor Dollars			$103.64	
Delivery Truck		Hrs @	$75.00	/hr		
Material Storage						
Equipment Rental						
A-C Owned Equipment					$107.50	
Drawing Updates	1	sheets @		/sheet		
TOTAL EXPENSES						$211.14

OVERHEAD, PROFIT, BOND, TAX & SUBCONTRACT MARK-UP

Subtotal of Material and Labor		$	8,586
Overhead & Profit	10%	$	859
Tax	8.25%	$	495
Expenses		$	211.14
Mark Up on Expenses		$	-
Total Subcontract Dollars		$	-
Mark Up on Subcontract	10%	$	-
Bond	2%		203

TOTAL COST SUMMARY	**$ 10,354**

A-C Electric Company

2560 S. EAST AVE
FRESNO, CALIFORNIA 93706

Standard Material Estimate Sheet

Project: Sierra Pacific HS Bldgs J3 & M1
Bid # : VR0357
Estimator: LGH
Bid Date April 3, 2026

DESCRIPTION	Qty	Material			Labor	
		Unit Price	Per	Amount	Unit	Per
LOTO PANEL US1	1	0.00	E	0.00		
DISCONNECT 'BLDG H' FEEDERS	1	0.00	E	0.00		
REMOVE 'BLDG H' BRKR & BUSSING KIT	1	0.00	E	0.00		
INSTALL NEW DOUBLE BREAKER BUSSING KIT	1	5,925.00	E	5,925.00		
INSTALL NEW 400A 'HSP' BREAKER	1	0.00	E	0.00		
DISC. 'HSP' WIRE @ EXSTG BKR AND TERM ON NEW BKR	1	0.00	E	0.00		
REPLACE SAME 400A BKR SERVING 'BLDG H'	1	0.00	E	0.00		
TERMINATE WIRE AT 'BLDG H'	1	30.00	E	30.00		
INSTALL NEW DEAD FRONT COVERS + PHENOLICS	2	20.00	E	40.00		
FIELD COORDINATION	1	0.00	E	0.00		
LAYOUT	1	0.00	E	0.00		
	TOTAL MATERIAL			5,995	TOTAL LABOR	

A-C Electric Company

2560 S. EAST AVE
FRESNO, CALIFORNIA 93706

DIRECT JOB EXPENSE

PROJECT: Sierra Pacific HS Bldgs J3 & M1 BID NO: VR0357

ESTIMATOR: LGH BID DATE: April 3, '26

	EQUIPMENT RENTAL	QTY				
	FIELD OFFICE RENTAL		@ $ 50 PER DAY	=	$	
	STORAGE TRAILER RENTAL		@ $ 25 PER DAY	=	$	
	TRIMBLE		@ $ 190 PER DAY	=	$	
	19' SCISSOR LIFT		@ $ 119 PER DAY	=	$	
	26' SCISSOR LIFT		@ $ 160 PER DAY	=	$	
	54' SCISSOR LIFT		@ $ 275 PER DAY	=	$	
	30' JLG		@ $ 285 PER DAY	=	$	
	60' JLG		@ $ 445 PER DAY	=	$	
	10K GRADALL		@ $ 520 PER DAY	=	$	
	SKID STEER		@ $ 345 PER DAY	=	$	
	WATER TRUCK		@ $ 440 PER DAY	=	$	
	COMPACTOR		@ $ 250 PER DAY	=	$	
	BACKHOE		@ $ 310 PER DAY	=	$	
	MINI EXCAVATOR		@ $ 350 PER DAY	=	$	
	RENTAL Delivery OR Pick Up		@ $ 50 PER TRIP	=	$	
	DIRECT JOB EXPENSE		TOTAL EQ RENTAL		$	
	OFFICE SUPPLIES		@ $ 75 PER MO.	=	$	
	UTILITIES		@ $ 75 PER MO.	=	$	
	SITE PHONE		@ $ 50 PER MO.	=	$	
1	A-C EQUIPMENT	1 DAYS	@ $ 50 PER DAY	=	$	25.00
1	A-C TOOLS	1 DAYS	@ $ 25 PER DAY	=	$	12.50
	A-C LINE TRUCK		@ $ 125 PER DAY	=	$	
	A-C BUCKET TRUCK		@ $ 595 PER DAY	=	$	
	A-C CRANE		@ $ 527 PER DAY	=	$	
	A-C TRUCK	1 DAYS	@ $ 140 PER DAY	=	$	70.00
	FUEL CHARGE		@ $ 0.85 PER MILE	=	$	
			PERMIT		$	
			DIRECT JOB EXPENSE COST		$	107.50

Mag-Trol Distributors, Inc.

MOTOR CONTROL - CONTROL PARTS

10306 NORWALK BLVD., SANTA FE SPRINGS, CA 90670
TEL.(323) 685-9310 · FAX (323) 722-5875
OUT OF STATE TOLL FREE (800) 462-4875
WWW.MAG-TROLLA.COM

QUOTATION

Number: **Q014970**

Date: 03/30/26 Page: 1
Salesperson: ROBERT LACHANCE
Billing terms: >>> C.O.D. <<<
Ship via: UPS GROUND
Frt terms: ALLOWED
F.O.B.: SOURCE

Bill-to: Account No: ACE900

A-C ELECTRIC COMPANY
P.O BOX 81977/2921 HANGAR WAY
BAKERSFIELD, CA 93380
accountspayable@a-celectric.co

Ship-to: No: ACE900

A-C ELECTRIC COMPANY
>>> C.O.D.<<<
1035 W MURRAY AVE
VISALIA, CA 93291

Line	Product no / Description	Quantity		Unit Price		Extension
1	SGLA36AT0400 WITH TWIN MOUNTING HARDWARE KIT	1	EA	5,925.00	EA	5,925.00
	3-DAYS ARO TO SHIP FROM HERE FRT. ALLOWED					

Buyer:	
Phone:	559-732-4733
Fax:	
Email:	
Warehouse:	SANTA FE SPRING
Expires:	04/29/26
Printed:	MAR 30, 2026 10:00

Job description

Net Sales	5,925.00
Freight	.00
Misc	.00
Sales Tax	.00
Less Deposit	.00
TOTAL (US)$	5,925.00

CUSTOMER

Ardent General, Inc.

2960 N. Burl Ave

Fresno CA 93727-

6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

REQUEST FOR INFORMATION

RFI No.: **071**

To: **Darden Architects**
6790 N. West Ave
Fresno, California 93711

Date: 3/18/2026

Respond By: 3/25/2026

Attn: **Justo Padron**

Architect Project No. **2278**

DSA/OSHPD Review Required Yes ☐ No ☑ Apprd ☐

Project: **Hanford Sierra Pacific High School Buildings J**

Dsa No.:

INFORMATION REQUESTED:

Yard H - Existing Panel US1
Per RFI 062, an enclosed circuit breaker at the exterior of US1 is to be installed. While field-verifying the surroundings of US1, our crew found that there is not enough clearance on either side of the existing gear for the NEMA 3R enclosed circuit.
In lieu of the enclosed CB, we suggest installing a bussing kit and rearranging the breakers found in US1 to fit the 400A breaker for Panel HSP directly next to the 400A Building H breaker.
Please advise if this is acceptable.

Cost Impact: $0.00 Signature:

Schedule Impact: 0 Days Pages Attached: 15

Trade/Contractor: A-C electric Schedule Task No/Item:

The Work shall be carried out in accordance with the following supplemental instructions issued in accordance with the Contract Documents without change in the Contract Sum or Contract Time. Proceeding with the Work in accordance with these instructions indicates your acknowledgement that there will be no change in the Contract Sum or Contract Time.

If the Contractor considers that this supplemental instruction requires a change in the Contract Sum or Contract Time, the Contractor shall not proceed with this Work and shall promptly submit an itemized proposal to the Architect for doing this work. If your proposal is found to be satisfactory and in order, this supplemental instruction will be superseded by a Construction Change Directive.

Referred To: HDE Referred Date: 3/18/2026 Return Date: 3/24/2026

SUPPLEMENTAL INSTRUCTIONS:

Yard H - Existing Panel US1
No exception to the proposed solution.
-Scott D. HDE 3/18/2026

Consultant : Architect Justo Padron

Date: 3/24/2026 Date 3/24/2026

Copy: ☑ Owner ☑ Inspector ☐ Testing Lab ☐ Structural ☐ Mech. ☐ Elec ☑ File ☑ Other Pages Attached: 15

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
P: (559) 492-3969

Project: 25-09 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

RFI #71: Yard H - Existing Panel US1

Revision	0	**Status**	Open
To	Justo Padron (Darden Architects)	**From**	Stephanie Perkins (Ardent General, Inc.) 2960 N Burl Ave Fresno, California 93727
Date Initiated	Mar 17, 2026	**Due Date**	Mar 20, 2026
Location		**Project Stage**	Course of Construction
Cost Impact	TBD	**Schedule Impact**	TBD
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Leonides Hernandez (A-C Electric)	**Sub Job**	
Copies To	Alex Aguilar (Ardent General, Inc.), Richard Braswell (Hanford Joint Union High School), Renee Creech (Hanford Joint Union High School), Jennifer Diaz (Darden Architects), Grant Dodson (Darden Architects), Julie Fagundes (Hanford Joint Union High School), Marc Lopez (Ardent General, Inc.), Chris Pavone (Ardent General, Inc.), Ben Stidman (Hanford Joint Union High School), Ricky Teter (Ardent General, Inc.)		

Activity

Question

Question from Stephanie Perkins Ardent General, Inc. *on Tuesday, Mar 17, 2026 at 04:12 PM PDT*

Per RFI 062, an enclosed circuit breaker at the exterior of US1 is to be installed. While field-verifying the surroundings of US1, our crew found that there is not enough clearance on either side of the existing gear for the NEMA 3R enclosed circuit.

In lieu of the enclosed CB, we suggest installing a bussing kit and rearranging the breakers found in US1 to fit the 400A breaker for Panel HSP directly next to the 400A Building H breaker.

Please advise if this is acceptable.

Attachments
Yard H.pdf

No exceptions to the proposed solution.
- Scott D. HDE 3/18/26

A-C Electric Company
1035 W Murray Avenue
Visalia, California 93291
P: (559) 732-4733

Project: VR0357 VR0357 SIERRA PAC HS BLDG J3/M1
1259 13TH AVE
HANFORD, California 93230

RFI #21: Yard H - Existing Panel US1

Revision	0	**Status**	Open
To	Alex Aguilar STEPHANIE PERKINS	**From**	Isabelle Estes (A-C Electric Company)
Date Initiated	Mar 6, 2026	**Due Date**	Mar 13, 2026
Location		**Project Stage**	Course of Construction
Cost Impact	TBD	**Schedule Impact**	TBD
Spec Section		**Cost Code**	
Drawing Number	SD/E102	**Reference**	Field Photos
Linked Drawings			
Received From	Jeff McReynolds (A-C Electric Company)		
Copies To	Alex Aguilar , Frank Lopez (A-C Electric Company), STEPHANIE PERKINS , Justin Petersen (A-C Electric Company), Bryon Snyder (A-C Electric Company)		

Activity

Question

Question from Isabelle Estes A-C Electric Company *on Friday, Mar 6, 2026 at 01:16 PM PST*

Per the contract drawings, the new work is to tie into the existing US1 400A breaker labeled “WC-1B.” Field verification shows this breaker is currently feeding an existing pool area panel labeled “HSP.” The panel US1 appears fully utilized with no available spaces for additional connections.
Please provide clarification on how to proceed given the existing conditions.
Refer to Drawing SD/E102 and the attached photos of the existing panels and tie-ins for reference.

Attachments
SD_E102_ ELECTRICAL SITE PLAN Rev.1.pdf

Awaiting an Official Response

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

REQUEST FOR INFORMATION

RFI No.: 062

To: **Darden Architects**
6790 N. West Ave
Fresno, California 93711

Date: 3/6/2026
Respond By: 3/13/2026

Attn: **Justo Padron**

Architect Project No. **2278**

DSA/OSHPD Review Required Yes ☐ No ☑ Apprd ☐

Project: **Hanford Sierra Pacific High School Buildings J**
Dsa No.:

INFORMATION REQUESTED:

Yard H Existing Panel US1
Per the contract drawings, the new work is to tie into the existing US1 400A breaker labeled "WC-1B." Field verification shows this breaker is currently feeding an existing pool area panel labeled "HSP." The panel US1 appears fully utilized with no available spaces for additional connections.

Please provide clarification on how to proceed given the existing conditions.
Refer to Drawing SD/E102 and the attached photos of the existing panels and tie-ins for reference.

Cost Impact: $0.00 Signature:
Schedule Impact: 0 Days Pages Attached: 6
Trade/Contractor: A-C Electric Schedule Task No/Item:

The Work shall be carried out in accordance with the following supplemental instructions issued in accordance with the Contract Documents without change in the Contract Sum or Contract Time. Proceeding with the Work in accordance with these instructions indicates your acknowledgement that there will be no change in the Contract Sum or Contract Time.

If the Contractor considers that this supplemental instruction requires a change in the Contract Sum or Contract Time, the Contractor shall not proceed with this Work and shall promptly submit an itemized proposal to the Architect for doing this work. If your proposal is found to be satisfactory and in order, this supplemental instruction will be superseded by a Construction Change Directive.

Referred To: Darden Referred Date: 3/6/2026 Return Date: 3/9/2026

SUPPLEMENTAL INSTRUCTIONS:

Yard H Existing Panel US1
1. Provide a 400 amp, NEMA 3R, enclosed circuit breaker at exterior of US1. Tap bus to line side and re-terminate Panel HSP feeder to load side. 1a. Utilize ABB XT5ENCL400R enclosure, 18.1"W x 32.0"H x 7.9"D.2. Connect WC-1B to the existing 400 amp breaker as planned.- Scott D. HDE 3/9/26

Consultant : Architect Justo Padron
Date: 3/9/2026 Date 3/9/2026

Copy: ☑ Owner ☑ Inspector ☐ Testing Lab ☐ Structural ☐ Mech. ☐ Elec ☑ File ☐ Other Pages Attached: 6

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
P: (559) 492-3969

Project: 25-09 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

RFI #62: Yard H Existing Panel US1

Revision	0	**Status**	Open
To	Justo Padron (Darden Architects)	**From**	Stephanie Perkins (Ardent General, Inc.) 2960 N Burl Ave Fresno, California 93727
Date Initiated	Mar 6, 2026	**Due Date**	Mar 9, 2026
Location		**Project Stage**	Course of Construction
Cost Impact	TBD	**Schedule Impact**	TBD
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Leonides Hernandez (A-C Electric)	**Sub Job**	
Copies To	Alex Aguilar (Ardent General, Inc.), Richard Braswell (Hanford Joint Union High School), Renee Creech (Hanford Joint Union High School), Jennifer Diaz (Darden Architects), Grant Dodson (Darden Architects), Julie Fagundes (Hanford Joint Union High School), Marc Lopez (Ardent General, Inc.), Chris Pavone (Ardent General, Inc.), Ben Stidman (Hanford Joint Union High School), Ricky Teter (Ardent General, Inc.)		

Activity

Question

Question from Stephanie Perkins Ardent General, Inc. *on Friday, Mar 6, 2026 at 02:24 PM PST*

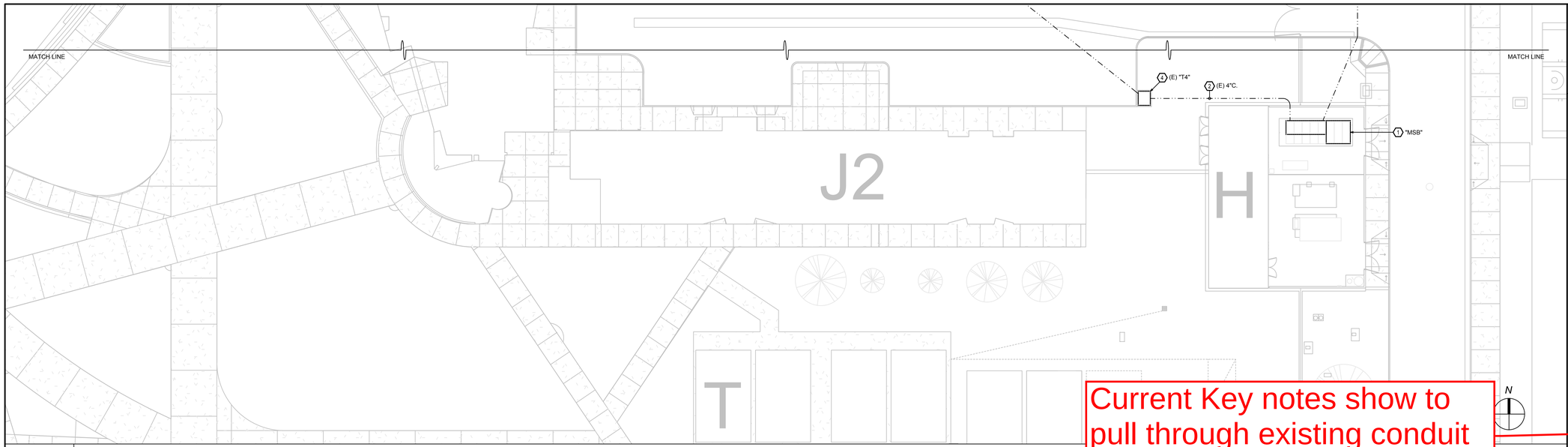
Per the contract drawings, the new work is to tie into the existing US1 400A breaker labeled “WC-1B.” Field verification shows this breaker is currently feeding an existing pool area panel labeled “HSP.” The panel US1 appears fully utilized with no available spaces for additional connections.
Please provide clarification on how to proceed given the existing conditions.
Refer to Drawing SD/E102 and the attached photos of the existing panels and tie-ins for reference.

Attachments
Yard H - Existing Panel US1.pdf

1. Provide a 400 amp, NEMA 3R, enclosed circuit breaker at exterior of US1.
   Tap bus to line side and re-terminate Panel HSP feeder to load side.
   1a. Utilize ABB XT5ENCL400R enclosure, 18.1"W x 32.0"H x 7.9"D.

2. Connect WC-1B to the existing 400 amp breaker as planned.

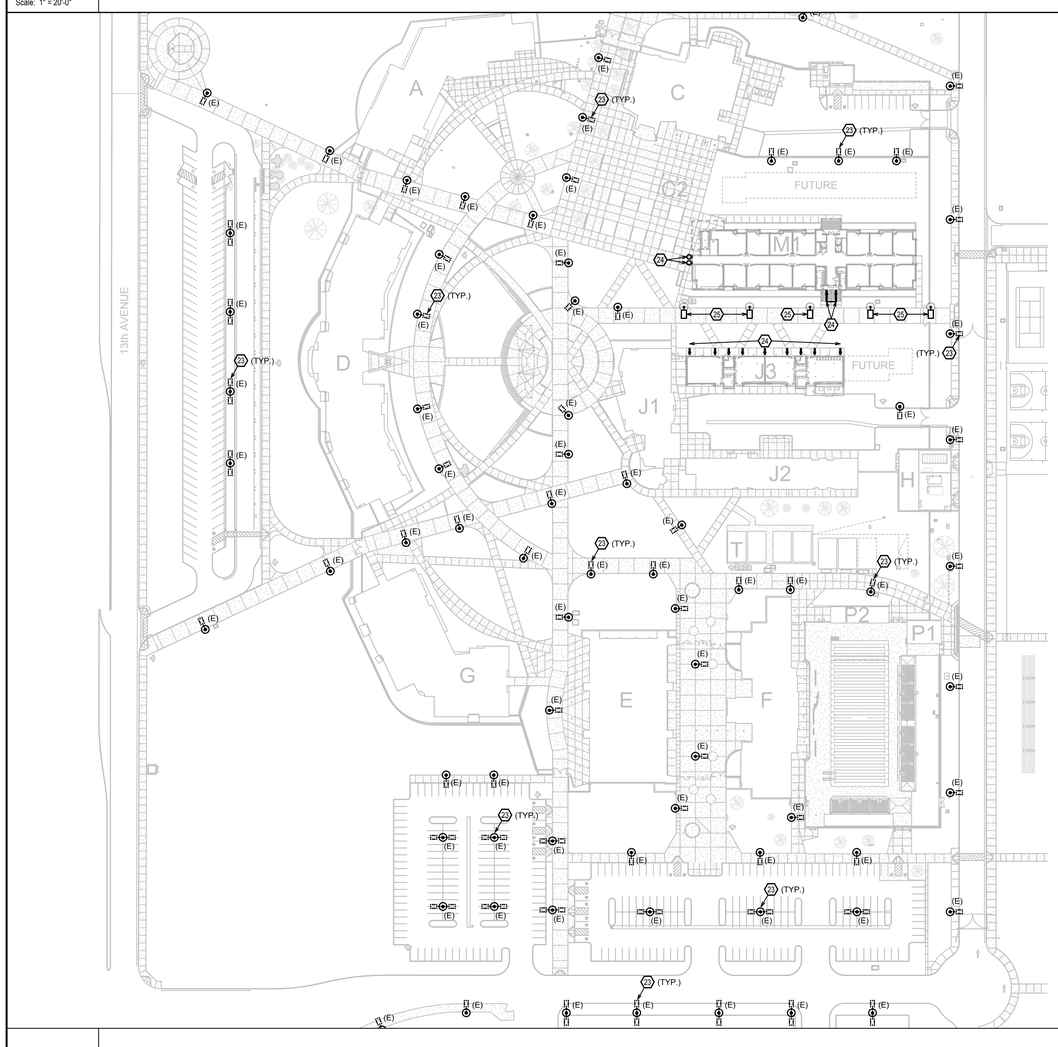
- Scott D. HDE 3/9/26



L1 | Electrical Site Plan

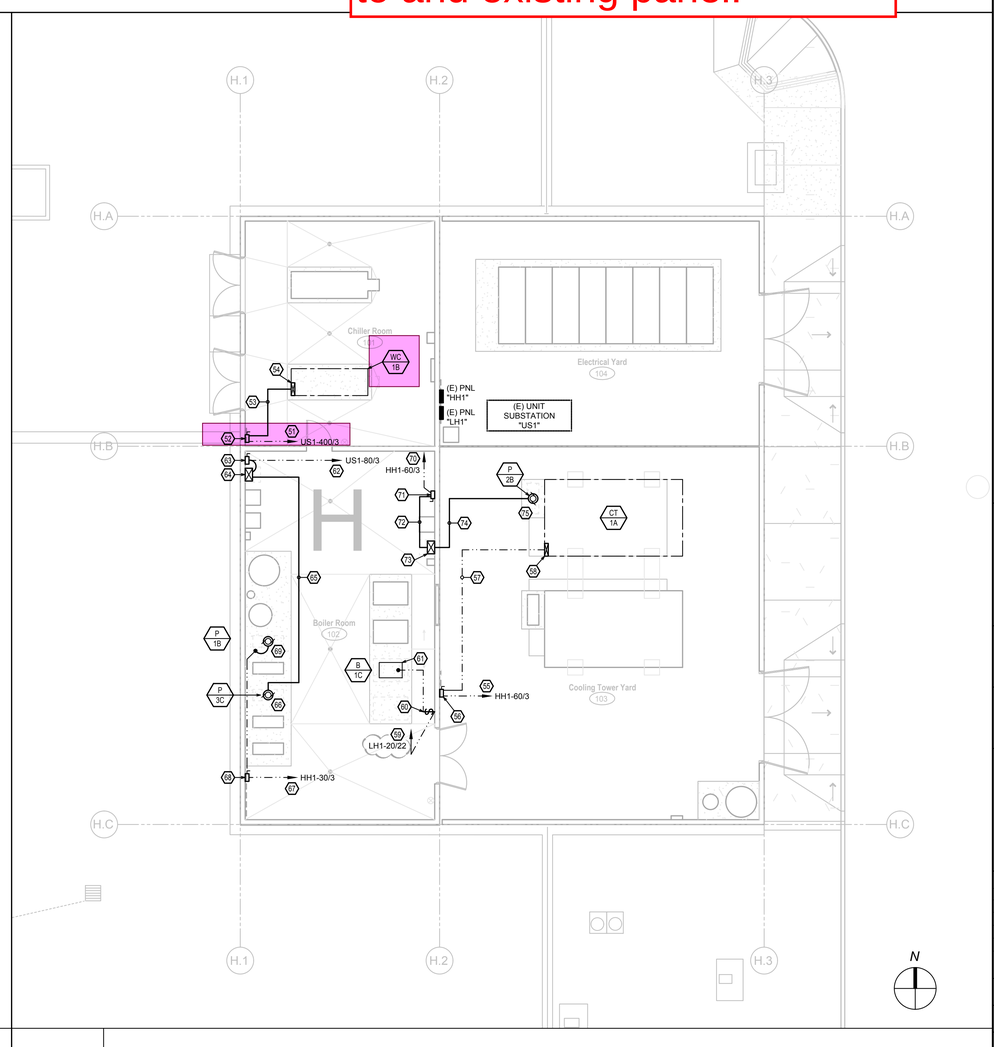
Scale: 1" = 20'-0"

Current Key notes show to pull through existing conduit to and existing panel.



A1 | Lighting Reference Site Plan

Scale: 1" = 80'-0"



A10 | Enlarged Electrical Plan - Electrical Yard 104

Scale: 1/8" = 1'-0"

DSA File No.:
16-H2

DSA Application No.:
02-123102

Agency Approval

KEY NOTES

1. EXISTING MAIN SWITCHBOARD "MSB".
2. EXISTING MEDIUM VOLTAGE POWER FEEDER.
3. EXISTING MEDIUM VOLTAGE POWER VAULT.
4. EXISTING MEDIUM VOLTAGE TRANSFORMER.
5. EXISTING LOW VOLTAGE POWER FEEDER.
6. LOW VOLTAGE POWER FEEDER PER POWER SINGLE LINE DIAGRAM.
7. LOW VOLTAGE POWER PULLBOX.
8. BUILDING MAIN PANELBOARD.
21. CONNECT (2) EA. DETECTOR CHECK AND POST INDICATOR VALVES.
22. 1"C. W/ (4) DW CABLE TO "FCP-M1" PER A1/X/E502.
23. EXISTING SITE POLE LIGHT SHOWN FOR REFERENCE.
24. NEW SITE POLE LIGHT. SEE ELECTRICAL SITE PLAN A1/SD/E101.
25. NEW BUILDING EXTERIOR LIGHT. SEE BUILDING LIGHTING PLAN A1/J3/E101 AND A1/M1/E101.
31. EXISTING ELECTRONIC "SYSTEMS" HEAD END ROOM.
32. EXISTING SYSTEMS CONDUITS.
33. EXISTING SYSTEMS MANHOLE AND 6' x 12' VAULT.
34. EXISTING SYSTEMS 3' x 5' VAULT. BRING IN NEW CONDUITS.
35. SYSTEMS CONDUITS. SEE ELECTRONIC SYSTEMS SINGLE LINE DIAGRAM.
36. STUB UP IN BUILDING DATA ROOM.
51. PULL (3) 500kCMIL, (1) #3 G. FROM US1 THRU EXISTING 4" CONDUIT. CONNECT TO EXISTING 400 AMP BREAKER.
52. 400 AMP FUSED DISCONNECT WITH FUSING PER NAMEPLATE.
53. 3"C. (3) 500kCMIL, (1) #3 G. RUN OVERHEAD TO NEW CHILLER.
54. CONNECT CHILLER.
55. PULL (3) #6, (1) #10 G. FROM HH1 THRU EXISTING CONDUIT. CONNECT TO EXISTING 60 AMP BREAKER.
56. 60 AMP FUSED DISCONNECT WITH FUSING PER NAMEPLATE.
57. PULL (3) #6, (1) #10G. THRU EXISTING CONDUIT.
58. CONNECT COOLING TOWER.
59. PULL (2) #10, (1) #10G. FROM LH1 THRU EXISTING CONDUIT. CONNECT TO NEW 30A/2P BREAKER.
60. 30A HD 2-POLE SWITCH.
61. PULL (2) #10, (1) #10 G. FROM SWITCH AND CONNECT BOILER.
62. PULL (3) #3, (1) #8 G. FROM US1 THRU EXISTING CONDUIT. CONNECT TO EXISTING 80 AMP BREAKER.
63. 100 AMP FUSIBLE DISCONNECT AND FUSES PER VFD NAMEPLATE.
64. VFD PROVIDED BY DIVISION 25. CONNECT DISCONNECT AND PUMP.
65. 1"C. (3) #10, (1) #10 G. VFD CABLE.
66. CONNECT PUMP.
67. PULL (3) #10, (1) #10 G. FROM HH1 THRU EXISTING CONDUIT. CONNECT TO EXISTING 30 AMP BREAKER.
68. 30 AMP FUSED DISCONNECT AND FUSING PER NAMEPLATE.
69. PULL (3) #10, (1) #10 G. TO PUMP AND MAKE FINAL CONNECTION.
70. PULL (3) #4, (1) #8 G. FROM HH1 THRU EXISTING CONDUIT. CONNECT TO EXISTING 60 AMP BREAKER.
71. 60 AMP FUSED DISCONNECT WITH FUSES PER VFD NAMEPLATE. CONNECT DISCONNECT AND PUMP.
72. 1-1/4"C. (3) #4, (1) #8 G.
73. VFD PROVIDED BY DIVISION 25. CONNECT DISCONNECT AND PUMP.
74. (3) #12, (1) #12 G. VFD CABLE.
75. CONNECT PUMP.
81. INTERCEPT EXISTING (2) 4"C. AND EXTEND AS SHOWN.
82. DEMO EXISTING LIGHT POLE AND CIRCUITING.

Hardin-Davidson Engineering
356 Pollasky Ave., Suite 200, Clovis, CA 93612
559.323.4995 • www.hardin-davidson.com

REGISTERED PROFESSIONAL ENGINEER C. SCOTT DAVIDSON E17850 ELECTRICAL STATE OF CALIFORNIA

Consultant

Sierra Pacific High School - Building M1 & J3
Hanford Joint Union High School District
Hanford, CA 93230

Project

SITE DEVELOPMENT
ELECTRICAL SITE PLAN

Drawing

darden architects
ARCHITECTURE PLANNING INTERIORS
www.dardenarchitects.com
6790 N. West Ave. • Fresno, CA 93711 • T. 559.448.8051

LICENSED ARCHITECT GRANT E. DODDS No. C-20,307 Exp. 6-30-25 STATE OF CALIFORNIA

Architect

No.	Revision/Submission	Date

Revision

Designed By: SD
Drawn By: HDE
Checked By: SD
Reviewed By: SD

Copyright 2025 Darden Architects

Scale: As Indicated
Project Number: 2278
Date: 11/10/2025

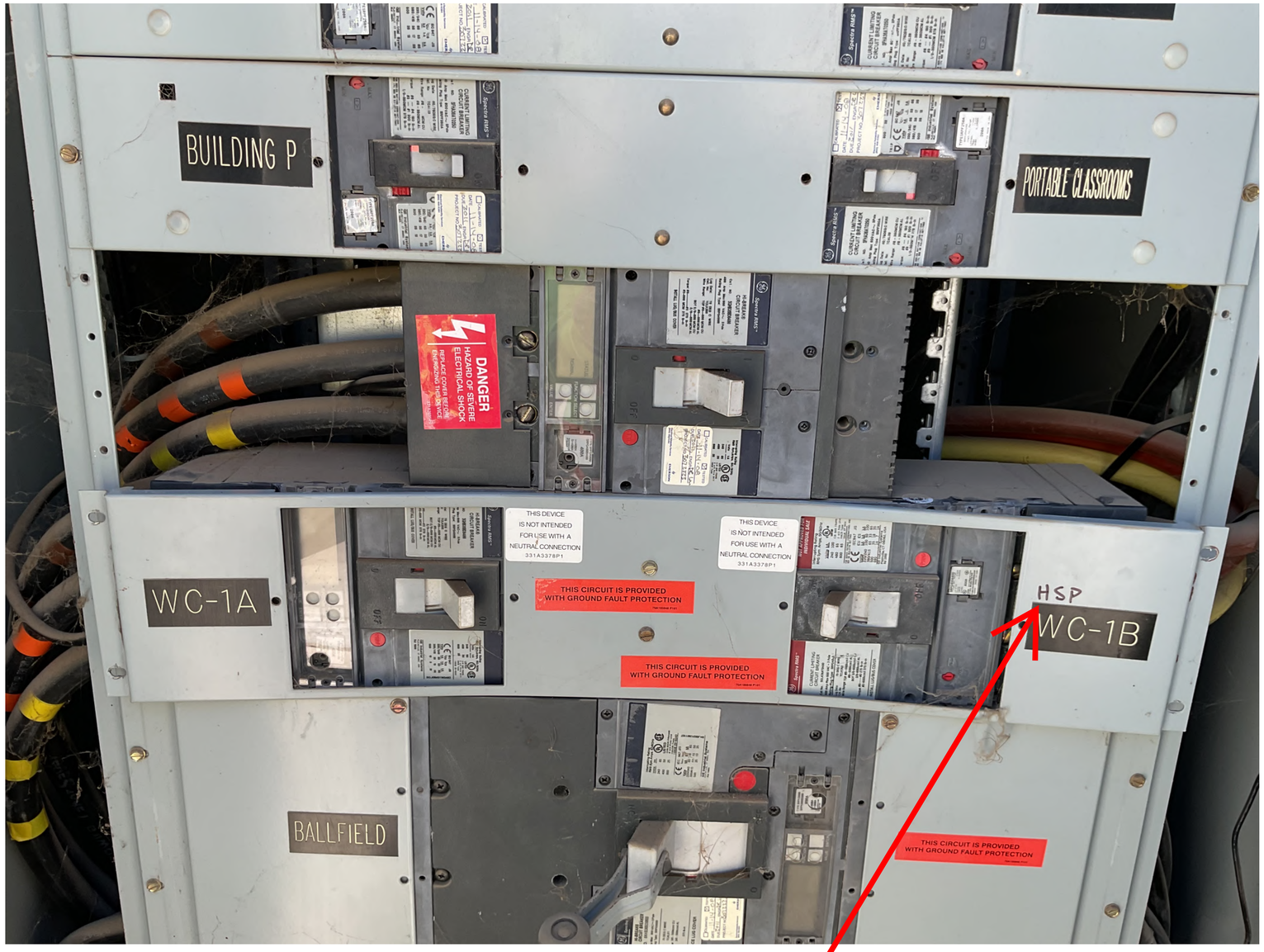
SD/E102

Sheet: _____ of: _____

11/10/2025 10:09:12 AM
Z:\Clients\Darden Architects\24107 - Sierra Pacific HS Buildings J & M\CAD Files\24107 - Elec 07 Mech CCD-1.dwg

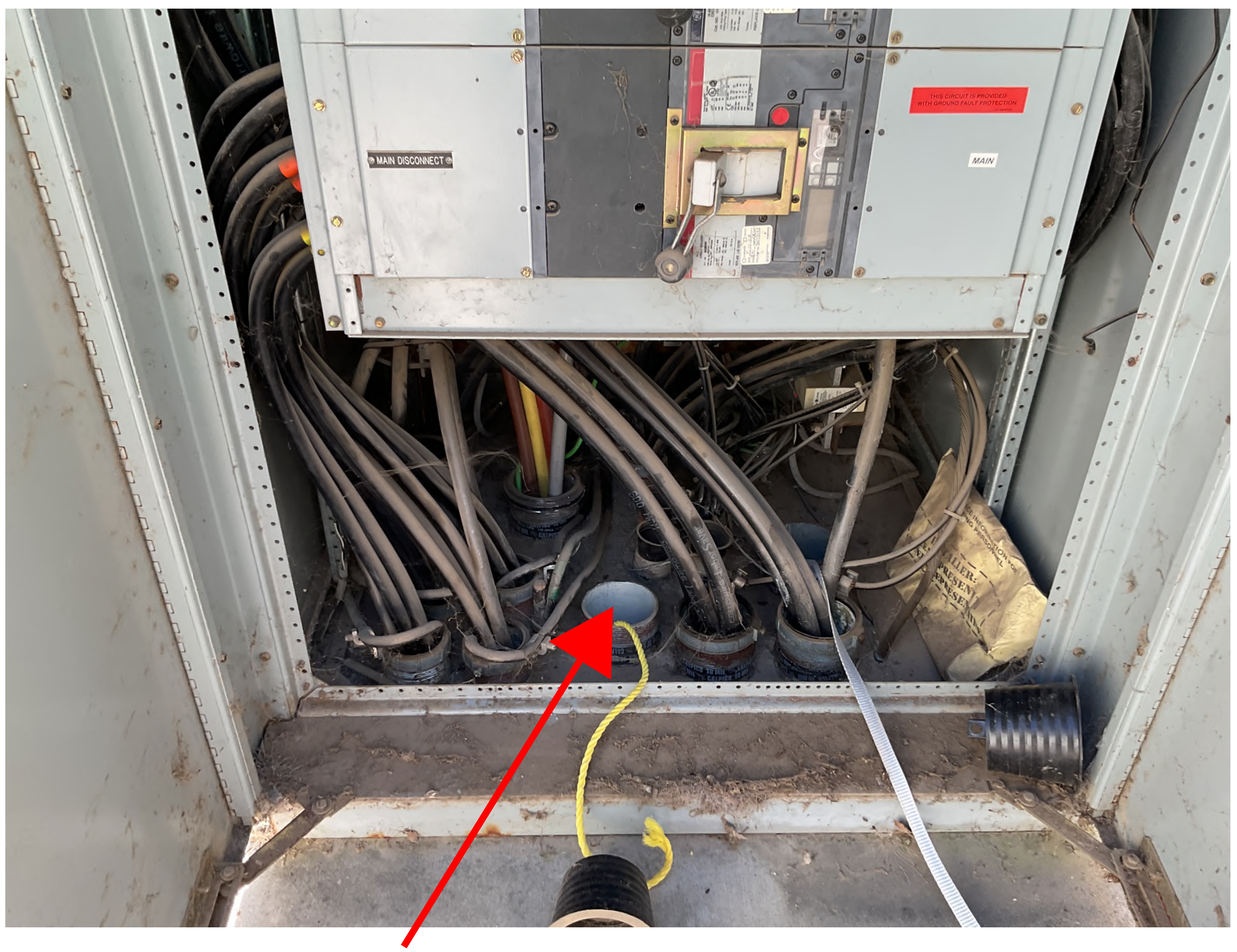


This is what ties into the existing panel US1 and HSP is located in the pool area.

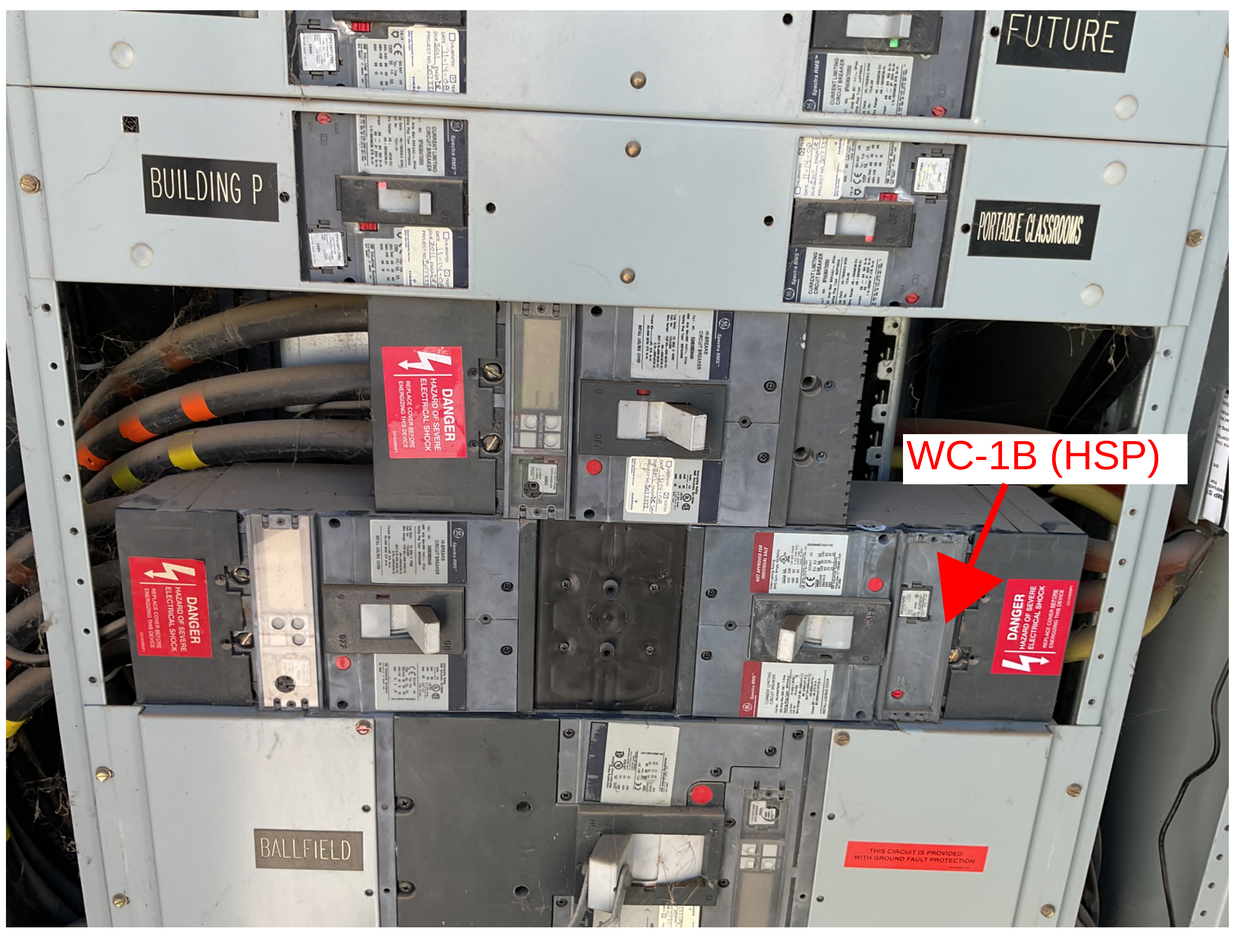


The panel US1 per the plans that was designated to connect the (3) 500kCMIL, (1) #3 G into.

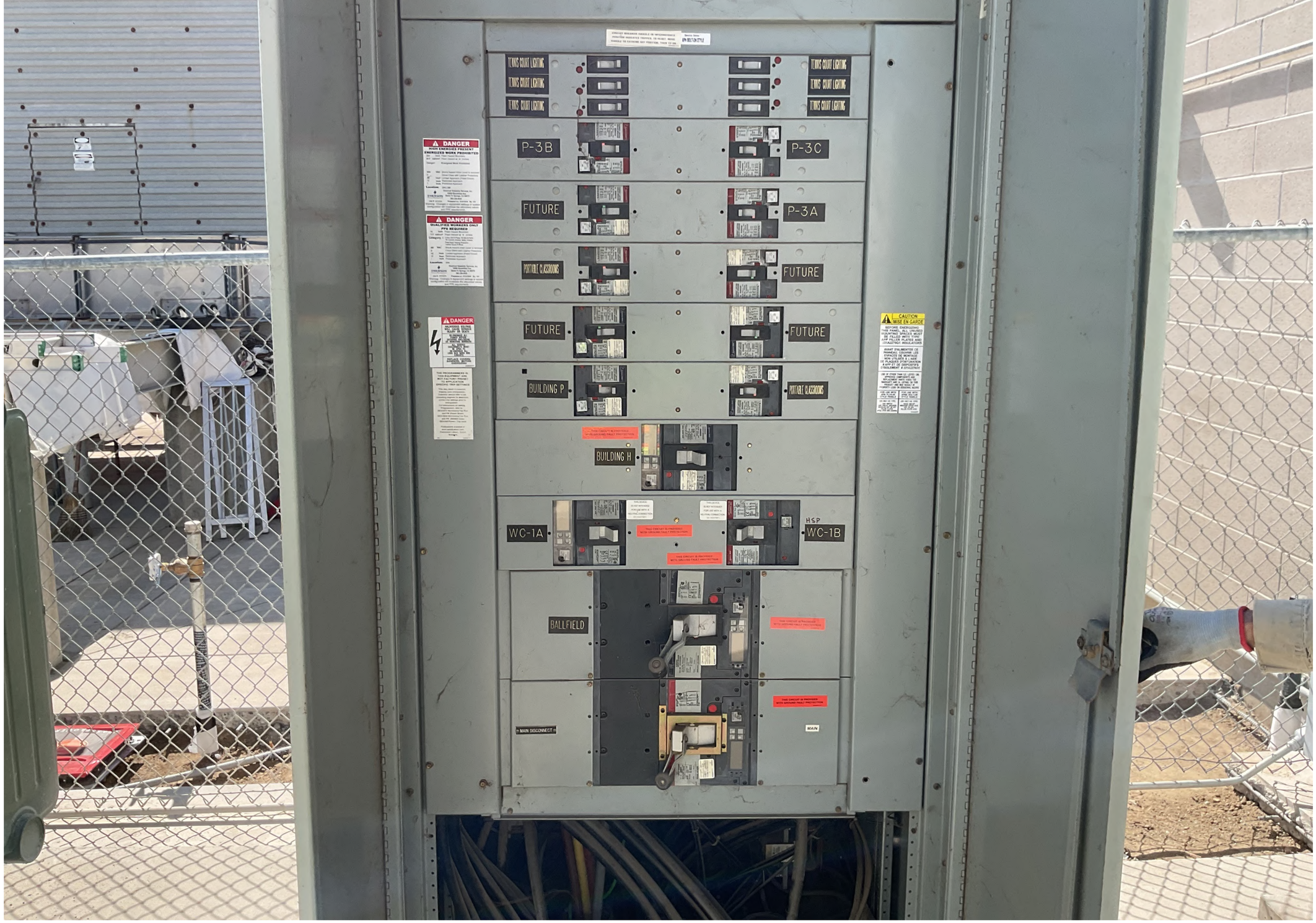
Note the HSP written.



The Existing Conduit



Open Panel



Existing US1 Panel. There is no open spots to feed into

A-C Electric Company
1035 W Murray Avenue
Visalia, California 93291
P: (559) 732-4733

Project: VR0357 VR0357 SIERRA PAC HS BLDG J3/M1
1259 13TH AVE
HANFORD, California 93230

RFI #21 (Revision 1): Yard H - Existing Panel US1

Revision	1	**Status**	Open
To	Alex Aguilar Marc Lopez STEPHANIE PERKINS	**From**	Leonides Hernandez (A-C Electric Company)
Date Initiated	Mar 17, 2026	**Due Date**	Mar 24, 2026
Location		**Project Stage**	Course of Construction
Cost Impact	Yes (Unknown)	**Schedule Impact**	TBD
Spec Section		**Cost Code**	
Drawing Number	SD/E102	**Reference**	Field Photos
Linked Drawings			
Received From	Jeff McReynolds (A-C Electric Company)		
Copies To	Alex Aguilar , Frank Lopez (A-C Electric Company), CHRIS PAVONE , STEPHANIE PERKINS , Justin Petersen (A-C Electric Company), Bryon Snyder (A-C Electric Company)		

Activity

Question

Question from Leonides Hernandez A-C Electric Company *on Thursday, Mar 12, 2026 at 09:16 PM PDT*

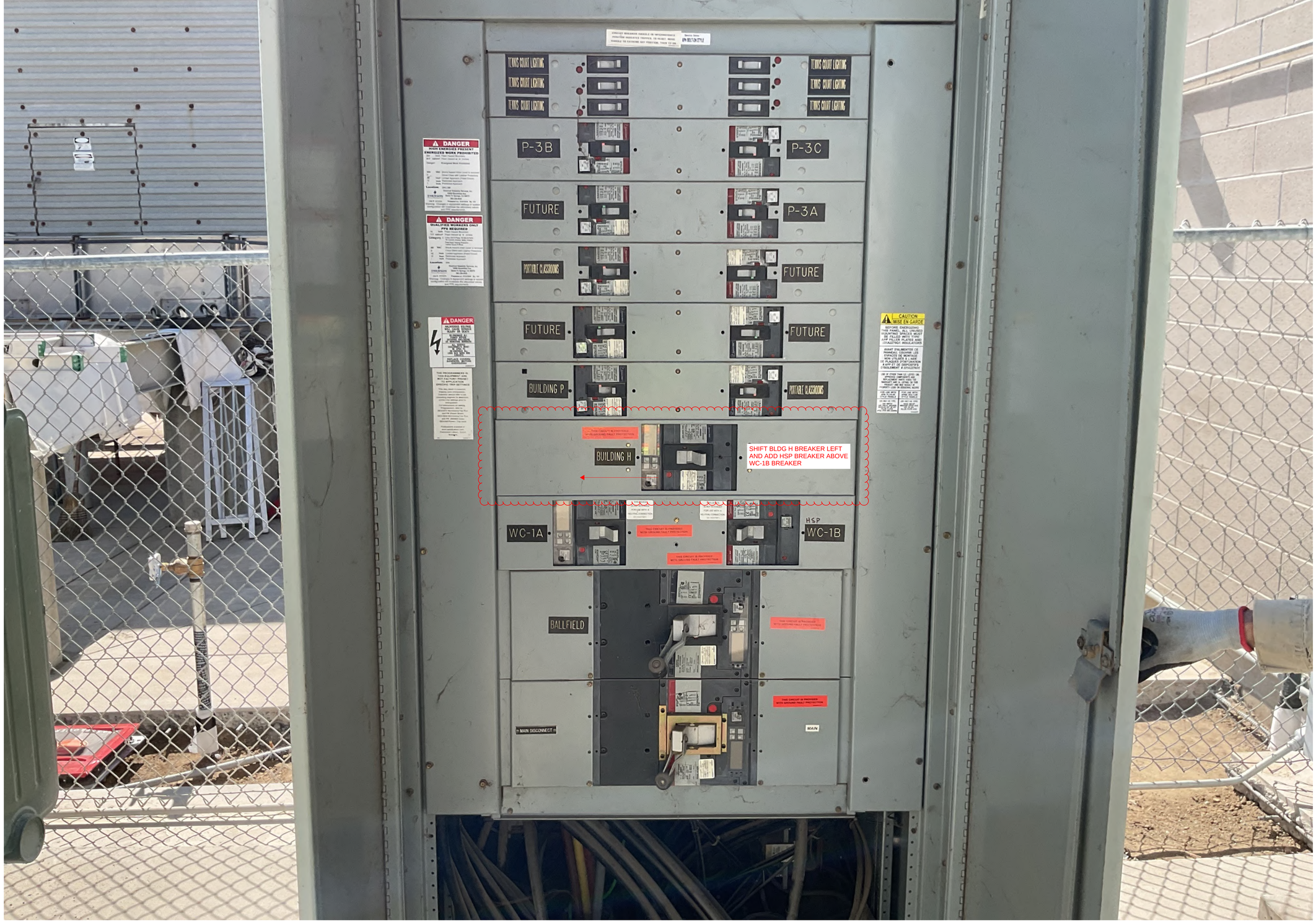
Per RFI 062, an enclosed circuit breaker at the exterior of US1 is to be installed. While field-verifying the surroundings of US1, our crew found that there is not enough clearance on either side of the existing gear for the NEMA 3R enclosed circuit.

In lieu of the enclosed CB, we suggest installing a bussing kit and rearranging the breakers found in US1 to fit the 400A breaker for Panel HSP directly next to the 400A Building H breaker.

Please advise if this is acceptable.

Attachments
021_2278_RFI 062 - Yard H - Existing Panel US1.pdf, IMG_1254.jpg, IMG_1253.jpg, IMG_1250.jpg, IMG_1251.jpg, IMG_1252.jpg, Pages from 021_2278_RFI 062 - Yard H - Existing Panel US1.pdf

Awaiting an Official Response



Existing US1 Panel. There is no open spots to feed into











Financial Report
#16

AGENDA: New Business / Information / Action

TOPIC: Sierra Pacific High School Buildings J3 & M1 Project – Change Order #9

DESCRIPTION: Change Order #9 is for two Construction Change Directives (CCD) approved in the field. One relative to installation of additional soffit face access doors per the District request, in the amount of $1,216.94; and one is a credit relative to the deletion of a downspout boot that is no longer required due to a redesign. This credit is for $7,200 bringing the total net cost for Change Order #9 to a credit of $5,983.06 with no additional days.

FISCAL IMPACT: Credit of $5,983.06

RECOMMENDATION: Administration recommends approval of Sierra Pacific Buildings J3 & M Project – Change Order #9.

CHANGE ORDER

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER NO.: 09

DATE OF ISSUANCE:

CONTRACT DATE: 10/9/2025

NOTICE TO PROCEED: 10/9/2025

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

The Contract is changed as follows:

Description:

CCD 016 / COR 018: Labor and Materials to install additional Soffit Face Access Doors at the request of the District. $1,216.94

CCD 017 / COR 019: A credit for the deletion of the downspout boot that is no loger required with the redesign of the downspout system (-$7,200.00)

It is mutually agreed that the affixed signature to this Change Order is evidence that all compensation with respects to the changes defined herein have been satisfied with the execution of this document. Furthermore, no additional compensation either monetarily or via time extension to this contract will be sought in respect to this Change Order.

The Original Contract Sum and Contract Completion Date:	$16,195,000.00	3/26/2027
Net change (Contract Sum and Contract Time) by previous Change Orders:	$407,461.21	0 days
Contract Sum and Contract Completion Date prior to this Change Order:	$16,602,461.21	3/26/2027
Contract Sum and Contract Time (increased or decreased) by this Change Order:	($5,983.06)	0 days
New Contract Sum and Contract Completion Date including this Change Order:	$16,596,478.15	3/26/2027

CONTRACTOR	ARCHITECT	OWNER
Ardent General, Inc.	Darden Architects	Hanford Joint Union High School Distric
2960 N. Burl Ave	6790 N. West Ave	823 W. Lacey Blvd.
Fresno CA 93727-	Fresno, California 93711	Hanford CA 93230-
By:	By:	By: Renee Creech
Date: 5/22/2026	Date: 5/22/2026	Date: 05.26.2026

☑ OWNER ☑ CONTRACTOR ☑ ARCHITECT CONSULTANT ☐ INSPECTOR ☐ OTHER

darden architects

6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

CONSTRUCTION CHANGE DIRECTIVE

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

DIRECTIVE NO.: 016

DATE OF ISSUANCE: 5/8/2026

CONTRACT DATE: 10/9/2025

NOTICE TO PROCEED: 10/9/2025

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

You are hereby directed to make the following change(s) in this Contract:

Soffit Face Access Doors

Labor and Material to install Soffit Access Doors in Building J

CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- [x] Lump Sum (increase) of $1,216.94
- [ ] Unit Price of $0.00
- [ ] As provided for in General Conditions and the Supplemental Conditions of the contract.
- [ ] As Follows:

2. The Contract Time is proposed to (be adjusted). The proposed adjustment, if any, is increase of 0 days)

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT	OWNER	CONTRACTOR
Darden Architects	Hanford Joint Union High School Distric	Ardent General, Inc.
6790 N. West Ave	823 W. Lacey Blvd.	2960 N. Burl Ave
Fresno, California 93711	Hanford CA 93230-	Fresno CA 93727-
By: Justo Pardon	By:	By: Marc Lopez Digitally signed by Marc Lopez DN: C=US, E=marc@ardentgeneral.com, O=Ardent General, CN=Marc Lopez Date: 2026.05.08 09:17:44-07'00'
Date: 5/8/26	Date: 5/11/2026	Date:

- [x] OWNER
- [x] CONTRACTOR
- [x] ARCHITECT
- [ ] CONSULTANT
- [ ] INSPECTOR
- [ ] OTHER

darden architects

6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765
www.dardenarchitects.com

CHANGE ORDER REQUEST REVIEW

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER REQUEST NO.: 018

DATE OF ISSUANCE: 5/6/2026

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

DESCRIPTION OF PROPOSED CHANGE:

Requested By:

Scope:
Soffit Face Access Doors

Necessary for:

DESIGN CONSULTANT'S REVIEW:

Date Sent: 5/6/2026
Referred To: Darden
Date Returned: 5/8/2026

ACTION:

- ☐ NO EXCEPTION TAKEN RELATIVE TO COST
- ☐ NO EXCEPTION TAKEN RELATIVE TO TIME
- ☐ AMEND AS NOTED AND RESUBMIT
- ☐ REJECTED

Consultants Remarks

ARCHITECT'S REVIEW:

Date Returned: 5/8/2026

ACTION:

- ☑ NO EXCEPTION TAKEN RELATIVE TO COST
- ☑ NO EXCEPTION TAKEN RELATIVE TO TIME
- ☐ AMEND AS NOTED AND RESUBMIT
- ☐ REJECTED

Architects Remarks:

Attachments:

REVIEWED:
Darden Architects
6790 N. West Ave
Fresno, California 93711

Justo Pardon
Darden Architects : **Date :** 5/8/26

APPROVED:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Renu Couch 5/11/2026
Owner : **Date :**

The Architect is hereby directed to instruct the Contractor to make the above changes in the Project and to include these changes in a subsequent Change Order:

☑ **OWNER** ☑ **CONTRACTOR** ☐ **INSPECTOR** ☐ **STRUCTURAL** ☐ **MECHANICAL** ☐ **ELECTRICAL** ☑ **OTHER**

PCO #018

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
Phone: (559) 492-3969

Project: 25-09 - 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

Prime Contract Potential Change Order #018: Soffit Face Access Doors

TO:	Hanford Joint Union High School 823 West Lacey Boulevard Hanford California, 93230	**FROM:**	
PCO NUMBER/REVISION:	018 / 0	**CONTRACT:**	1 - Standard Template [Change Name]
REQUEST RECEIVED FROM:		**CREATED BY:**	Alex Aguilar **(Ardent General, Inc.)**
STATUS:	Pending - In Review	**CREATED DATE:**	5/6 /2026
REFERENCE:	AOR On Site Meeting	**PRIME CONTRACT CHANGE ORDER:**	
FIELD CHANGE:	No		
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
		TOTAL AMOUNT:	$1,216.94

POTENTIAL CHANGE ORDER TITLE: Soffit Face Access Doors

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #028 - Soffit Face Access Doors
Addition of Access doors for face of soffit in each classroom.

ATTACHMENTS:
2278_106_083113_Soffit Face Access Doors.pdf

#	Cost Code	Description	Type	Amount
1	10-2000 - Interior Specialties	Access Doors at Soffit Face	Commitment	$ 1,089.96
			Subtotal:	$1,089.96
			OH&P: 10.00% Includes Cost Type (13)	$ 109.00
			Insurance: 1.50% Includes Cost Type (13)	$ 17.98
			Grand Total:	**$1,216.94**

Hanford Joint Union High School
823 West Lacey Boulevard
Hanford California 93230

SIGNATURE **DATE**

SIGNATURE **DATE**

SHOP DRAWING AND SUBMITTAL TRANSMITTAL

Hanford Sierra Pacific High School Buildings J & M 2278

DESCRIPTION: **Soffit Face Access Doors**

SUBMITTAL NO.: **106**

SPEC SECTION: **083113**

ARCHITECT:
Darden Architects
6790 N. West Ave
Fresno, California 93711

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

SUPPLIER:
Ardent General

Substitution: **Yes:** ☐ **DSA Approval Req'd** **N**

DATE RECEIVED: **5/5/2026** **NO. RECEIVED:** **DATE RETURNED:** **5/6/2026**

Contractor Remarks:

Other Required Information: CPM Activity / Submittal Task No.:

Early Start (ES) Date: Late Finish (LF) Date:

WARRANTY: ☐ **O and M MANUALS** ☐ Early Finish (EF) Date: Scheduled Float Time: 0

DESIGN CONSULTANT'S REVIEW:

TRANSMITTED BY ARCHITECT TO: Darden DATE RETURNED: 5/6/2026
DATE SENT: 5/6/2026
NO. SENT: 0

Consultants Remarks:

ACTION:

☐ NO EXCEPTION TAKEN RELATIVE TO DESIGN
☐ NO EXCEPTION TAKEN WITH MODIFICATION NOTED
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED AND RESUBMIT
☐ SEE ATTACHED LETTER

ARCHITECT'S REVIEW:

Architects Remarks:

ACTION:

☑ NO EXCEPTION TAKEN RELATIVE TO DESIGN
☐ NO EXCEPTION TAKEN WITH MODIFICATION NOTED
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED AND RESUBMIT

Approved Substitution ☐

COPIES TO:

DATE RETURNED: **5/6/2026**

Contractor: 1 **Owner:** 1 **Inspector:** 1 **File:** 1 **Other:** 1

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
P: (559) 492-3969

Project: 25-09 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

Submittal #106.0 - Soffit Face Access Doors

Revision	0	**Submittal Manager**	Stephanie Perkins (Ardent General, Inc.)
Status	Open	**Date Created**	May 5, 2026
Issue Date	May 5, 2026	**Spec Section**	
Responsible Contractor	Ardent General, Inc.	**Received From**	Alex Aguilar (Ardent General, Inc.)
Received Date		**Submit By**	
Final Due Date	May 19, 2026	**Lead Time**	
Sub Job		**Cost Code**	
Location		**Type**	Product Information
Submittal Package			
Approvers	Justo Padron (Darden Architects)		
Ball in Court	Justo Padron (Darden Architects)		
Distribution	Alex Aguilar (Ardent General, Inc.), Chris Pavone (Ardent General, Inc.), Marc Lopez (Ardent General, Inc.), Ricky Teter (Ardent General, Inc.)		
Description			

Submittal Workflow

Name	Sent Date	Due Date	Returned Date	Response	Attachments
General Information Attachments					General-Purpose-Access-Door-Technical-Data-Sheet.pdf
Justo Padron	May 5, 2026	May 19, 2026		Pending	

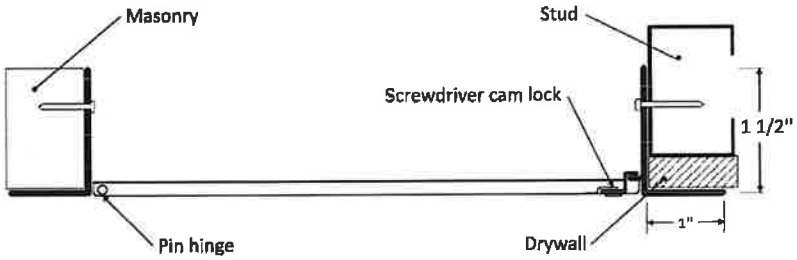
SUBMITTAL / TECHNICAL DATA SHEET

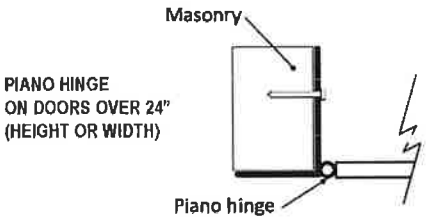
GENERAL PURPOSE ACCESS DOOR

FOR ALL SURFACE TYPES

2VE84 - 2VE85 - 2VE86 - 2VE87 - 2VE88 - 5YL92 - 5YL93 - 5YL94 - 5YL95 - 5YL96 - 5YL97

INSTALLATION





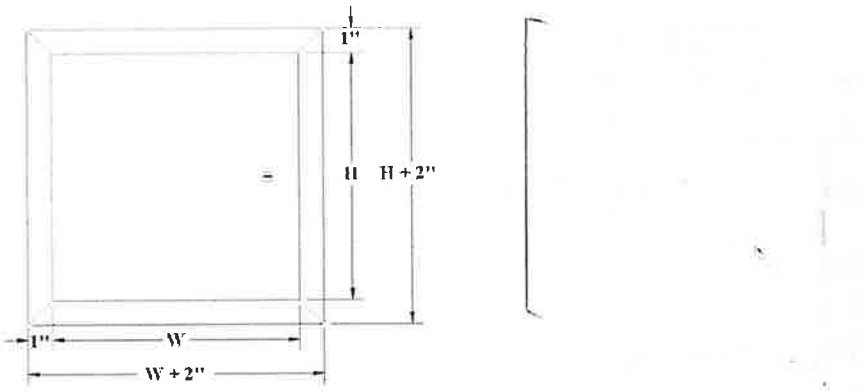
DIMENSIONS AND APPEARANCE

LEED ready: This product contributes to LEED® credits.

PRODUCT CODE	DOOR SIZE W x H inches (MM)	NUMBER OF LOCKS	WEIGHT LBS	KG
5YL92	8 x 8 (203 x 203)	1	3	1.4
5YL93	10 x 10 (254 x 254)	1	4	1.8
5YL94	12 x 12 (304 x 304)	1	5	2.3
5YL95	14 x 14 (356 x 356)	1	7	3.2
5YL96	16 x 16 (406 x 406)	1	8	3.6
2VE84	16 x 24 (406 x 609)	1	12	5.5
2VE85	18 x 18 (457 x 457)	1	9	4.1
2VE86	18 x 24 (457 x 609)	1	13	5.9
5YL97	24 x 24 (609 x 609)	1	15	6.8
* 2VE87	24 x 36 (609 x 914)	2	22	10
* 2VE88	36 x 36 (914 x 914)	4	31	14.1

Rough wall opening is door size + 1/4" or + 6mm

*Piano hinge on doors over 24 inches (height or width)



DESCRIPTION AND MATERIAL SPECIFICATION

Material: 16 gauge cold rolled steel

Hinge: hidden pin hinge
continuous piano type on doors over 24" (height or width)

Lock / latch: screwdriver operated cam latch

Finish: high quality white powder coat primer

Packaging: individually wrapped, 1 per box

FOR CUSTOM SIZES AND DIFFERENT LOCKIN

PLEASE CALL YOUR LOCAL GRAINGER B

SUBMITTAL REVIEW

- ✓ No Exception taken relative to Design.
- No Exception taken with Modifications Noted.
- Amend as Noted and Resubmit.
- Rejected and Resubmit.

Dimensions were not checked. Review of submittal does not relieve the contractor from the requirements of contract documents unless specifically documented in writing by Architect.

Garden Architects
ARCHITECTURE • PLANNING • INTERIORS
6790 North West Avenue • Fresno, California 93711
www.gardenarchitects.com

By: justop Date: 5/6/2026

darden architects

6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

CONSTRUCTION CHANGE DIRECTIVE

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

DIRECTIVE NO.: 017

DATE OF ISSUANCE: 5/12/2026

CONTRACT DATE: 10/9/2025

NOTICE TO PROCEED: 10/9/2025

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

You are hereby directed to make the following change(s) in this Contract:

Revise Exterior Downspout

The downspout detail was revised to eliminate the DSA boot which is no longer needed.

CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- [x] Lump Sum (decrease) of ($7,200.00)
- [ ] Unit Price of $0.00
- [ ] As provided for in General Conditions and the Supplemental Conditions of the contract.
- [ ] As Follows:

2. The Contract Time is proposed to (remain unchanged). The proposed adjustment, if any, is increase of 0 days)

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT	OWNER	CONTRACTOR
Darden Architects	Hanford Joint Union High School Distric	Ardent General, Inc.
6790 N. West Ave	823 W. Lacey Blvd.	2960 N. Burl Ave
Fresno, California 93711	Hanford CA 93230-	Fresno CA 93727-
By: Justo Pardini	By:	By:
Date: 5/12/26	Date:	Date: 5/22/2026

- [x] OWNER
- [x] CONTRACTOR
- [x] ARCHITECT
- [ ] CONSULTANT
- [ ] INSPECTOR
- [ ] OTHER

darden architects

6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765
www.dardenarchitects.com

CHANGE ORDER REQUEST REVIEW

PROJECT:
Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER REQUEST NO.: 019

DATE OF ISSUANCE: 5/8/2026

OWNER:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR:
Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: **2278**
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

DESCRIPTION OF PROPOSED CHANGE:

Requested By:

Scope:

Revise Exterior Downspout

Necessary for:

DESIGN CONSULTANT'S REVIEW:

Date Sent: 5/8/2026
Referred To: Darden
Date Returned: 5/12/2026

ACTION:

- ☐ NO EXCEPTION TAKEN RELATIVE TO COST
- ☐ NO EXCEPTION TAKEN RELATIVE TO TIME
- ☐ AMEND AS NOTED AND RESUBMIT
- ☐ REJECTED

Consultants Remarks

ARCHITECT'S REVIEW:

Date Returned: 5/12/2026

ACTION:

- ☐ NO EXCEPTION TAKEN RELATIVE TO COST
- ☐ NO EXCEPTION TAKEN RELATIVE TO TIME
- ☐ AMEND AS NOTED AND RESUBMIT
- ☐ REJECTED

Architects Remarks:

Attachments:

REVIEWED:
Darden Architects
6790 N. West Ave
Fresno, California 93711

Justo Pardon

Darden Architects : **Date :** 5/12/26

APPROVED:
Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Owner : **Date :**

The Architect is hereby directed to instruct the Contractor to make the above changes in the Project and to include these changes in a subsequent Change Order:

☑ OWNER ☑ CONTRACTOR ☐ INSPECTOR ☐ STRUCTURAL ☐ MECHANICAL ☐ ELECTRICAL ☑ OTHER

PCO #019

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
Phone: (559) 492-3969

Project: 25-09 - 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

Prime Contract Potential Change Order #019: Revised Exterior Downspout

TO:	Hanford Joint Union High School 823 West Lacey Boulevard Hanford California, 93230	**FROM:**	
PCO NUMBER/REVISION:	019 / 0	**CONTRACT:**	1 - Standard Template [Change Name]
REQUEST RECEIVED FROM:		**CREATED BY:**	Stephanie Perkins (Ardent General, Inc.)
STATUS:	Pending - In Review	**CREATED DATE:**	5/8 /2026
REFERENCE:	RFI#94	**PRIME CONTRACT CHANGE ORDER:**	
FIELD CHANGE:	No		
LOCATION:		**ACCOUNTING METHOD:**	Amount Based
SCHEDULE IMPACT:		**PAID IN FULL:**	No
		TOTAL AMOUNT:	($7,200.00)

POTENTIAL CHANGE ORDER TITLE: Revised Exterior Downspout

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #029 - Revised Exterior Downspout
Credit to the owner of $7,200 for eliminating the DS boot.

ATTACHMENTS:
RFI #94 Response.pdf

#	Cost Code	Description	Type	Amount
1	22-0000 - Plumbing	Eliminating DS Boot	Commitment	($7,200.00)
			Subtotal:	($7,200.00)
			Grand Total:	($7,200.00)

Hanford Joint Union High School
823 West Lacey Boulevard
Hanford California 93230

SIGNATURE **DATE**

SIGNATURE **DATE**

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
P: (559) 492-3969

Project: 25-09 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

RFI #94: Revised Exterior Downspout

Revision	0	**Status**	Closed on 05/07/26
To	Justo Padron (Darden Architects)	**From**	Alex Aguilar (Ardent General, Inc.) 2960 N Burl Ave Fresno, California 93727
Date Initiated	May 6, 2026	**Due Date**	May 9, 2026
Location		**Project Stage**	Course of Construction
Cost Impact	TBD	**Schedule Impact**	TBD
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Mike Lansford (TP Thomas Plumbing Inc.)	**Sub Job**	
Copies To	Alex Aguilar (Ardent General, Inc.), Richard Braswell (Hanford Joint Union High School), Renee Creech (Hanford Joint Union High School), Jennifer Diaz (Darden Architects), Grant Dodson (Darden Architects), Julie Fagundes (Hanford Joint Union High School), Marc Lopez (Ardent General, Inc.), Chris Pavone (Ardent General, Inc.), Ben Stidman (Hanford Joint Union High School), Ricky Teter (Ardent General, Inc.)		

Activity

Question

Question from Alex Aguilar Ardent General, Inc. *on Wednesday, May 6, 2026 at 02:56 PM PDT*

We are proposing to use Schedule 10 Galv. Steel tubing for the exterior downspouts at buildings J3 & M1 and eliminate the cast iron boot, as noted. (e.g. Sheet J3/P201, Note #2) Additionally, we are proposing to attach the downspouts to the building per the attached sketch.
Would this be acceptable?
Note: We will offer a credit to the owner of $7,200 for eliminating the DS boot.

Attachments
RFI#9.Downspout-REVISED.pdf

Official Response

Response from Justo Padron Darden Architects *on Wednesday, May 6, 2026 at 03:36 PM PDT*

We take no exception to the proposed material change.

Attachments
2278_RFI 094.pdf

All Replies

Response from Justo Padron Darden Architects *on Wednesday, May 6, 2026 at 03:36 PM PDT*

We take no exception to the proposed material change.

Attachments
2278_RFI 094.pdf

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

REQUEST FOR INFORMATION

RFI No.: **094**

To: **Darden Architects**
6790 N. West Ave
Fresno, California 93711

Date: 5/6/2026
Respond By: 5/13/2026

Attn: **Justo Padron**

Architect Project No. **2278**

DSA/OSHPD Review Required Yes ☐ No ☑ Apprd ☐

Project: **Hanford Sierra Pacific High School Buildings J**
Dsa No.:

INFORMATION REQUESTED:

Revised Exterior Downspout
We are proposing to use Schedule 10 Galv. Steel tubing for the exterior downspouts at buildings J3 & M1 and eliminate the cast iron boot, as noted. (e.g. Sheet J3/P201, Note #2) Additionally, we are proposing to attach the downspouts to the building per the attached sketch.

Would this be acceptable?

Note: We will offer a credit to the owner of $7,200 for eliminating the DS boot.

Cost Impact: $0.00
Schedule Impact: 0 Days
Signature:
Pages Attached: 3
Trade/Contractor: TP Thomas Plumbing Inc
Schedule Task No/Item:

The Work shall be carried out in accordance with the following supplemental instructions issued in accordance with the Contract Documents without change in the Contract Sum or Contract Time. Proceeding with the Work in accordance with these instructions indicates your acknowledgement that there will be no change in the Contract Sum or Contract Time.

If the Contractor considers that this supplemental instruction requires a change in the Contract Sum or Contract Time, the Contractor shall not proceed with this Work and shall promptly submit an itemized proposal to the Architect for doing this work. If your proposal is found to be satisfactory and in order, this supplemental instruction will be superseded by a Construction Change Directive.

Referred To: Darden
Referred Date: 5/6/2026 Return Date: 5/6/2026

SUPPLEMENTAL INSTRUCTIONS:

Revised Exterior Downspout
We take no exception to the proposed material change.

Consultant :
Date: 5/6/2026

Architect Justo Padron
Date 5/6/2026

Copy: ☑ Owner ☑ Inspector ☐ Testing Lab ☐ Structural ☐ Mech. ☐ Elec ☑ File ☑ Other Pages Attached: 3

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
P: (559) 492-3969

Project: 25-09 25-09 Sierra Pacific High School Buildings J3 and M1 Project
1259 13th Ave
Hanford, California 93230

RFI #94: Revised Exterior Downspout

Revision	0	**Status**	Open
To	Justo Padron (Darden Architects)	**From**	Alex Aguilar (Ardent General, Inc.) 2960 N Burl Ave Fresno, California 93727
Date Initiated	May 6, 2026	**Due Date**	May 9, 2026
Location		**Project Stage**	Course of Construction
Cost Impact	TBD	**Schedule Impact**	TBD
Spec Section		**Cost Code**	
Drawing Number		**Reference**	
Linked Drawings			
Received From	Mike Lansford (TP Thomas Plumbing Inc.)	**Sub Job**	
Copies To	Alex Aguilar (Ardent General, Inc.), Richard Braswell (Hanford Joint Union High School), Renee Creech (Hanford Joint Union High School), Jennifer Diaz (Darden Architects), Grant Dodson (Darden Architects), Julie Fagundes (Hanford Joint Union High School), Marc Lopez (Ardent General, Inc.), Chris Pavone (Ardent General, Inc.), Ben Stidman (Hanford Joint Union High School), Ricky Teter (Ardent General, Inc.)		

Activity

Question

Question from Alex Aguilar Ardent General, Inc. *on Wednesday, May 6, 2026 at 02:56 PM PDT*

We are proposing to use Schedule 10 Galv. Steel tubing for the exterior downspouts at buildings J3 & M1 and eliminate the cast iron boot, as noted. (e.g. Sheet J3/P201, Note #2) Additionally, we are proposing to attach the downspouts to the building per the attached sketch.
Would this be acceptable?
Note: We will offer a credit to the owner of $7,200 for eliminating the DS boot.

Attachments
RFI#9.Downspout-REVISED.pdf

Awaiting an Official Response

T.P. THOMAS PLUMBING, INC.
PO BOX 835 * DINUBA, CA. 93618
PH: 559-591-6499 * FAX: 559-802-3306

REQUEST FOR INFORMATION

DATE: 5/4/2026
DATE REQUESTED ASAP
Project # 716
RFI # 9
STATUS PENDING

PROJECT: SIERRA PACIFIC HS

TO: ARDENT GENERAL **Priority: ASAP**

ATTN: CHRIS / STEPHANIE / ALEX

ARCHITECT: DARDEN - JUSTO PADRON

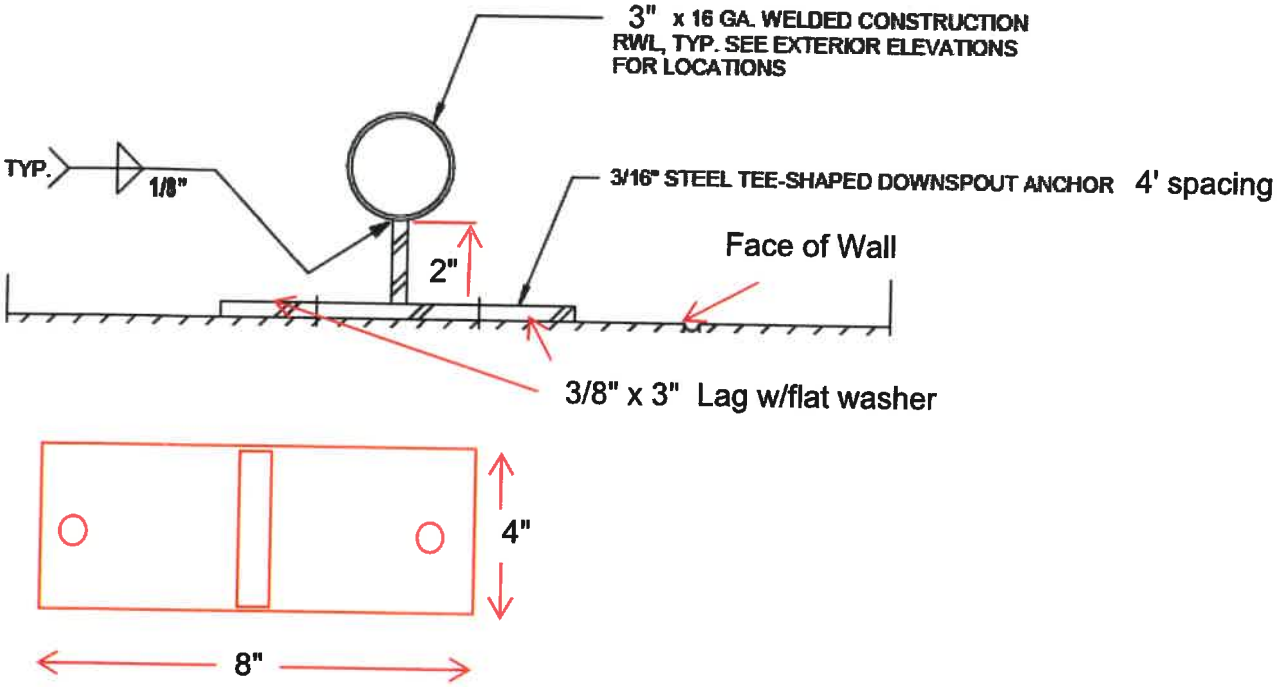
FROM: MIKE LANSFORD

REF: **EXTERIOR DOWNSPOUTS**

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Would this be acceptable?

Note: We will offer a credit to the owner of $7,200 for eliminating the DS boot.


3" x 16 GA. WELDED CONSTRUCTION
RWL, TYP. SEE EXTERIOR ELEVATIONS
FOR LOCATIONS
TYP.
1/8"
3/16" STEEL TEE-SHAPED DOWNSPOUT ANCHOR
4' spacing
2"
Face of Wall
3/8" x 3" Lag w/flat washer

4"
8"

T.P. THOMAS PLUMBING, INC.
PO BOX 835 * DINUBA, CA. 93618
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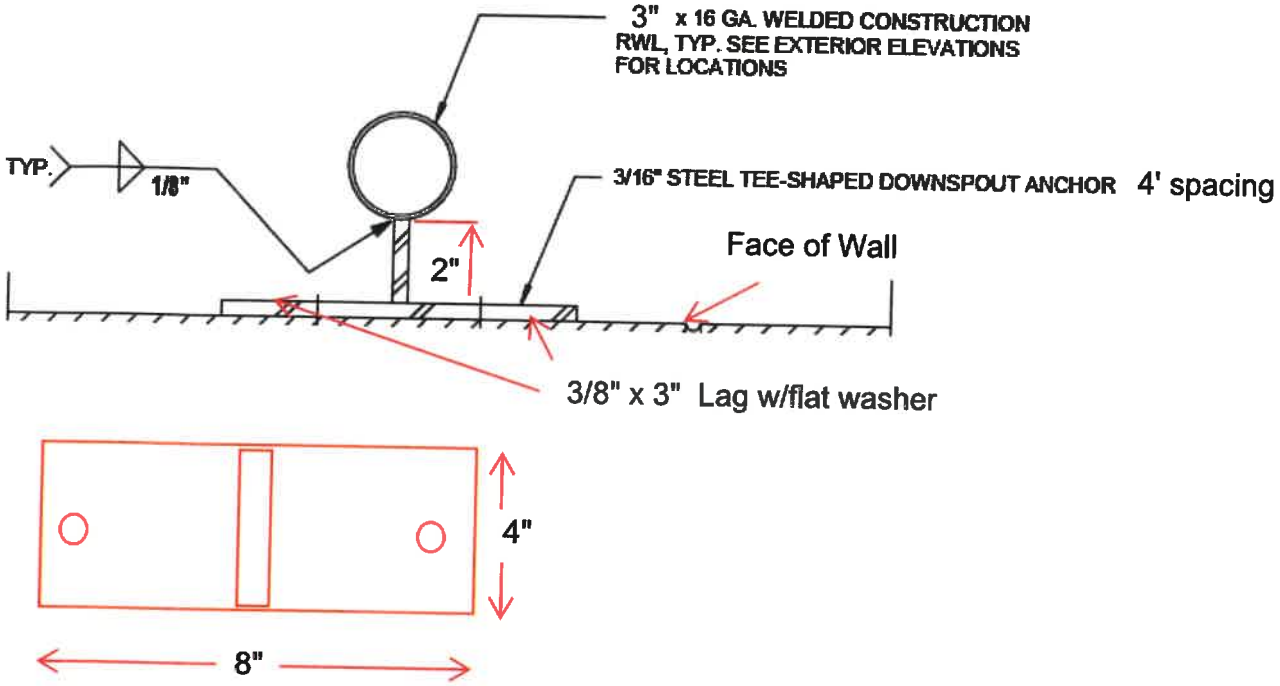
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3/8" x 3" Lag w/flat washer

4"
8"

Financial Report
#17

AGENDA: New Business / Information / Action

TOPIC: Lighting Upgrade Project

DESCRIPTION: The District has the ability to utilize Government Code 4217 that allows for direct purchasing through a preferred vendor for energy efficiency projects. The project in consideration is retrofit of existing linear fluorescent and compact fluorescent lighting with Tier 1 LED lighting for all interior spaces at our school sites and the field lighting at Neighbor Bowl. This project is approved for Southern California Edison's (SCE) On-Bill Financing (OBF) which has zero interest and is paid-back from the energy savings with a maximum of 10 years.
The District would have to front the construction costs and get reimbursed from SCE at project completion. It is also a requirement to go through a 3rd party incentive program in order to qualify for OBF. The proposal from this project is from Trane and the 3rd party incentive program is Southern California Regional Energy Network (SoCalREN).
Next steps for the project, if approved, is to enroll in SoCalREN and enter an agreement with Trane for the development of the final project scope.

FISCAL IMPACT: The total amount to get started is $31,400 for the Energy & Sustainability Project Development Agreement with Trane. This amount will be credited to the overall project cost if the District moves forward after the detailed audit and program development. The estimated total project cost for interior lighting is $1,825,000 with an additional amount for Neighbor Bowl.

RECOMMENDATION: Administration recommends approval of moving forward with the Interior Lighting Upgrade Project, including enrollment in SoCalREN, and approval of the Energy & Sustainability Project Development Agreement with Trane.

Trane
Comprehensive Solutions

Lighting Upgrade using SCE's On Bill Financing

For:

Hanford JUHSD

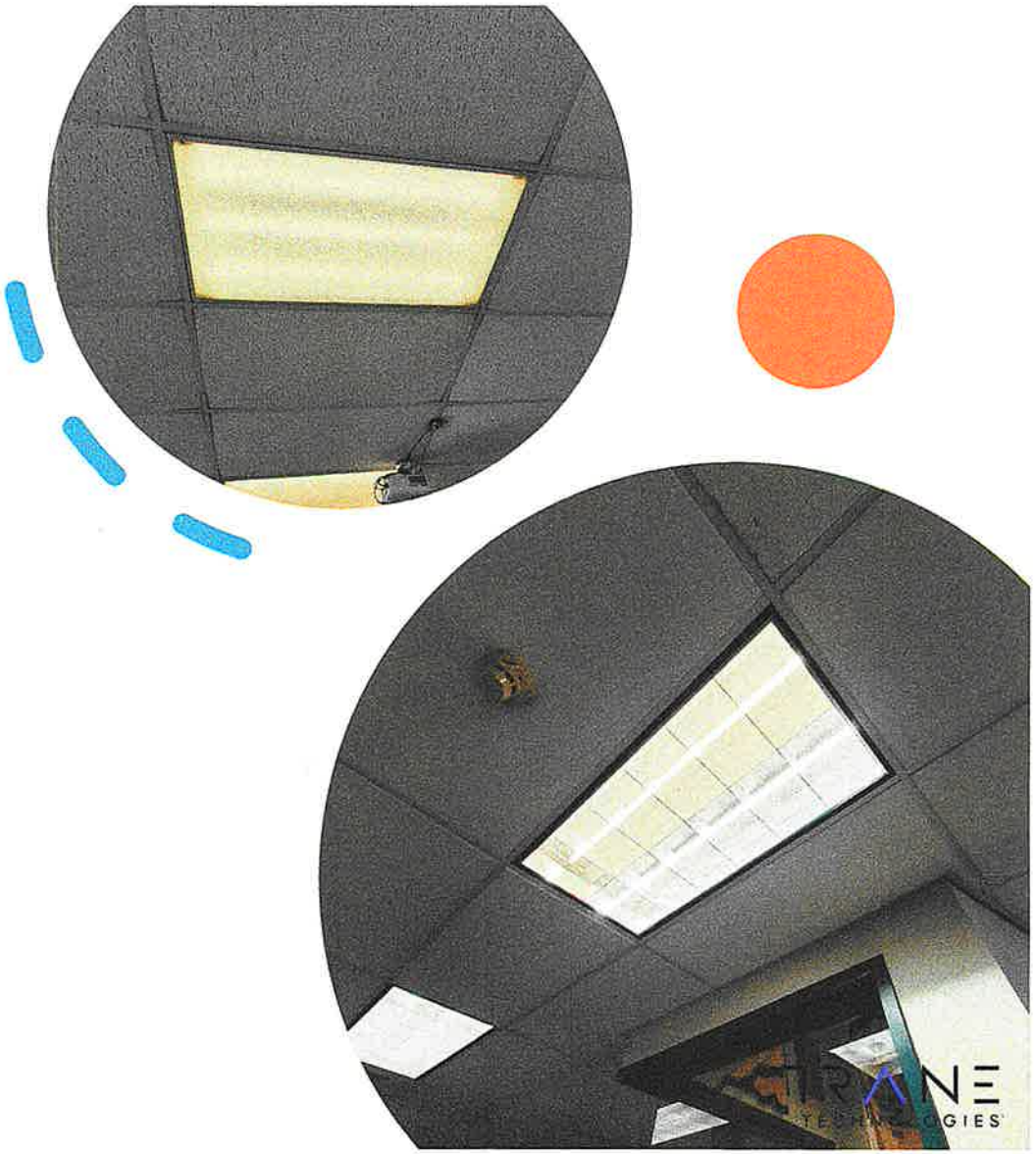
TRANE TECHNOLOGIES

HJUHSD

Sensitivity: Highly Confidential

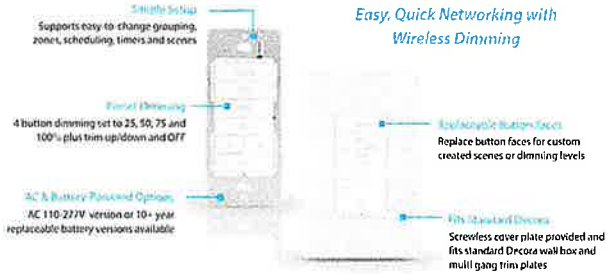
Preliminary Site Audit and Overall Analysis Findings

- Utility bill analysis performed using data provided from Oct 2025 / Feb 2026
  - SCE & Direct Access with Cal Pine
  - Blended utility costs ranging from $0.31 to $0.41/kWh
  - Estimated 6.5M kWh across facilities
- Initial site walk performed 4/3/26 with assistance from District staff
  - Reviewed existing lighting & control components
    - Mostly fluorescent lamps, 2-3 lamps per fixture
    - Standard switching in most areas
    - Very limited occupancy sensors
    - Much of the exterior lighting has been retrofitted or replaced
  - Identified percentage of existing LED measures at each District site
    - Varying from 35% to 100%



Preliminary Project Scope and Proposal

- Retrofit of existing linear fluorescent and compact fluorescent product with Tier 1 LED product
- Removal & recycling of existing obsolete product
- Incorporation of room controls to meet Title 24 requirements



Easy, Quick Networking with Wireless Dimming





TRANE TECHNOLOGIES

Financing Options – SCE OBF

- OBF (On Bill Financing) – ZERO % Financing on your Electric Bill
- Must be in good credit standing with SCE
- Payments made through SCE bill
- Payment duration matches project payback, with max of 10 year simple payback
- Must be approved for access to use
- Separate transaction for each electric meter. Can not combine sites.
- District would pay for project through construction and then be reimbursed for the project cost, which then starts on bill financing payments.
- Can get Bridge loan to cover construction costs until reimbursed by PG&E OBF

Sensitivity: Highly Confidential

Incentive Opportunities – SCE 3rd Parties

1. Incentive program participation
    1. SCE requires participation in a 3rd party incentive program to qualify for OBF
    2. SoCalRen can provide Strategic Energy Management (SEM) Programs that require their involvement with customer to participate
    3. 3rd party provides an audit of the existing conditions and measures the proposed measures and expected energy savings to determine the incentives available
    4. Trane would work in concert with the 3rd party provider during Development phase to ensure OBF program participation eligibility & savings validation
    5. Estimated incentives are then included in the SCE OBF payback calculations

Sensitivity: Highly Confidential

SoCalRen

1. Incentive program participation
    1. Representatives need to have a meeting with you
    2. They have their own participation document
    3. Must agree that using SoCalRen and their incentive program is what is making the project move forward.

Sensitivity: Highly Confidential

SCE Preliminary OBF Cash Flow

Hanford JUHSD Project Cash Flow

Project Cost =	$1,825,000	Cost of Capital =	0.0%
State & Federal Incentive =		Year 2-25 Utility Inflation Rate =	3.5%
Utility Rebates =		Term =	10
Budgeted Buy-Down =		Equipment Useful Life =	20
First Cost =	**$1,825,000**		

	Savings			Financing Cost	Cash Flow	
Year	Projected Energy Savings	O&M Savings	Total Annual Savings	Annual Financing Cost	Annual Net Cash Flow	Cumulative Cash Flow
Installation			$0		$0	$0
Year 1	$189,000	$4,500	$193,500	($182,500)	$11,000	$11,000
Year 2	$195,615	$4,658	$200,273	($182,500)	$17,773	$28,773
Year 3	$202,462	$4,821	$207,282	($182,500)	$24,782	$53,555
Year 4	$209,548	$4,989	$214,537	($182,500)	$32,037	$85,591
Year 5	$216,882	$5,164	$222,046	($182,500)	$39,546	$125,137
Year 6	$224,473	$2,672	$227,145	($182,500)	$44,645	$169,782
Year 7	$232,329	$2,766	$235,095	($182,500)	$52,595	$222,377
Year 8	$240,461	$2,863	$243,323	($182,500)	$60,823	$283,201
Year 9	$248,877	$2,963	$251,840	($182,500)	$69,340	$352,540
Year 10	$257,588	$3,067	$260,654	($182,500)	$78,154	$430,694
Year 11	$266,603	$0	$266,603	$0	$266,603	$697,298
Year 12	$275,934	$0	$275,934	$0	$275,934	$973,232
Year 13	$285,592	$0	$285,592	$0	$285,592	$1,258,824
Year 14	$295,588	$0	$295,588	$0	$295,588	$1,554,412
Year 15	$305,933	$0	$305,933	$0	$305,933	$1,860,345
Year 16	$316,641	$0	$316,641	$0	$316,641	$2,176,986
Year 17	$327,723	$0	$327,723	$0	$327,723	$2,504,709
Year 18	$339,194	$0	$339,194	$0	$339,194	$2,843,903
Year 19	$351,065	$0	$351,065	$0	$351,065	$3,194,968
Year 20	$363,353	$0	$363,353	$0	$363,353	$3,558,321
Totals	$5,344,860	$38,461	$5,383,321	($1,825,000)	$3,558,321	

Sensitivity: Highly Confidential

TRANE TECHNOLOGIES

Procurement – Use of CA Govt Code 4217

1. Energy Savings Projects have been procured using this code for over 40 years.
2. Allows direct purchase with an Energy Services Company as long as the cost of the project is paid for from savings within the useful life of the equipment being installed.
3. Must post 2 weeks prior to board meeting
4. Must pa$$ Board Resolution

Sensitivity: Highly Confidential

• Energy Services Performance Contracting Process Map



Client Agreement

- Client agrees to steps and internal resources.
- Site Audits
- Energy bill analysis
- Incentive and Grant research
- Budgetary scope and savings
- Conceptual Proposal





Project Development Agreement (PDA)

- Client agrees to PDA cost, which becomes part of the Final Contract cost
- Detailed Scope
- Initial Engineering
- Finalize energy savings
- Financing options
- Proforma Financial outline
- Optional Guarantee
- Final Project Proposal



Contractual Agreement

- Board Approval
- Construction begins
- Finalize Engineering
- Equipment ordered
- Project management
- Closeout
- Warranties
- Measurement and Verification
- Optional Guarantee period begins

Sensitivity: Highly Confidential

TRANE TECHNOLOGIES

Energy & Sustainability Project Development Agreement

Between Hanford JUHSD & Trane

This Project Development Agreement (PDA) provides **Hanford JUHSD ("Client")** with financial and technical engineering resources from **Trane U.S. Inc. ("Trane")** for the development of a Lighting energy & sustainability solution for its District. This development follows a preliminary concept by Trane that highlighted an opportunity to upgrade lighting to LED, using the SCE On Bill Financing program.

Hanford JUHSD authorizes Trane as of **May 8, 2026** to complete the required auditing of the existing lighting necessary to provide a Final Proposal for the outcomes as described below:

Development Scope

Trane will oversee and complete the necessary project development to deliver a Final Proposal created specifically for this project based on the following work:

- Make introductions to the 3rd party incentive implementor, which must be used in order to qualify for the OBF financing.
- Work with 3rd party implementor on utility incentives that can be leveraged by the project
- Participate in the processes necessary to obtain OBF financing.
- Create financial pro forma, including considerations for:
    - Turnkey Construction Cost
    - Utility Incentives
    - Avoided Future Capital
    - Avoided future Maintenance Costs

Client agrees to provide timely and complete access to the following:

- Energy (electricity, water, and gas) bills for the most recent 36 months and required building information
- Historical records of maintenance cost
- Access to procurement and legal personnel to finalize procurement and contracts of the Final Proposal
- Access to the buildings and to facility personnel, management personnel, and key decision makers, to enable Trane to better understand the facility operations and organizational goals that will help Trane optimize the effectiveness of the proposed project
- A time and Location for a meeting for presentation of Trane's results of the Design Phase and review of the Final Proposal; all parties that will be involved in the decision-making & execution process

Trane will deliver the resultant Final Proposal within 60 days of the receipt of this Development Agreement.

Procurement

This project to be run through the use of Government Code 4217, for energy efficiency, which allows the District to procure directly with one vendor as long as rules are followed.

Financial Commitment

Client and Trane will enter into an implementation Contract within ninety (45) days of delivery of the Final Proposal. Since it is the intent of both parties to finalize an implementation Contract, negotiations shall take place in an expeditious and forthright manner. Any associated development costs incurred during this Design Phase shall be carried forward and recovered in the final negotiated contract costs. However, in the event the

Client does not enter into a Contract within the aforementioned period, Client agrees to pay Trane professional services fee in the amount of **$31,400.00**. All amounts payable hereunder shall be paid within 30 days from the date of invoice.

The signatories hereto represent that they have been duly authorized to enter into to this PDA on behalf of the Party for whom they sign.

Hanford JUHSD		**Trane U.S. Inc.**	
Signature:	_____	Signature:	_____
Name:	_____	Name:	_____
Title:	_____	Title:	_____
Date:	_____	Date:	_____

Southern California
REGIONAL ENERGY NETWORK

SoCalREN Public Agency Programs Enrollment Form

socalren.org

This enrollment form is non-binding, however, program services cannot be initiated until signed.
Enrollment in SoCalREN Public Agency Programs becomes effective as of the date the enrollment form is signed and returned.

Enrollment in SoCalREN means your Agency:



- Considers implementing the recommended energy-saving strategies that are economically and operationally feasible.
- Provides access to facilities, operational details and utility data in a timely manner as needed to facilitate energy audits and development of energy retrofit projects.
- Authorizes The Energy Coalition, as the implementer of the SoCalREN Public Agency Programs, to provide energy benchmarking services through Energy Star Portfolio Manager (ESPM).
- Completes authorization forms to release utility customer information related to energy and project data to the implementer of SoCalREN Public Agency Programs (required for utility incentive and financing application submission).
- Has access to a network of public agency peers where resources and best practices are shared broadly via workshops, conference forums, the SoCalREN website and more. This involves listing agency participation in informational materials and receiving email resources from SoCalREN's mailing list.
- Receives individualized support from a dedicated SoCalREN Project Manager and technical assistance team with broad expertise — all at no cost.

Enrollment

Please designate a primary contact (Energy Champion) below to facilitate the Public Agency's participation in SoCalREN who will commit sufficient time to support the successful delivery of SoCalREN's services.

Official Public Agency Name: _____

Representative (Energy Champion) Name: _____

Title: _____

Phone: _____ Email: _____

Signature: _____ Date: _____

Educational Services
#1

AGENDA: New Business / Information

TOPIC: 2026/2027 HJUHSD Local Performance Indicator Self Report

DESCRIPTION: The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF). LEA's are required to assemble local indicators in order to measure our progress towards our priorities as stated in the LCAP.

FISCAL IMPACT: None

RECOMMENDATION: This item will be brought back at the next regularly scheduled meeting for Board consideration.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Hanford Joint Union High School District	Victor Rosa, Ed.D. Superintendent	vrosa@hjuhsd.k12.ca.us (559) 583-5901

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
2023-24	178.4	82%	3.3%	3.6%	3.8%	7.3%	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			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

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

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				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
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				4		

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				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

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.

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.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
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.	3

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 input from educational partners and local data, HJUHSD has made strong progress in fostering meaningful relationships with families through consistent communication, culturally responsive outreach, and increased opportunities for engagement. Bilingual staff and translated materials have improved accessibility, especially for families of English learners. Events such as family nights, student forums, IEP meetings, and college/career workshops have created spaces for collaboration and trust. Our use of surveys and feedback tools—like the YouthTruth Survey—has helped guide improvements, and families report feeling more connected and valued as partners in their students' education.

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.

Through educational partner input and local data, HJUHSD has identified the need to deepen engagement with families of underserved student groups, including students with disabilities, English learners, and foster youth. Families have expressed a desire for more consistent two-way communication, greater involvement in decision-making processes, and clearer information about academic expectations and support services. In response, HJUHSD is working to strengthen family outreach, expand parent education opportunities, and create more accessible, welcoming spaces for collaboration across all school sites.

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.

Based on educational partner input and self-reflection findings, HJUHSD is prioritizing the engagement of underrepresented families, including those of students with disabilities, English learners, foster youth, and low-income students. The district will expand culturally responsive outreach efforts, increase the availability of bilingual communication, and host targeted family workshops focused on navigating academic supports and student services. Additionally, HJUHSD will strengthen partnerships with community organizations to build trust and provide wraparound resources, while also developing more accessible opportunities for families to participate in site-level and district-level decision-making processes.

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.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
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.	3
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.	3

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.

Based on the analysis of educational partner input and local data, our LEA has made significant progress in Building Partnerships for Student Outcomes through intentional collaboration with families, students, staff, and community organizations. A key strength is our commitment to inclusive engagement, demonstrated by regular student forums, family nights, and advisory councils that ensure all voices—especially those of English learners, foster youth, and low-income families—are heard and valued. We have increased two-way communication through multilingual outreach and digital tools, helping families stay informed and involved in their student's progress. Additionally, we've expanded partnerships with local businesses and community colleges to support college and career readiness, work-based learning, and mentorship programs. These efforts have resulted in improved attendance rates, stronger student engagement, and more targeted academic supports aligned with student needs and interests.

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.

Based on the analysis of educational partner input and local data, our LEA has identified several focus areas for improvement in Building Partnerships for Student Outcomes. While progress has been made in engaging families and community members, we recognize the need to strengthen consistent two-way communication, particularly with families of English learners, foster youth, and other underserved populations. There is also a need to increase opportunities for authentic collaboration, where educational partners play a more active role in decision-making, program design, and goal setting. Additionally, we aim to improve access to resources and training for families, so they feel more confident supporting their students' academic and social-emotional development. Expanding school-community partnerships and better aligning them with students' career interests and real-world learning experiences are also priorities moving forward.

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.

Based on analysis of educational partner input and local data, our LEA will improve engagement among underrepresented families, including English learners, foster youth, low-income students, and students with disabilities, by implementing targeted, culturally responsive strategies that remove barriers to participation. This includes expanding translation and interpretation services at all events and in all communications, offering flexible meeting times, and providing childcare and transportation support when possible. We will increase opportunities for underrepresented families to engage in meaningful dialogue through small-group listening sessions, parent advisory committees, and school site councils, ensuring their input directly informs programs and policies. Additionally, we will provide family workshops focused on navigating the school system, supporting student learning at home, and accessing community resources. By building trust and improving access, we aim to create a more inclusive and empowering environment for all families.

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.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
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.	4

Practices	Rating Scale Number
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.	4

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.

Based on the analysis of educational partner input and local data, HJUHSD demonstrates clear strengths and continued progress in Seeking Input for Decision-Making. The district has established strong systems for gathering stakeholder input through multiple channels, including surveys, public forums, and regular meetings with advisory groups such as DELAC, CAC, and SAC. These efforts ensure that diverse voices—parents, students, staff, and community members—are included in key conversations about district priorities.

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.

Based on the analysis of educational partner input and local data, HJUHSD has identified several key focus areas for improvement in Seeking Input for Decision-Making. One area of growth is increasing participation from underrepresented stakeholder groups, particularly families of English learners, foster youth, and low-income students. While the district provides opportunities for engagement, turnout and consistent involvement from these groups remain lower than desired. To address this, the LEA is exploring more targeted outreach strategies, flexible meeting times, and additional language supports to reduce barriers to participation.

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.

Based on the analysis of educational partner input and local data, HJUHSD will improve engagement of underrepresented families—particularly those of English learners, foster youth, and low-income students—through a series of targeted strategies. First, the district will expand outreach efforts by partnering with community organizations, family liaisons, and cultural leaders to build trust and strengthen connections with families who have traditionally been less involved in district decision-making.

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.

The Hanford Joint Union High School District utilizes the YouthTruth Survey as a primary local climate measure to gather feedback from students, staff, and families regarding school culture, engagement, safety, and support systems. Overall, survey results indicate a positive school climate, with staff responses indicating continued improvement in culture, collaboration, and trust. Student responses generally reflected positive perceptions of belonging, relationships with adults, and academic expectations. However, several areas remain opportunities for growth. Most notably, only 37% of students reported that their school has programs or services that can help when they are feeling upset, stressed, or experiencing personal problems, a result that remained unchanged from the previous administration despite significant district investments in mental health services and wellness supports. This finding suggests a need to strengthen student awareness of available supports and improve access to services. Disaggregated student group data showed similar trends across student populations, with some variation among English learners, socioeconomically disadvantaged students, and foster youth, reinforcing the importance of continued targeted supports and outreach efforts. The district will continue to use YouthTruth results alongside attendance, suspension, graduation, and student engagement data to identify strengths, address areas of concern, and guide continuous improvement efforts to create safe, supportive, and engaging learning environments for all students.

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.

Key learnings from the analysis of local climate data indicate that Hanford Joint Union High School District continues to maintain positive school environments characterized by strong relationships, high expectations, and an improving staff culture. Survey results suggest that students generally feel connected to their schools and recognize staff's commitment to their success. Staff responses demonstrated continued growth in collaboration, trust, and workplace culture, reflecting the district's ongoing focus on leadership development, communication, and employee support. These positive trends were generally consistent across student groups, including English learners, socioeconomically disadvantaged students, foster youth, and students with disabilities.

At the same time, the data identified several areas of need. The most significant finding was that only 37 percent of students reported that their school has programs or services available to help when they are feeling upset, stressed, or experiencing personal challenges. This result remained unchanged from the previous survey administration despite substantial district investments in mental health services, school counselors, social workers, wellness initiatives, and community partnerships. This finding suggests that while services are available, many students may not be aware of them, may not know how to access them, or may not perceive them as meeting their needs. Additionally, some student groups reported lower levels of connectedness and support than their peers, underscoring the need for continued targeted outreach and relationship-building.

The district's key learning is that investments in programs and services alone are not sufficient; equal attention must be given to student awareness, accessibility, and engagement. Moving forward, HJUHSD will continue to build upon its strengths in school culture and staff leadership while increasing efforts to connect students with available supports, strengthen student voice, and ensure all student groups experience a safe, supportive, and inclusive educational 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.

Based on the analysis of local climate data and identified key learnings, Hanford Joint Union High School District will continue to strengthen efforts to ensure students are aware of and connected to available academic, social-emotional, and mental health supports. While the district has made significant investments in counselors, social workers, wellness services, and intervention programs, survey results indicate that many students do not recognize or access these resources when needed. As a result, the district will place greater emphasis on student outreach, communication, and awareness strategies to ensure support services are visible, accessible, and responsive to student needs.

The district will also continue to refine its Multi-Tiered System of Supports (MTSS) framework by strengthening early identification processes, expanding intervention opportunities, and improving coordination between academic, behavioral, and social-emotional support systems. Schools will be expected to regularly review local climate and engagement data alongside attendance, behavior, and academic performance indicators to identify emerging student needs and adjust supports accordingly.

Additionally, the district will continue investing in leadership development and staff collaboration practices that have contributed to improvements in school culture and employee engagement. Principals and site leadership teams will utilize YouthTruth and other local data sources as part of their continuous improvement efforts to evaluate the effectiveness of site initiatives, identify areas requiring additional support, and ensure resources are aligned with student and staff needs. These actions are intended to strengthen student connectedness, improve awareness of available services, and foster positive, supportive learning environments across all district schools.

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)

HJUHSD uses several locally selected tools to monitor access to a broad course of study for all students, including unduplicated pupils and individuals with exceptional needs. Master schedule reviews ensure students are enrolled in core academics, electives, AP, and CTE courses. The Aeries Student Information System tracks course enrollment by grade span and student group. Course enrollment reports monitor participation in a–g courses, credit recovery, and support classes. For students with disabilities, the SEIS system ensures alignment between IEPs and course access. Additionally, local analysis of College and Career Readiness Indicator (CCRI) data and dual enrollment participation provides insight into access to rigorous coursework. These tools help ensure equitable access across all campuses.

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)

Using master schedule reviews, Aeries data, and course enrollment reports, HJUHSD has determined that most students have access to and are enrolled in a broad course of study that includes core academics, electives, CTE, AP, and support classes. Analysis shows that while access is generally consistent across sites, enrollment in AP and a–g courses is lower among English Learners, Foster Youth, and socioeconomically disadvantaged students. SEIS data confirms that students with IEPs are enrolled in both general education and specialized courses aligned with their needs, though participation in advanced coursework remains limited for this group. CTE pathway access is strong across schools, but completion rates vary, with higher rates at Hanford West and lower rates at continuation and community day schools. Ongoing monitoring and targeted supports are being implemented to address these gaps and ensure equity in course access and enrollment across all student groups.

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)

Based on the analysis of locally selected measures, HJUHSD has identified several barriers that limit some students' access to a broad course of study. Scheduling constraints, particularly at smaller sites like the continuation and community day schools, restrict the availability of electives, AP, and a–g courses. Additionally, English Learners and students with disabilities often need targeted academic or language support before they can fully access more rigorous coursework, which can delay or limit enrollment in these courses. Another barrier is inconsistent counseling outreach—some student groups, including Foster Youth and first-generation students, may not receive the same level of guidance or encouragement to pursue advanced or college-prep pathways. These gaps contribute to lower enrollment in AP, a–g, and dual enrollment courses for certain subgroups. The district is actively working to address these barriers through expanded academic interventions, increased training for counselors, and more intentional course planning to ensure all students have equitable access to a broad and rigorous course of study.

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)

In response to the results of locally selected measures, HJUHSD is implementing several revisions and new actions to ensure all students have access to a broad course of study. The district is expanding course offerings at alternative education sites by increasing the use of online platforms and blended learning models to provide access to a–g, Early College Credit, and elective courses. To address academic readiness, targeted intervention supports in ELA and math are being strengthened, particularly for English Learners and students with disabilities, to better prepare them for rigorous coursework. Additionally, the district is enhancing counselor training and outreach to ensure underrepresented student groups—such as Foster Youth and socioeconomically disadvantaged students—receive personalized guidance and are actively encouraged to pursue college-prep and CTE pathways. Master schedule development is also being reviewed to maximize student access across all sites. These actions aim to remove barriers and promote equitable participation in a comprehensive and challenging course of study.

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.					

Coordinating Instruction	1	2	3	4	5
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).					

Coordinating Services	1	2	3	4	5
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.					
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.					

Coordinating Services	1	2	3	4	5
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.					

Educational Services
#2

AGENDA: New Business / Information

TOPIC: 2026/2027 Hanford Online Charter Local Performance Indicator Self Report

DESCRIPTION: The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF). LEA's are required to assemble local indicators in order to measure our progress towards our priorities as stated in the LCAP.

FISCAL IMPACT: None

RECOMMENDATION: This item will be brought back at the next regularly scheduled meeting for Board consideration.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Hanford Joint Union High School District/Hanford Online Charter	Heather Keran Principal	hkeran@hjuhsd.k12.ca.us 559-583-5941 ext 5001

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
2025 - 2026	8.5	24.6%	74.9%	0.0%	0.0%	0.6%	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

Locally Selected Measures and Tools: Hanford Online Charter utilizes a combination of internal formative assessments, curriculum-embedded analytics, and Edmentum's Exact Path diagnostic program (specifically for Math, Reading, and Language Arts).

Why Chosen: These tools were selected because they seamlessly integrate into an online learning model, providing real-time, actionable data. They allow educators to identify individual learning gaps immediately, personalize intervention pathways, and monitor continuous student growth against California State Standards.

Summary of Progress in Implementing State Academic Standards: Progress across the ten SBE-adopted standards is tracked via curriculum audits, platform diagnostics, and teacher evaluation metrics:

English Language Arts (ELA) & English Language Development (ELD): Full Implementation. Progress is monitored using Exact Path diagnostics and formative writing assessments. ELD strategies are deeply embedded within the core digital curriculum to support language acquisition aligned with ELA standards.

Mathematics: Full Implementation. Common Core math standards are tracked through diagnostic paths, enabling teachers to deliver targeted digital interventions to close achievement gaps.

Next Generation Science Standards (NGSS) & History-Social Science: Full Implementation. Digital courses are fully aligned with state frameworks, using virtual labs and document-based inquiries to assess mastery of standards.

Career Technical Education (CTE): Full Implementation. The school leverages specialized online curriculum networks (such as eDynamics) to provide A-G-approved, standards-aligned career pathways.

Health & Physical Education (PE): Implemented. Monitored through specialized health education modules and structured independent physical activity logs aligned to state model content standards.

Visual & Performing Arts (VAPA) & World Language: Implemented. Progress is tracked through digital course completion metrics and student project-based portfolios that reflect state-adopted standards.

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)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science					5

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)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

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					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

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				4	

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.

N/A

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

Practices	Rating Scale Number
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.

At HOC, fostering positive relationships between school staff and families is more than a goal; it is a proven strength, deeply reflected in local data and feedback from educational partners. By prioritizing open communication and inclusive practices, the school has created an environment in which families from all backgrounds are actively involved in their children's education. This foundation of trust and collaboration is sustained through consistent, transparent communication channels, including digital platforms, regular newsletters, and targeted community outreach, all working together to enhance student success.

This collaborative culture comes to life through a series of intentional, structured initiatives. Academic progress is closely tracked through weekly in-person meetings with families, alongside expanded tutoring sessions available both in person and virtually, led by content-area experts and two dedicated instructional aides. To ensure every student's unique needs are met, the school regularly hosts individualized sessions, including IEP, 504 Plan, Student Support Team (SST), and truancy meetings.

Accessibility and clear communication are central to these efforts. HOC utilizes ParentSquare as its primary communication tool, instantly translating all email and text correspondence into each family's home language. To accommodate busy schedules, parent and family information nights are offered in hybrid formats, both in person and virtually, while the onboarding process is kept seamless through in-person intake, orientation, and contract meetings held three times a year.

Finally, HOC ensures that both parents and students have a meaningful seat at the table. The School Site Council (SSC) meets five times a year to involve parents directly in decision-making, complemented by ongoing surveys that gather real-time feedback on parents' and students' experiences. Furthermore, newly established student advisory groups give students a platform to share their voices and shape their own community. Together, these efforts create an inclusive, supportive educational environment where family partnership directly drives student achievement and well-being.

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.

Based on local data and partner feedback, HOC has identified critical opportunities to further strengthen school-family relationships. To build a more inclusive community, the school is prioritizing enhanced accessibility of communication for non-English-speaking families and expanding opportunities for personalized engagement. Additionally, HOC will invest in staff training focused on cultural competency and effective family engagement strategies. By refining its feedback mechanisms and actively removing barriers for families with limited time or resources, HOC is committed to ensuring every family can meaningfully participate in their child's education.

1. Leverage Registration Time: Build strong foundations during intake meetings by understanding the unique needs of each student and family to enhance school-family relationships and student performance.
2. Develop Comprehensive Student Information Sheets: Create individualized academic learning plans from family meetings, showing investment in students' success and fostering partnership.
3. Conduct Parent Surveys: Gather feedback through regular surveys to inform program improvements and guide planning for state and federal grants.
4. Host Special Parent Information Events: Offer interactive sessions focusing on post-secondary education transitions to engage families in supporting college and career readiness.
5. Communicate Positive News Regularly: Make positive calls and send referrals to parents to share good news about their children's achievements.
6. Utilize Technology for Enhanced Communication: Use email and text messaging with translations and create family-friendly materials in multiple languages to ensure accessibility.
7. Expand Student Services for Social and Emotional Support: Continue to address social and emotional needs with additional services. Develop a wellness space.
8. Engage in Discussions About Family Engagement: Facilitate discussions to align core beliefs about family engagement among staff and families.
9. Expand the role of Student Specialist: Introduce a liaison who provides additional support and communication between families and the school.

Through these initiatives, HOC is committed to creating a more inclusive environment that promotes family engagement and supports student success.

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.

Drawing on feedback from educational partners and local data, HOC is deeply committed to enhancing the engagement of underrepresented families through focused, equity-driven outreach strategies. To ensure every family feels recognized, valued, and actively involved, the LEA is systematically dismantling barriers to participation by offering flexible meeting times, hybrid options, translated materials, and robust bilingual support. At the core of this effort is a commitment to building long-term trust through culturally responsive programming and continuous staff development.

To realize this vision and build upon our foundational successes, HOC has established five distinct, actionable priorities:

Priority 1: Expanding Multilingual Support Infrastructure: To better serve our diverse community and ensure seamless communication, HOC has expanded its frontline support team. The onboarding of multi-lingual ensures that non-English-speaking families experience immediate, accessible, and welcoming support from their very first point of contact.

Priority 2: Facilitating Higher Education and Post-Secondary Access: Recognizing that navigating higher education can be a barrier for many families, HOC partnered with nearby community colleges to bring counselors directly on-site. This initiative provides families with hands-on, face-to-face assistance with college enrollment, financial aid applications (FAFSA/CADAA), and class registration, demystifying the path to post-secondary success.

Priority 3: Targeted Advocacy for Foster and At-Promise Youth: HOC has intensified its outreach to vulnerable student populations by launching dedicated At-Promise meetings in direct coordination with county social workers. These sessions provide tailored stabilization and resources for Foster Youth and their families, while specialized outreach framework extensions support foster students aged 18 and older as they transition into adulthood.

Priority 4: Enhancing Wraparound Services for Special Education: Through strategic collaborations with the Workability office and the Department of Rehabilitation, HOC has extended comprehensive, long-term support

services for Special Education students and their families. This partnership bridges the gap between academic accommodations and real-world vocational training, empowering students for life beyond the classroom.

Priority 5: Continuous Professional Development in Equity and Inclusion: To sustain a culturally responsive environment, HOC maintains a rigorous focus on professional development. Educators and staff participate in ongoing training designed to address implicit bias, cultivate inclusive classroom cultures, inspire student agency, and eliminate systemic barriers to academic success.

These priorities build upon a proven framework of successful engagement at HOC. By centering our efforts on trust and cultural responsiveness, we have successfully created a school community where families report feeling welcomed, respected, and heard.

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.

Based on a thorough analysis of input from educational partners and local data, the Local Educational Agency (LEA) has made significant strides in cultivating effective partnerships to enhance student outcomes. One of the key strengths observed is the regularity of weekly meetings involving parents, students, and teachers, which have effectively fostered open lines of communication and collaboration among all stakeholders.

A key area of progress identified by our educational partners is the transformation of our family outreach strategy. By increasing our tiered re-engagement meetings, we have been able to collaborate with families early and often, rather than waiting for attendance issues to escalate. Partners note that this empathetic, tiered approach has successfully removed barriers to enrollment and daily attendance.

Furthermore, the LEA proudly reports a 100% attendance rate at Individualized Education Program (IEP) meetings for students, showcasing a strong commitment to supporting students with special needs. The implementation of a

School-Family Compact serves as a foundational tool for collaboration. At the same time, collecting feedback through surveys from students, staff, parents, and community members is integral to the LEA's strategy for continuous improvement. These initiatives collectively reinforce partnerships and ensure that the focus remains on delivering the best possible outcomes for students.

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.

Based on a thorough analysis of feedback from educational partners and relevant local data, the Local Educational Agency (LEA) has identified several ongoing focus areas to improve partnerships and enhance student outcomes. One primary area for development is expanding social services for students and their families. By assessing and addressing the specific needs of these families, the LEA aims to create a more supportive and effective educational environment.

To further this initiative, there will be a dedicated effort to enhance social-emotional learning (SEL) support within counseling services. This focus underscores the importance of promoting student well-being, recognizing that emotional health is crucial for academic success. By integrating SEL principles into counseling practices, the LEA aims to equip students with the skills they need to navigate challenges, build resilience, and foster positive relationships.

Additionally, the LEA is committed to enhancing family engagement activities. By creating more opportunities for families to participate in school events and initiatives, the LEA seeks to strengthen collaboration between home and school, thereby establishing a supportive network around each student. This vital focus on family engagement not only empowers parents and guardians but also reinforces the idea that student success is a shared responsibility among educators, families, and the community. Through these concerted efforts, the LEA aims to cultivate an inclusive and nurturing educational atmosphere that prioritizes the needs of all students.

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.

To further support family engagement, the LEA is committed to creating a student-centered learning environment that actively encourages and facilitates parental involvement in education. This may include hosting workshops on supporting children's learning at home, providing resources for effective communication with teachers, and organizing family nights that celebrate cultural diversity and foster connections among families and staff.

Additionally, the roles of the Student Specialist and Counseling staff will continue to expand within the Multi-Tiered Systems of Support (MTSS) framework, enabling more comprehensive identification and support for students and families facing educational challenges. For example, the Student Specialist works directly with families to develop personalized strategies that address specific issues, ensuring that support is targeted and sustained over time. The Counseling staff can also offer workshops on topics such as stress management and effective parenting techniques, equipping families with the skills necessary to nurture their children's educational journeys.

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.	4
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.	4

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.

HOC has organized community engagement initiatives for the 2025-2026 school year to collect feedback for the Local Control Accountability Plan (LCAP). These initiatives aim to involve a diverse range of stakeholders, including students, parents, administrators, teachers, support staff, and families of students facing exceptional circumstances, such as disabilities and homelessness.

To gather meaningful insights, various surveys were conducted for families, students, and staff members. The HJUHSD Assistant Superintendent led community advisory committees, while the Superintendent hosted "State of the District" forums. Additionally, meetings focused on analyzing student achievement data were held to identify students who needed academic or social-emotional support.

Furthermore, ParentSquare messages will be sent to collect additional feedback on the LCAP. Other engagement efforts included meetings for the School Site Council (SSC), student advisory groups, Title 1, and ELAC/DELAC.

1. SSC meetings X 5
2. Staff, student, parent surveys, ongoing
3. Title 1 meeting - September/October 2024
4. Community Advisory Committee meetings X 2
5. Student advisory groups X 2
6. ELAC/DELAC meetings, ongoing
7. LCAP advisory meetings, ongoing

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.

Based on a review of educational partner feedback and local engagement data, our LEA has identified two primary focus areas for improvement in Seeking Input for Decision-Making:

Diversifying Partner Representation: While overall survey participation has increased across all demographics, local data reveal a slight gap in input from underrepresented groups, including families of English Learners, foster youth, and students with disabilities. Our focus is on expanding targeted outreach to ensure these diverse voices are actively included in district governance and LCAP planning.

Closing the Feedback Loop: Educational partners frequently noted that, while their input is gathered, we want to build greater trust and transparency. Our LEA is focusing on establishing a structured "feedback loop." This includes publishing regular, accessible summaries that explicitly demonstrate how partner input shaped specific policy, budget, and program adjustments.

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.

Based on a review of educational partner feedback and local engagement data, our LEA has demonstrated measurable growth in Seeking Input for Decision-Making, while simultaneously identifying clear next steps to deepen this work:

Growth in Representation & Next Steps for Deeper Inclusion: We have achieved significant growth in overall survey participation, and local data reveals a persistent gap in input from our most vulnerable student demographics. Moving forward, our next step is to transition from broad outreach to highly targeted engagement. We will partner with focus groups specifically tailored for families of English Learners, foster youth, and students with disabilities, ensuring their unique insights directly shape district governance.

Growth in Data Collection & Next Steps for Transparency: Our LEA successfully modernized our data collection tools, making it easier than ever for stakeholders to submit feedback. Our next critical step is to close the loop on that feedback to build long-term trust. We are establishing a structured transparency framework that will publish accessible "You Said, We Did" summaries. These updates will explicitly show partners how their input directly influenced specific budget allocations, policy adjustments, and LCAP goals.

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.

YouthTruth Survey 25/26:

Engagement	Culture	Relationships	School Safety	Professional Development and Support
Your School - Feb 2026:	100%	93%	100%	100%	100%
Your School - Nov 2024:	100%	100%	100%	100%	100%
Your School - Nov 2023:	88%	89%	89%	94%	76%
Your School - Nov 2022:	85%	86%	90%	90%	81%
Typical YouthTruth school	76%	58%	81%	68%	59%

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 the February 2026 YouthTruth survey data for Hanford Online Charter, here is a reflection on the findings to help drive your team's discussion.

Alignment: Current work and positive trends are strongly aligned in several key areas across staff, student, and family feedback:

Fairness and Discipline: There is a strong consensus that "discipline is fair," a top strength for students (73%, +31 vs. median), families (86%, +32 vs. median), and staff (100%, +49 vs. median).

- Addition of a new Learning Director
- Consistent messaging about school expectations.
- Consistent follow-up with the MTSS process and Tiered-Re-Engagement strategies.

Safety and Environment: Both staff and families perceive the school as exceptionally safe. 100% of staff and 92% of families feel their children are safe from violence.

- Unified culture of the school.
- High visibility of Campus Safety.
- Raptor check-in system.
- Students' online activity is monitored daily using Lightspeed.

Academic Quality: 85% of families feel their child is receiving a high-quality education, aligning with 79% of staff who share this sentiment.

- Each student has an individualized learning plan.
- Added rigor of CAASPP prep starting in September.

Keeping students on track with UC requirements.

- COS English classes coming in 26/27.
- Effective Communication: Families report high satisfaction with receiving information about what their children should learn (91%, +34 vs. median).
- Weekly progress reports from teachers.
- Parents are being added as "coaches" in the APEX system, receiving weekly emailed reports.
- In-person meetings with teachers, weekly.

The following areas have seen significant improvement since November 2024, likely driven by focused engagement and preparation efforts in 26/27:

College and Career Readiness: This is a major growth area for students, particularly in "College entrance exam preparation," which saw a 100% positive response rate (+14 trend). Counseling on how to apply to college also trended up by 9 points.

- Expansion of dual enrollment opportunities.
- Individualized academic counseling.
- Need to strengthen the scholarship application process.

Family Empowerment and Information: Families feel significantly more empowered to play a role in decision-making (+22 trend) and more informed about important school decisions (+19 trend).

- Weekly in-person meetings and access to staff and administration
- Partnership with the Student Specialist for intervention needs
- Consistent follow-up with the administration regarding student concerns.
- Successful coordination of district support staff to remove academic barriers. (LMFT, Social Worker, and School Psychologist)

Staff Professional Development: Staff reported a 23-point upward trend in their perception that their professional development provided the necessary content support.

- Customized to HOC learning platforms.

Summary of Feedback
Working Well: Fairness in discipline, safety protocols, and college entrance preparation.

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.

The data highlights specific hurdles, particularly concerning peer connection and the support systems required for mental health:

Belonging and Peer Collaboration: This is a critical challenge for students, with the "Belonging & Peer Collaboration" theme ranking only in the 2nd percentile compared to other high schools. Only 9% of students report working with peers when asked by teachers, a 14-point drop since the last survey.

- The questions are based on in-classroom student scenarios/interactions and are not applicable to HOC. We consistently score low in this area.

Mental Health Support Hurdles: Only 49% of students feel there is an adult they can talk to when they are feeling upset or stressed. This suggests a gap in accessible student support systems.

- The counseling position has been vacant for the majority of this school year.
- We need to work on the messaging for the protocol for student access services.
- Expanded PD options to classified staff for mental Health training. Need to extend to certified.
- Positive: Consistent counseling sessions in place for IEP students.
- Positive: Students transitioning in from other sites who receive mental health services via the LMFT continued upon enrolling at HOC.

Schedule and Civic Engagement: Both staff (43%) and students (27%) noted that the current school schedule does not effectively help students spend time with peers outside their usual groups.

- The nature of an “online” school is not conducive to the same level of interaction that students would experience on a regular school site.
- We have increased our in-school extracurricular activities this year,
- We have increased the advertising for school events.
- We added academic field trips after February, in addition to our college tours.
- Further, the transient nature of our student population creates a mixed cohort that takes more time for them to become familiar with one another, compared to moving together from school to school in the same group.

Summary of Feedback
Needs Attention: Peer collaboration opportunities and increased accessibility for student mental health support.

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 LEA utilizes the following locally selected measures and tools to track and ensure equitable student access and enrollment in a broad course of study:

Enrollment Data & Course Reports: Monitors participation across core, elective, and college/career-readiness courses to ensure all grade spans have access to a diverse, well-rounded curriculum.

Disaggregated & Achievement Data: Analyzes grades, test scores, and progress reports by student subgroups (race, socioeconomic status, English learners, and disability status) to proactively identify and close equity gaps.

IEP Monitoring: Tracks the enrollment and active participation of students with exceptional needs in general education courses, ensuring required accommodations and supports are maintained.

Advanced Coursework Access: Evaluates enrollment metrics in honors, AP, and college-level courses to ensure equitable opportunities for traditionally underrepresented student groups.

MTSS Data: Leverages Multi-Tiered System of Supports data to accurately align remedial, core, and enrichment placements with individual student needs.

Surveys & Feedback Tools: Collects regular input from students, parents, and teachers regarding course quality, accessibility, and the overall effectiveness of academic supports.

Together, these tools provide a comprehensive, data-driven framework to guarantee that all students—particularly unduplicated groups and those with exceptional needs—receive a complete and equitable academic experience

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)

HOC ensures 100% student access to a broad course of study and A-G approved, college-readiness curricula through the following progress measures:

Personalized Pathways: Offers two graduation tracks supported by Individual Learning Plans (ILPs), counseling, transcript analysis, and mandated Physical Fitness Testing (PFT).

Advanced & College Opportunities: Provides concurrent enrollment options (Lemoore College, COS, SJVC, CSU Fresno), Honors English, and AP Math. Projected 26/27: Adding two early college credit junior college English courses.

Targeted Staffing (25/26): Added a full-time math teacher to boost higher-level university prep performance, and a Learning Director to track student progress weekly across APEX and eDynamics.

Special Populations Support: Utilizes specific legal graduation tracks (AB 1806, 167, 216, 2306) to assist foster youth and students with disabilities. SPED students access career readiness via Workability and the Department of Rehabilitation.

Data-Driven Intervention: The Learning Director uses Exact Path data to build tailored learning paths, collaborate with teachers, and guide families in interpreting data during 504 and IEP meetings.

Through these expanding elective, CTE, and support frameworks, HOC continues to make steady progress in ensuring equitable academic opportunities for all students.

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)

Based on evaluation results and local measures, the LEA has identified two primary barriers hindering equitable student access to a broad course of study:

Student Mobility & CTE Pathway Completion: High student transiency significantly disrupts academic continuity. Students entering or leaving mid-year struggle to complete cohesive Career Technical Education (CTE) sequences and achieve necessary success indicators. This high mobility can also lead to a misalignment between current pathway offerings and the immediate career aspirations of transient students, resulting in lower engagement.

Concurrent Enrollment Logistical Hurdles: Expanding concurrent enrollment with local junior colleges remains a challenge due to communication and logistical gaps. Students who are new to the district or lack home support often miss critical information about available college-level opportunities. Additionally, scheduling conflicts and transportation issues present physical barriers to participation, directly impacting the school's ability to meet College and Career Indicator (CCI) benchmarks.

Moving Forward: Mitigating these barriers is essential for equity. The LEA is focused on developing flexible academic pathways, streamlining outreach to underserved or highly mobile families, and deepening college partnerships to ensure that every student has an inclusive, supportive environment in which to succeed.

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)

To ensure equitable access to a broad course of study, the LEA is executing the following targeted actions:

Expanding CTE & Electives: Enhancing eDynamic CTE and elective programs to offer more credits and clarify pathways, directly boosting career-focused engagement for mobile students.

Increasing Concurrent Enrollment: Deepening partnerships with Lemoore College and the College of the Sequoias (COS) to open up flexible, interest-aligned college credit pathways.

Targeted Teacher Tutoring: Deploying content-area specialists to provide individualized math, science, English, and social studies tutoring, complementing instructional aides to deliver highly tailored academic support.

Personalized Interventions via Exact Path: Expanding Edmentum’s Exact Path program to design personalized learning tracks in math and English, allowing educators to target and close individual learning gaps efficiently.

Data-Driven Support for English Learners: Utilizing the Ellevate platform to closely track the academic progress of ELD and RFEP students, ensuring swift, data-driven interventions.

These proactive steps reinforce the LEA's commitment to dismantling barriers, closing achievement gaps, and building an inclusive, flexible environment where all students can thrive.

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.					

Educational Services
#3

AGENDA: New Business / Information

TOPIC: 2026/2027 BOP & Local Control Accountability Plan (LCAP) HJUHSD

DESCRIPTION: The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF). The proposed 2026/2027 LCAP describes how HJUHSD intends to meet our annual goals for all pupils, with specific activities to address state and local priorities. The 2026/2027 Annual Update is included as part of the LCAP. The Local Control Funding Formula (LCFF) Budget Overview for Parents is developed in conjunction with the Local Control Accountability Plan (LCAP). The Budget Overview for Parents containing the total projected general fund revenue for the coming LCAP year with funds broken down as follows:

- The LCFF Revenue
- The LCFF Supplemental & Concentration Grants
- All Other State Funds
- All Local Funds
- All Federal Funds

FISCAL IMPACT: HJUHSD plans to spend $78,586,664 in the General Fund for the 2026/2027 school year. Of that amount, $17,451,653 is tied to actions/services in the LCAP and $61,135,011 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will continue to fund the districts certificated, classified and management salary and benefit expenses. The General Fund budget also includes materials, supplies, equipment, professional services, utilities and other operational expenses that continue to provide our students with a well-rounded education that prepares them to be successful after they graduate.

RECOMMENDATION: This item will be brought back at the next regularly scheduled meeting for Board consideration.

2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Hanford Joint Union High School District
CDS Code:	16639250000000
LEA Contact Information:	Name: Victor Rosa, Ed.D. Position: Superintendent Email: vrosa@hjuhsd.org Phone: (559) 583-5901
Coming School Year:	2026-27
Current School Year:	2025-26

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

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$66,649,388
LCFF Supplemental & Concentration Grants	$15,080,886
All Other State Funds	$9,822,306
All Local Funds	$4,073,621
All federal funds	$2,148,386
Total Projected Revenue	$82,693,701

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$78,586,664
Total Budgeted Expenditures in the LCAP	$17,451,653
Total Budgeted Expenditures for High Needs Students in the LCAP	$15,474,643
Expenditures not in the LCAP	$61,135,011

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$15,469,053
Actual Expenditures for High Needs Students in LCAP	$14,969,399

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$393,757
2025-26 Difference in Budgeted and Actual Expenditures	$499,654

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	HJUHSD district will continue to fund most of the General Fund Budget on certificated, classified and management salary and benefit expenses. The General Fund budget also includes materials, supplies, equipment, professional services, utilities and other operational expenses that continue to provide our

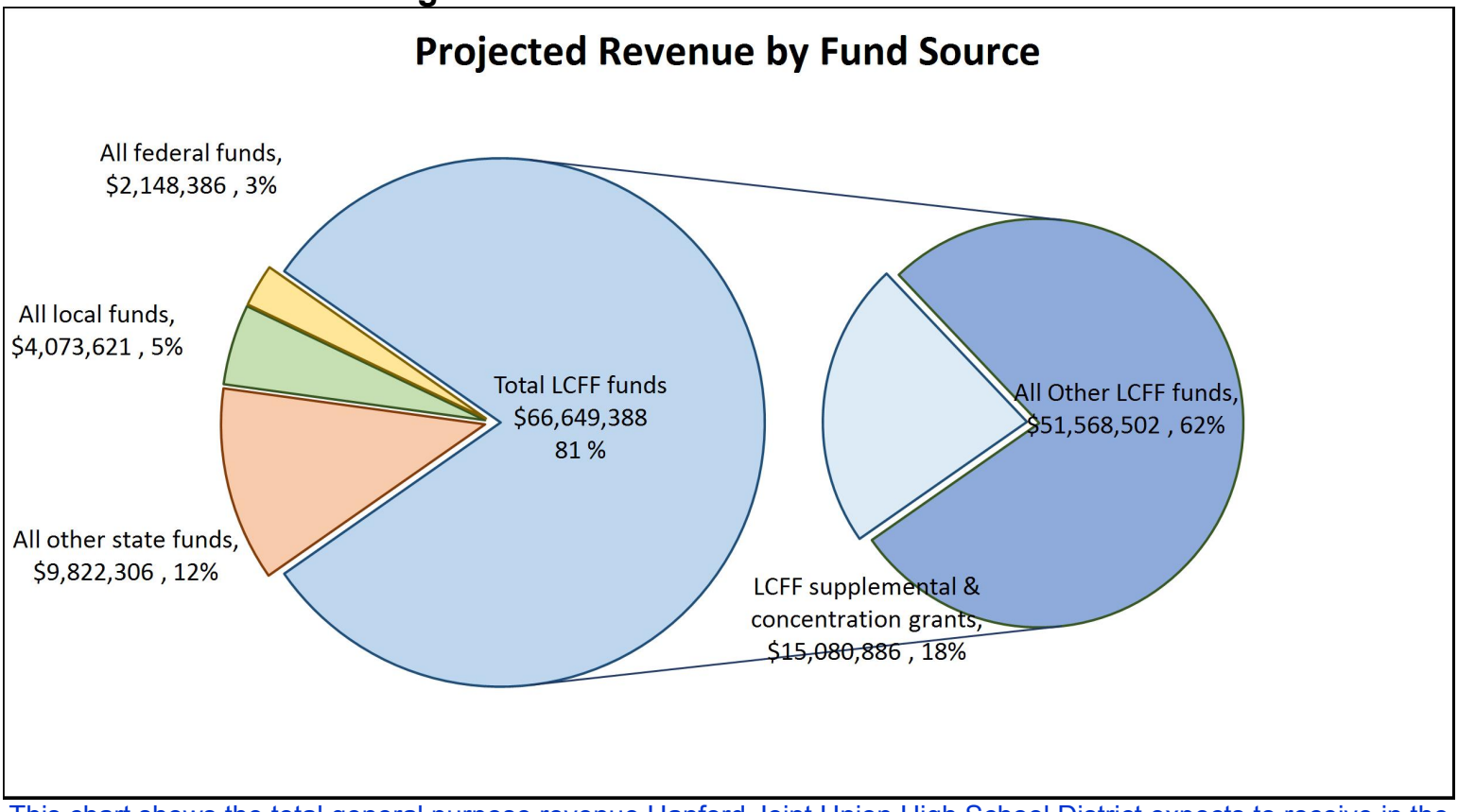
	students with a well rounded education that prepares them to be successful after they complete our educational program and graduate.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-26.	The total actual expenditures for actions and services to increase or improve services in the 2025-2026 school year was less than originally budgeted because the district received additional one-time grant funding in the 2025-2026 fiscal year. Some expenditures originally planned for the LCAP were covered by the other revenue sources. These internal changes did not adversely impact the actions and services provided to increase and improve services for our high need students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hanford Joint Union High School District
CDS Code: 16639250000000
School Year: 2026-27
LEA contact information:
Victor Rosa, Ed.D.
Superintendent
vrosa@hjuhsd.org
(559) 583-5901

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

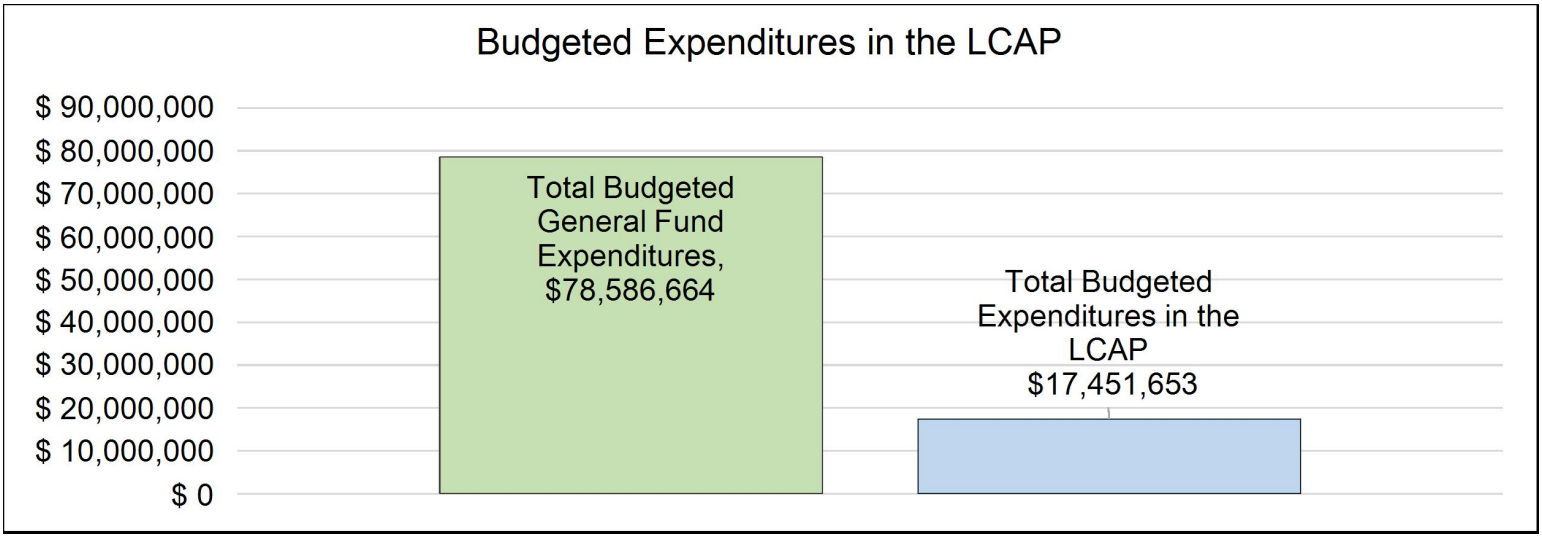


This chart shows the total general purpose revenue Hanford Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hanford Joint Union High School District is $82,693,701, of which $66,649,388 is Local Control Funding Formula (LCFF), $9,822,306 is other state funds, $4,073,621 is local funds, and $2,148,386 is federal funds. Of the $66,649,388 in LCFF Funds, $15,080,886 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 Hanford Joint Union High 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: Hanford Joint Union High School District plans to spend $78,586,664 for the 2026-27 school year. Of that amount, $17,451,653 is tied to actions/services in the LCAP and $61,135,011 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

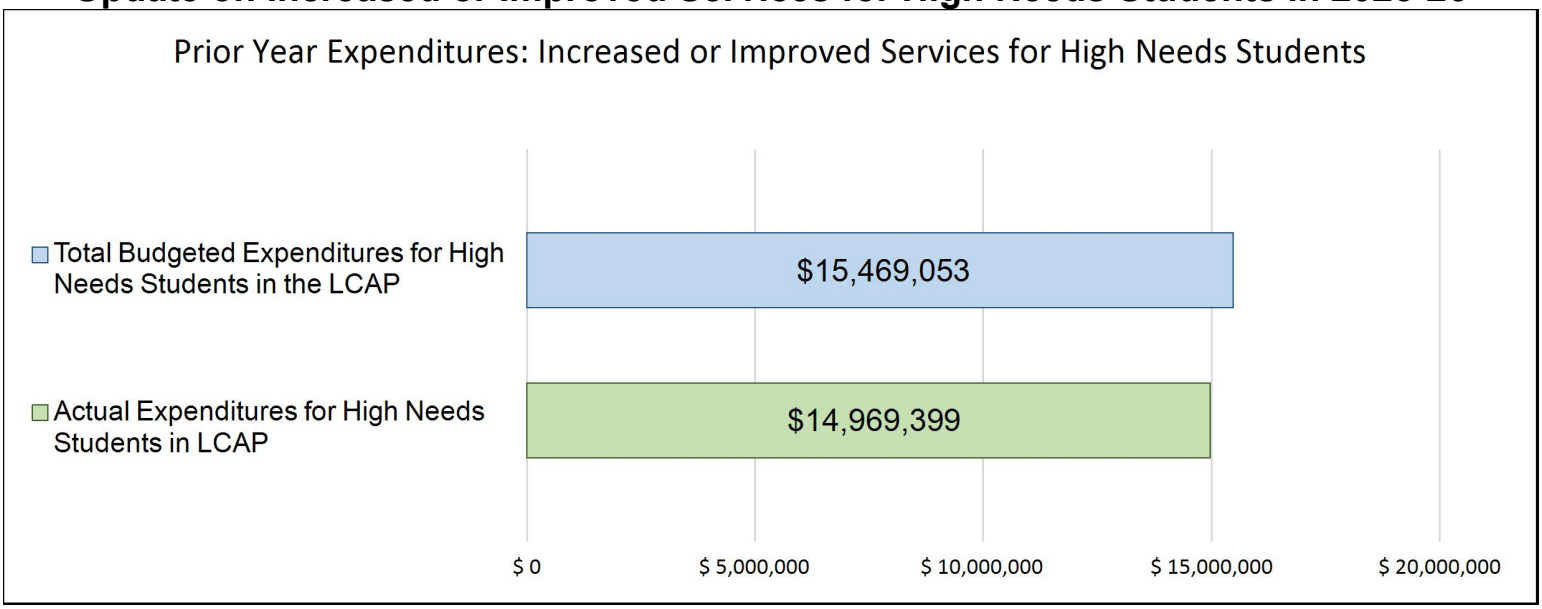
HJUHSD district will continue to fund most of the General Fund Budget on certificated, classified and management salary and benefit expenses. The General Fund budget also includes materials, supplies, equipment, professional services, utilities and other operational expenses that continue to provide our students with a well rounded education that prepares them to be successful after they complete our educational program and graduate.

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

In 2026-27, Hanford Joint Union High School District is projecting it will receive $15,080,886 based on the enrollment of foster youth, English learner, and low-income students. Hanford Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hanford Joint Union High School District plans to spend $15,474,643 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 Hanford Joint Union High 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 Hanford Joint Union High 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, Hanford Joint Union High School District's LCAP budgeted $15,469,053 for planned actions to increase or improve services for high needs students. Hanford Joint Union High School District actually spent $14,969,399 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $499,654 had the following impact on Hanford Joint Union High School District’s ability to increase or improve services for high needs students:

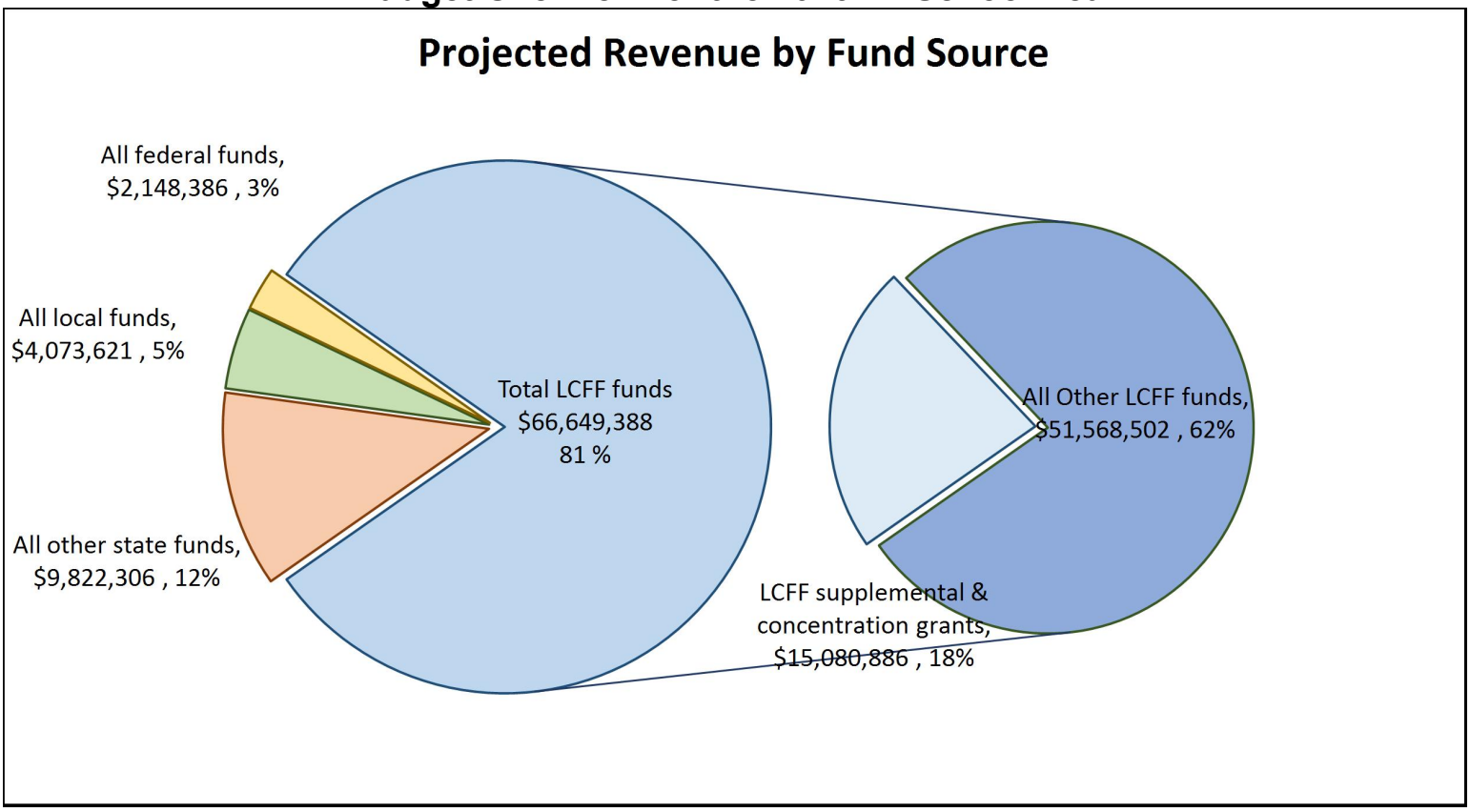
The total actual expenditures for actions and services to increase or improve services in the 2025-2026 school year was less than originally budgeted because the district received additional one-time grant funding in the 2025-2026 fiscal year. Some expenditures originally planned for the LCAP were covered by the other revenue sources. These internal changes did not adversely impact the actions and services provided to increase and improve services for our high need students.

LCFF Budget Overview for Parents

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CDS Code: 16639250000000
School Year: 2026-27
LEA contact information:
Victor Rosa, Ed.D.
Superintendent
vrosa@hjuhsd.org
(559) 583-5901

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Budget Overview for the 2026-27 School Year

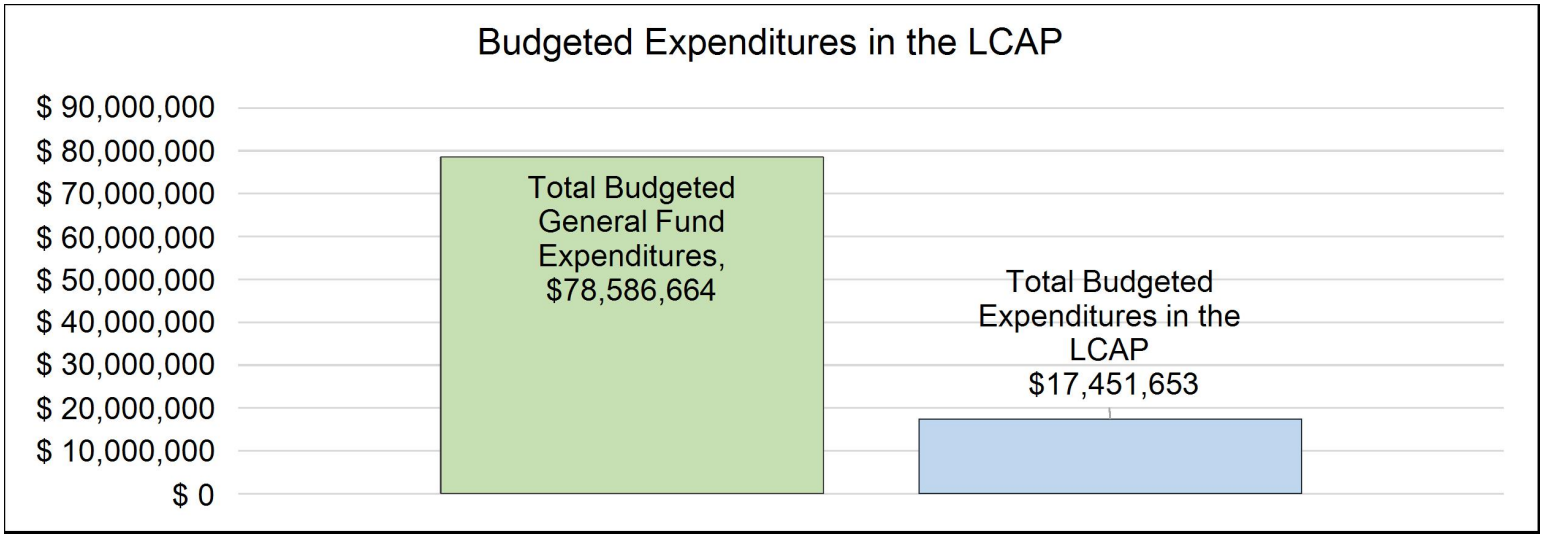


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LCFF Budget Overview for Parents

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 Hanford Joint Union High 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: Hanford Joint Union High School District plans to spend $78,586,664 for the 2026-27 school year. Of that amount, $17,451,653 is tied to actions/services in the LCAP and $61,135,011 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

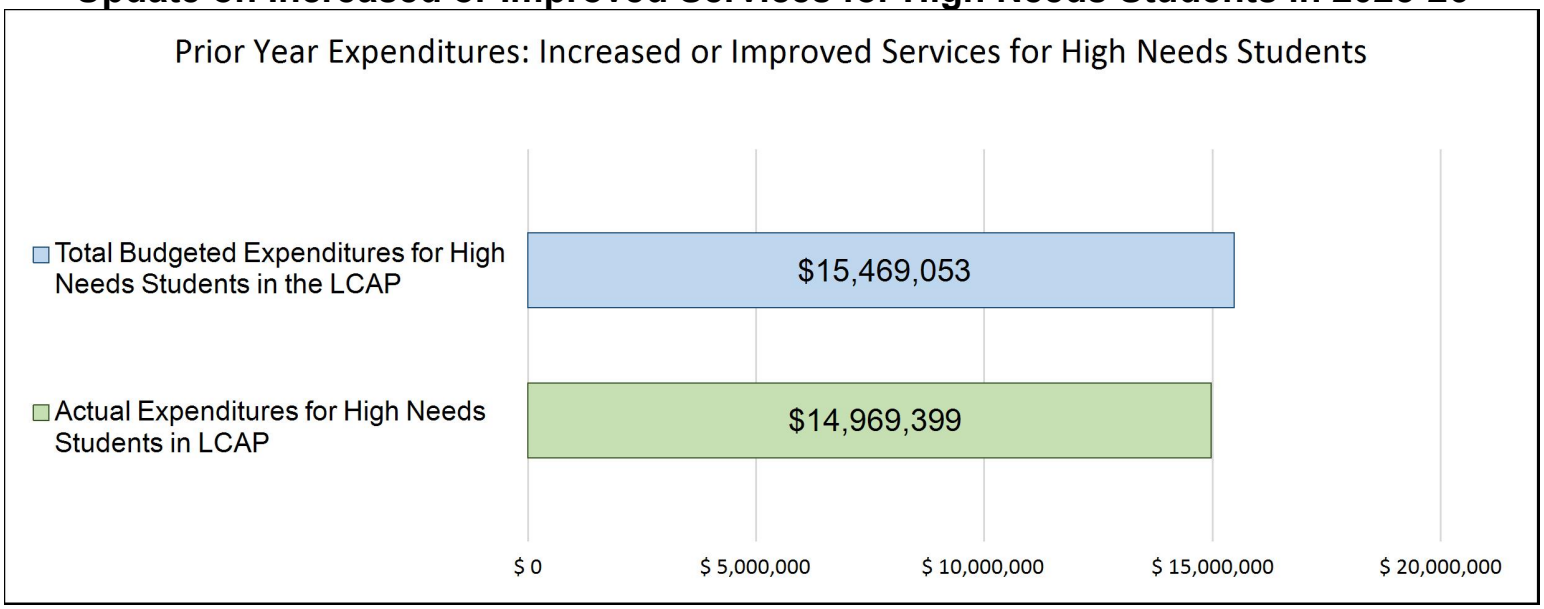
HJUHSD district will continue to fund most of the General Fund Budget on certificated, classified and management salary and benefit expenses. The General Fund budget also includes materials, supplies, equipment, professional services, utilities and other operational expenses that continue to provide our students with a well rounded education that prepares them to be successful after they complete our educational program and graduate.

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

In 2026-27, Hanford Joint Union High School District is projecting it will receive $15,080,886 based on the enrollment of foster youth, English learner, and low-income students. Hanford Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hanford Joint Union High School District plans to spend $15,474,643 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 Hanford Joint Union High 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 Hanford Joint Union High 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.

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The difference between the budgeted and actual expenditures of $499,654 had the following impact on Hanford Joint Union High School District’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services in the 2025-2026 school year was less than originally budgeted because the district received additional one-time grant funding in the 2025-2026 fiscal year. Some expenditures originally planned for the LCAP were covered by the other revenue sources. These internal changes did not adversely impact the actions and services provided to increase and improve services for our high need students.

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
Hanford Joint Union High School District	Victor Rosa, Ed.D. Superintendent	vrosa@hjuhsd.k12.ca.us (559) 583-5901

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 Hanford Joint Union High School District (HJUHSD) serves approximately 4,000 students across a diverse system of schools that includes three comprehensive high schools, a continuation high school (Earl F. Johnson High School), an online charter school, a community day school, and an adult school. With an annual budget of approximately $77 million in revenue and $78.6 million in expenditures, the district employs nearly 400 certificated and classified staff members who support students across a 254-square-mile service area encompassing Hanford, Armona, and eastern Kings County.

Our student population reflects the rich diversity of our community, with approximately 72% Hispanic/Latino and 18% White students, as well as students from multiple cultural and linguistic backgrounds. Students matriculate into HJUHSD from six public and three private elementary districts, contributing to a broad range of academic experiences and socio-economic backgrounds. Since the 2006–07 school year, established attendance boundaries have ensured balanced enrollment across Hanford High School, Hanford West High School, and Sierra Pacific High School. To accommodate continued community growth, a new classroom wing is being added at Sierra Pacific High School to serve students from expanding housing developments within its attendance area.

HJUHSD maintains strong collaborative partnerships with the City of Hanford, Kings County agencies, College of the Sequoias, local businesses, and feeder elementary districts. These partnerships enhance dual enrollment opportunities, career exploration, work-based learning, and coordinated student support systems that extend beyond the school day.

The district's educational focus centers on improving student outcomes by aligning with California State Standards, providing high-quality first instruction, and consistently implementing districtwide initiatives with fidelity. Through professional learning communities, instructional coaching, and data-driven cycles of inquiry, HJUHSD prioritizes increasing student achievement, closing performance gaps for unduplicated pupils (English learners, low-income students, and foster youth), and improving graduation and college- and career-readiness rates. In addition, the district continues to expand wraparound mental health services, social-emotional learning supports, and restorative practices to lower suspension rates and foster safe, respectful, and engaging learning environments.

Beyond core academics, HJUHSD offers robust extracurricular and co-curricular programs that support the development of the whole student. Students participate in nationally recognized FFA programs, competitive athletics, award-winning music programs, and NJROTC. The district operates three California Partnership Academies—Health and Human Services, Education, and Marketing—as well as multiple Career Technical Education (CTE) Pathway Academies, including a Business Finance Academy at Sierra Pacific High School and a Medical Academy at Hanford West High School. These programs provide rigorous coursework, industry certifications, dual enrollment opportunities, and hands-on learning experiences that prepare students for postsecondary education, military service, and high-demand careers.

Beginning in the 2024–25 school year, Earl F. Johnson High School and Hanford Community Day School qualify for Equity Multiplier funding due to non-stability rates exceeding 25% and socioeconomically disadvantaged pupil rates above 70%. These funds will be strategically invested in expanding access to Career Technical Education, strengthening social-emotional and behavioral interventions, enhancing academic supports, and increasing student engagement initiatives to improve attendance, stability, credit attainment, and graduation outcomes.

Through a commitment to continuous improvement, stakeholder engagement, and equitable access to high-quality instruction and programs, HJUHSD remains focused on preparing every student for success in college, career, and life.

Reflections: Annual Performance

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

During the 2024-25 school year, Hanford Joint Union High School District experienced a range of academic and behavioral outcomes, with persistent challenges among several student groups.

Academic performance in both English Language Arts (ELA) and Mathematics showed mixed results. ELA performance for all students declined by 7.5 points, with English Learners, Hispanic students, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities (SWDs) performing below standard. Although English Learners demonstrated slight improvement, they remained significantly below standard, while SWDs remained the lowest-performing student group. In Mathematics, overall performance improved slightly; however, achievement remained well below standard. Similar to ELA, Hispanic students, English Learners, Homeless students, Socioeconomically Disadvantaged students, and SWDs continued to perform below standard, with SWDs remaining the lowest-performing subgroup.

Suspension rates increased among English Learners, Hispanic students, and Socioeconomically Disadvantaged students, highlighting the need for targeted academic and behavioral interventions. Additionally, only 41.9% of English Learners were making progress toward English

language proficiency.

College and Career Readiness outcomes varied significantly across student groups. English Learners and SWDs demonstrated very low levels of preparedness, while African American students, Foster Youth, Homeless students, and Socioeconomically Disadvantaged students also showed low readiness rates. Hispanic students demonstrated moderate preparedness, while students identified as White and Two or More Races achieved high preparedness rates.

At the school level, Hanford Community School received the lowest performance designation, primarily due to high suspension rates among Hispanic and Socioeconomically Disadvantaged students. Hanford West High School experienced disproportionately high suspension rates among English Learners, Hispanic students, and Socioeconomically Disadvantaged students, while also facing challenges supporting SWDs in achieving College and Career Readiness. Sierra Pacific High School performed below standard in Mathematics, particularly among Hispanic and Socioeconomically Disadvantaged students. Hanford High School continued to demonstrate low College and Career Readiness outcomes for English Learners and SWDs, and elevated suspension rates among African American students, Homeless students, and SWDs.

As a result of these performance trends, the district was identified for Differentiated Assistance to address disparities in student outcomes and suspension rates. In response, HJUHSD implemented targeted strategies to improve academic achievement, strengthen behavioral supports, and reduce inequities among student groups.

Additionally, through Goal 5 and Learning Recovery Emergency Block Grant (LREBG) funding, the district expanded student support services by providing Summer School, Unit Recovery opportunities, Zero Hour academic support, Student Specialist behavioral interventions, additional STEM teachers to reduce class sizes, enhanced digital infrastructure through a Network Coordinator, and expanded transportation services to improve student access and attendance.

Building upon the targeted interventions and supports implemented during the 2024-25 school year, HJUHSD continued its efforts in 2025-26 to improve academic achievement, increase college and career readiness, accelerate English Learner progress, and reduce disproportional disciplinary outcomes for student groups identified through Differentiated Assistance.

Hanford Joint Union High School District (HJUHSD) has demonstrated measurable progress in several key student outcome indicators while continuing to confront persistent challenges in academic achievement and equitable access to college and career opportunities. Recent data reflect meaningful gains in graduation rates, reductions in suspension and dropout rates, and improvements in English Language Arts (ELA), Advanced Placement success, Career Technical Education (CTE) pathway completion, and overall College and Career Indicator performance. At the same time, math achievement, A–G completion, and participation in the State Seal of Biliteracy remain areas requiring focused attention.

Student Engagement and School Climate
Districtwide, suspension rates decreased from 8% to 5%, expulsion rates declined from 2% to 1.2%, and the four-year adjusted cohort dropout rate dropped from 2% to 1.2%. Graduation rates increased from 94% to 96.7%, reflecting strong progress in keeping students engaged and on track to complete high school. These outcomes suggest that ongoing efforts to strengthen Multi-Tiered System of Supports (MTSS), restorative practices, and targeted behavioral interventions are positively impacting school climate and student engagement.

Academic Achievement
Academic performance data shows encouraging growth in ELA, with the percentage of students meeting or exceeding standards increasing from 46% to 54.51%. Science performance also improved, with California Science Test results rising from 18% to 23.36%, meeting the standard. Advanced Placement outcomes showed significant gains, with the percentage of exams scoring 3 or higher increasing from 53% to 65%.
Despite these improvements, mathematics achievement remains a concern. While performance increased modestly from 16% to 18.17%, meeting or exceeding standards, overall proficiency levels remain low. Continued attention to Tier I instructional quality, intervention supports, and targeted subgroup strategies will be essential to accelerate math growth.

College and Career Readiness
The district continues to make progress in preparing students for postsecondary opportunities. The College and Career Indicator increased from 42% to 46.1%, and CTE pathway completion rose from 44% to 47.2%. A–G completion improved from 38% to 41.8%, demonstrating forward movement in expanding college eligibility.

However, these rates indicate that fewer than half of students graduate fully prepared for UC/CSU eligibility. Additionally, the percentage of students earning the State Seal of Biliteracy declined from 6% to 3.3%, signaling a need to strengthen language development pathways and expand access to advanced coursework for English Learners and multilingual students.

Overall Reflection
The district's data reflects a positive trajectory in student engagement, graduation outcomes, and several academic indicators. Reductions in suspension and dropout rates demonstrate that efforts to build supportive, structured environments are yielding results. Gains in ELA, AP performance, science achievement, and CTE completion reflect instructional improvements and expanded access to rigorous coursework.

At the same time, persistent challenges in mathematics achievement, college eligibility completion, and biliteracy attainment highlight the need for continued strategic focus. Moving forward, HJUHSD will refine its MTSS framework, strengthen Tier I instruction—particularly in mathematics—expand college- and career-readiness supports, and continue prioritizing equitable access for English Learners, low-income students, foster youth, and students with disabilities.

The district remains committed to continuous improvement through data analysis, community engagement, and targeted resource allocation to ensure all students graduate prepared for college, career, and life.

Next Steps
Building on recent gains in graduation rates, reduced suspensions, and improved ELA, science, and college and career indicators, HJUHSD will intensify efforts in areas requiring accelerated growth.

The district will prioritize strengthening Tier I instruction, particularly in mathematics, through focused professional learning, instructional rounds, and consistent site-level implementation. College and career readiness efforts will expand by increasing A–G completion, strengthening early identification of off-track students, and broadening access to Advanced Placement, CTE, and dual enrollment opportunities.

To address the decline in State Seal of Biliteracy attainment, the district will reinforce English Learner supports and expand structured pathways for multilingual students to demonstrate proficiency.

HJUHSD will also sustain progress in school climate by continuing restorative practices and targeted behavioral supports while closely monitoring subgroup data to ensure equitable outcomes.

Through the LCAP process, stakeholder input and performance data will directly inform resource alignment to ensure strategic investment in mathematics achievement, college readiness, and support for unduplicated pupil groups.

For both the 2025-26 and 2026-27 school years, HJUHSD will continue using LREBG funds to support Summer School, Unit Recovery, Zero Hour academic support, Student Specialists, additional STEM teachers, digital infrastructure, and transportation services. These actions are intentionally aligned to the district's identified needs in academic recovery, attendance, behavior, and equitable access.

The rationale for continuing these expenditures is grounded in both local data and research-based practices. LREBG funds are intended to support academic learning recovery and student social-emotional well-being, including tutoring, small-group learning supports, learning recovery programs, and services that remove barriers to student success. HJUHSD's data show continued performance gaps in ELA, Math, English Learner progress, College/Career readiness, and suspension rates among vulnerable student groups; therefore, the district is prioritizing direct student supports that increase time, access, and intervention.

Summer School, Unit Recovery, and Zero Hour provide additional instructional time for students who are credit deficient, below standard, or in need of targeted academic support. Research on high-impact tutoring and small-group intervention shows that frequent, structured academic support can accelerate student learning, especially when provided consistently and aligned to student needs. https://ies.ed.gov/learn/blog/how-high-quality-small-group-tutoring-can-accelerate-learning?utm_source=chatgpt.com

Student Specialists and behavioral supports are included because academic recovery cannot occur without consistent attendance, student engagement, and school connectedness. The district's suspension and attendance data indicate the need for targeted intervention systems that help students remain connected to school rather than being removed from instruction.

Additional STEM teachers are being used to reduce class sizes and increase access to core academic support. Smaller learning environments allow teachers to provide more individualized attention, monitor progress more closely, and respond to student needs more quickly. Research has found that meaningful class-size reduction can improve student achievement when it allows for stronger instructional support. https://www.brookings.edu/articles/class-size-what-research-says-and-what-it-means-for-state-policy/?utm_source=chatgpt.com

Transportation services are also a key learning recovery strategy because access remains a barrier for many students. Attendance Works identifies transportation as a barrier to attendance and notes that transportation supports can improve attendance, particularly for economically disadvantaged students.https://www.attendanceworks.org/resources/toolkits/the-50-challenge-crafting-a-state-road-map/the-50-challenge-step-3/access-to-learning/?utm_source=chatgpt.com

Overall, HJUHSD's use of LREBG funds in both 2025-26 and 2026-27 is designed to sustain a coherent system of academic, behavioral, and

access-based supports. The district is continuing these actions because they directly address the needs identified in the Annual Performance Reflection: unfinished learning, credit recovery, low achievement in Math and ELA, low College/Career readiness for targeted student groups, disproportional suspension rates, and barriers to consistent attendance.

Reflections: Technical Assistance

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

Hanford Joint Union High School District (HJUHSD) continues to receive and engage in technical assistance consistent with Education Code sections 52071 and 52071.5 due to persistent subgroup disparities in state indicators, particularly in English Learner Progress (ELPI), College and Career Indicator (CCI), mathematics performance, and suspension rates.

On prior California School Dashboards, the district was identified for Differentiated Assistance due to significant disparities in mathematics achievement among Hispanic students, disproportionate suspension rates for Hispanic students and English Learners, and low CCI performance among English Learners and Students with Disabilities. In response, HJUHSD implemented a comprehensive improvement plan centered on strengthening Tier I instruction, expanding Tier II academic and behavioral supports, and refining its Multi-Tiered System of Supports (MTSS) framework.

Districtwide efforts included the continued use of Instructional Rounds to improve instructional quality, particularly for English Learners, and the redesign of intervention systems to ensure more consistent support for students performing below standard. The establishment of the Intervention Coordinator role strengthened coordination of academic and behavioral supports, improved early identification of at-risk students, and increased monitoring of intervention effectiveness.

Following identification for Differentiated Assistance for English Learners on the ELPI and CCI indicators, the district expanded targeted supports, including implementing an English Learner Academic Coach, forming an EL Task Force at each site, and partnering with Ellevation to refine identification, progress monitoring, and reclassification processes. These actions are intended to accelerate English language acquisition, increase access to rigorous coursework, and improve postsecondary readiness outcomes.

Site-level technical assistance also continued. Earl F. Johnson Continuation High School, previously identified for Comprehensive Support and Improvement (CSI), partnered with the Kings County Office of Education to strengthen student engagement systems, implement structured MTSS meetings, and expand dual enrollment opportunities. As a result of these sustained interventions, the school successfully exited CSI status. Hanford West High School received targeted assistance to address high suspension rates among Students with Disabilities and implemented the Aggression Replacement Program (ARP) as an alternative to suspension, emphasizing restorative practices, counseling supports, and parent engagement.

While recent data reflect improvement in graduation rates, reductions in suspension and dropout rates, and gains in several academic indicators, subgroup disparities and mathematics achievement remain areas of focus. HJUHSD will continue collaborating with the Kings County Office of Education to refine Tier I instruction, strengthen English Learner outcomes, expand college- and career-readiness pathways, and sustain reductions in exclusionary discipline practices.

Through ongoing Differentiated Assistance and continuous improvement efforts, the district remains committed to addressing performance disparities and ensuring equitable outcomes for all student groups.

In the 2025-26 school year, HJUHSD received technical assistance focused on improving graduation rates and College/Career Indicator (CCI) outcomes for Students with Disabilities (SWDs). Through a collaborative effort involving site administrators, counselors, special education staff, and district leadership, the district implemented a proactive monitoring system for all 12th-grade SWDs. Each senior participated in an individual review process to develop a personalized graduation plan that identified remaining credit requirements, postsecondary goals, and needed supports. Throughout the year, staff conducted regular progress monitoring and check-ins to ensure students remained on track for graduation and received timely interventions when concerns arose.

To improve College and Career Readiness outcomes, the district intentionally identified career pathways aligned with student interests and postsecondary goals. Students with Disabilities were actively recruited and enrolled in Career Technical Education (CTE) pathway courses that matched their career aspirations, providing opportunities to complete a CTE pathway and earn "Prepared" status on the College/Career Indicator. This work included collaboration between counselors, special education case managers, CTE teachers, and site administrators to ensure students were aware of and had access to pathway opportunities. Early results indicate increased participation of SWDs in CTE programs and greater alignment between students' educational programs and career interests.

Recognizing that improving graduation rates and College/Career Readiness for Students with Disabilities requires sustained effort, HJUHSD will continue and expand these practices during the 2026-27 school year. The district will maintain individualized graduation planning and monitoring for SWDs while further increasing access to CTE pathways, work-based learning experiences, and postsecondary planning opportunities to improve long-term outcomes for this student group.

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.

Not Applicable.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

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
09/8/2025 - SAC Student Advisory Committee (Equity Multiplier school students, EL students, SpEd students, School Site Council students) Meeting	At the Student Advisory Committee (SAC) meeting, students provided input on district priorities and ways to improve the student experience. Through an “endless budget” activity, students discussed the programs, resources, and supports they believe would have the greatest impact on student success and well-being. Working in small groups, students identified key challenges facing students and proposed potential investments to address those needs. Students then shared their ideas, reviewed their peers' proposals, and reflected on the one investment they would prioritize to improve the school for students. Student feedback and common themes from the discussion were used to help inform the development of the district’s LCAP.
10/21/2025 - CAC Community Advisory Committee (Equity Multiplier schools, ELAC/DELAC Parents, SpEd parents, School Site Council Parents, District Advisory Committee Members, Classified Staff Members, Certificated Staff Members, Bargaining Unit Members, & Administrators) Meeting	At the Fall Community Advisory Committee (CAC) meeting, parents and community members engaged in a structured conversation to help inform priorities for the 2025–26 Local Control and Accountability Plan (LCAP). Participants reviewed highlights and progress from the 2024–25 school year and shared “proud moments” that reflected positive outcomes for students and schools. The committee then participated in a future-focused discussion about the knowledge, skills, and experiences HJUHSD graduates should have by 2030. To help identify priorities, members completed a resource-allocation activity in which they discussed how they would invest an additional $1 million to support student success. The meeting also included a reflection on the district's progress and where continued improvement is needed. Finally, participants shared bold ideas and potential new opportunities or programs to consider for the 2025–26 school year.

Educational Partner(s)	Process for Engagement
	Input from this meeting helped inform the development and refinement of the district's LCAP goals and actions.
2/24/2026 - HJUHSD Board Meeting (Board of Trustees)	District staff presented a mid-year update to the Board of Trustees, highlighting progress on key Local Control and Accountability Plan (LCAP) metrics. The presentation included a snapshot of student outcome data demonstrating improvements in graduation rates, reductions in dropout, suspension, and expulsion rates, and gains in several college and career-readiness indicators, such as UC/CSU course completion, Advanced Placement success, and Career Technical Education pathway completion. Staff also shared areas for continued focus, including increasing State Seal of Biliteracy attainment and strengthening mathematics achievement. The Board engaged in discussion regarding strategies to sustain positive trends and refine supports for students, particularly unduplicated pupils, as the district continues implementation of LCAP goals and actions.
2/24/2026 - DDR (District Department Representative) Meeting	District leadership shared a mid-year Local Control and Accountability Plan (LCAP) update with District Department Representatives, reviewing progress on key student outcome metrics. The presentation highlighted improvements in graduation rates, reductions in dropout, suspension, and expulsion rates, and gains in several college and career readiness indicators, including UC/CSU course completion, Advanced Placement success, and Career Technical Education pathway completion. Staff also discussed areas for continued focus, including increasing State Seal of Biliteracy attainment and strengthening mathematics achievement. Department representatives provided feedback and discussed strategies to support continued implementation of LCAP goals and actions across school sites and departments.
03/19/2026 - CAC Community Advisory Committee (Equity Multiplier schools, ELAC/DELAC Parents, SpEd parents, School Site Council Parents, District Advisory Committee Members, Classified Staff Members, Certificated Staff Members, Bargaining Unit Members, & Administrators) Meeting	At the Spring Community Advisory Committee (CAC) meeting, parents and community members reviewed key LCAP data, including graduation rates, suspension rates, college and career readiness, and academic achievement, with noted improvements in graduation rates, reduced suspensions, and increased college and career readiness. Participants discussed areas of strength and identified opportunities for growth, including transportation access, student engagement, early intervention supports, and the effectiveness of programs such as credit recovery, MTSS, and CTE pathways. Additional feedback

Educational Partner(s)	Process for Engagement
	emphasized the need to strengthen math instruction, improve student motivation on state assessments, and increase A-G completion and biliteracy attainment. Input from the CAC helped refine district priorities and inform the development of the LCAP.
03/24/2026 - District PLC Coordinator Committee (District PLC Coordinators) Meeting	At a District PLC Coordinators meeting, teacher leaders provided input on instructional priorities to support student achievement. Coordinators emphasized the need to more effectively utilize State Interim Assessments to better prepare students for success on the CAASPP, including using data to inform instruction and targeted supports. Additionally, coordinators identified a need to expand opportunities for students to earn the State Seal of Biliteracy, highlighting the importance of language development and recognition of multilingualism. This feedback helped inform instructional focus areas and LCAP actions related to assessment practices and college and career readiness.
4/13/2026 - District English Learner Advisory Committee (DELAC)	During the District English Learner Advisory Committee (DELAC) meeting, families reviewed mid-year progress on Goal 3, with a focus on English Learner outcomes and reclassification. Parents acknowledged improvements in graduation rates, reduced suspension rates, and increased college and career readiness indicators, but expressed concern regarding declining English language proficiency outcomes and stagnant reclassification rates. DELAC members also raised questions about the sustainability of federal funding sources that support English Learner programs and emphasized the importance of maintaining services that directly impact student success. In response, the district reaffirmed its commitment to prioritizing English Learner supports, including targeted instruction, academic coaching, and multilingual services, with a continued focus on increasing reclassification rates and reducing the number of Long-Term English Learners.
5/8/2026 - Superintendent Advisory Committee at Hanford Joint Union High School District	The Superintendent’s Advisory Committee provided feedback on district priorities, student supports, and overall school experience during the LCAP development process. Committee members reviewed mid-year student outcome data and discussed the importance of maintaining strong academic programs, improving school connectedness, expanding college and career readiness opportunities, and supporting student well-being. Educational partners

Educational Partner(s)	Process for Engagement
	also emphasized the value of clear communication, consistent implementation of district initiatives across sites, and continued support for unduplicated pupils, including English learners, low-income students, and foster youth. Feedback from the committee helped inform ongoing refinement of LCAP actions, services, and resource allocation to better meet the needs of students and families across the district.
5/13/2026 - SELPA	Hanford Joint Union High School District collaborated with Kings County SELPA, parents, students, staff, and community stakeholders to review supports and services for students with disabilities as part of the District's ongoing LCAP development process. Discussions focused on access to standards-aligned instruction, MTSS supports, inclusive practices, college and career readiness opportunities, attendance interventions, family engagement, and social-emotional supports for students with disabilities. Feedback from stakeholders, including the Community Advisory Committee (CAC) and Student Advisory Committee (SAC), helped inform district planning, intervention strategies, and continued efforts to improve academic outcomes, engagement, and post-secondary readiness for students with disabilities.
5/28/2026 – Budget Committee at Hanford Joint Union High School District	Feedback from the Budget Committee highlighted the need to increase student motivation and ownership of academic performance. In response, the District will develop incentive and recognition programs that encourage student participation and effort on state assessments while reinforcing the connection between academic achievement, college and career readiness, and future opportunities.

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

The LCAP was significantly influenced by feedback gathered from educational partners through community forums, surveys, site meetings, the Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), Student Advisory Committee (SAC), Budget Committee meetings, bargaining unit representatives, administrators, teachers, parents, students, and community members. Stakeholders reviewed student outcome data, California School Dashboard indicators, local assessment results, attendance data, college and career readiness measures, school climate information, and Learning Recovery Emergency Block Grant (LREBG) expenditures and outcomes.

Educational partners consistently identified the need to strengthen academic achievement in English Language Arts and Mathematics, improve attendance and student engagement, expand mental health and wellness supports, increase college and career readiness

opportunities, strengthen interventions for English Learners, Students with Disabilities, Foster Youth, and socioeconomically disadvantaged students, and improve student connectedness and sense of belonging. Feedback also emphasized the importance of high-quality Tier 1 instruction, stronger Professional Learning Communities (PLCs), meaningful career pathway opportunities, improved communication with families, and continued support for students recovering from the academic and social-emotional impacts of the pandemic.

As a result of this feedback, the adopted LCAP includes actions focused on strengthening PLC implementation, expanding targeted academic interventions, increasing attendance monitoring and intervention efforts, enhancing MTSS supports, providing additional counseling and mental health services, strengthening supports for Foster Youth and Students with Disabilities, expanding Career Technical Education (CTE), dual enrollment, and Early College Credit opportunities, redesigning State Seal of Biliteracy supports, and increasing individualized college and career planning. Educational partners also supported the continued use of LREBG funds to provide learning recovery opportunities through Summer School, Unit Recovery, Zero Hour, targeted academic interventions, and student support services designed to accelerate learning and improve graduation and college/career readiness outcomes.

Additionally, student feedback and the Budget Committee highlighted the importance of increasing student motivation and ownership of learning. As a result, the District will explore incentive and recognition programs that encourage student engagement, participation, and academic achievement, including performance on state assessments. Collectively, educational partner feedback helped shape the District's priorities and resource allocations, ensuring that the adopted LCAP remains focused on improving student outcomes, increasing equitable access to opportunities, and preparing all students for success in college, career, and life.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that every student in HJUHSD has access to standards-aligned instructional materials, is enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers, and experiences a supportive and engaging school culture that prioritizes parent participation, equity, student safety, and school connectedness, all within facilities maintained in good repair.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

HJUHSD acknowledges the pivotal roles of parental involvement, pupil engagement, and school climate in bolstering student engagement. It firmly believes that nurturing a safe, supportive school environment, grounded in equitable practices, is instrumental in driving student achievement. Moreover, HJUHSD is committed to ensuring the conditions for learning are equitable, underpinned by a robust curriculum, effective means of gauging student progress, and a culture that fosters support and engagement. This commitment extends to providing safe and secure facilities conducive to the holistic development of every student.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities Inspection Tool (Priority 1C)	95% (Fit Tool 2022-23)	94% (Fit Tool 2024-25)	94% (Fit Tool 2025-26)	100% good	-1%
1.2	Parent, Student and Staff response to Climate Survey (Priority 3 A,B, & C) (Priority 6 C)	464 parent responses (YouthTruth 2022-23) Students rated HJUHSD 3.19 out of 5 on “feeling safe.” Students rated HJUHSD 3.29 out of 5	755 parent responses (YouthTruth 2024-25) Students rated HJUHSD 3.45 out	1037 parent responses (YouthTruth 2025-26) Students rated HJUHSD 3.51out	1500 responses Students rated HJUHSD 4 out 5 on “feeling safe” Students rated HJUHSD 4 out 5	+573 responses +.32 Students “feeling safe” +.03 Students “feeling connectedness”

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		on “feeling connectedness.” Parents rated HJUHSD 3.56 out of 5 on “feeling safe.” Parents rated HJUHSD 3.36 out of 5 on “feeling connectedness.” Staff rated HJUHSD 3.75 out of 5 on “feeling safe.” Staff rated HJUHSD 3.96 out of 5 on “feeling connectedness.”	of 5 on “feeling safe” Students rated HJUHSD 3.29 out of 5 on “feeling connectedness” Parents rated HJUHSD 3.6 out of 5 on “feeling safe” Parents rated HJUHSD 3.48 out of 5 on “feeling connectedness” Staff rated HJUHSD 3.93 out of 5 on “feeling safe” Staff rated HJUHSD 4.08 out of 5 on “feeling connectedness"	of 5 on “feeling safe” Students rated HJUHSD 3.32 out of 5 on “feeling connectedness” Parents rated HJUHSD 3.67 out of 5 on “feeling safe” Parents rated HJUHSD 3.45 out of 5 on “feeling connectedness” Staff rated HJUHSD 3.92 out of 5 on “feeling safe” Staff rated HJUHSD 4.11 out of 5 on “feeling connectedness"	on “feeling connectedness” Parents rated HJUHSD 4 out 5 on “feeling safe” Parents rated HJUHSD 4 out 5 on “feeling connectedness” Staff rated HJUHSD 4 out 5 on “feeling safe” Staff rated HJUHSD 4 out 5 on “feeling connectedness”	+.11 Parents “feeling safe” +.09 Parents “feeling connectedness” +.17 Staff “feeling safe” +.15 Staff “feeling connectedness”
1.3	Parents receiving messages from the communication tool (Priority 3 A,B, & C)	5,932 out of 5,972 (99%) contacts receiving communications (ParentSquare 2022-23)	5287 out of 5341 (99%) contacts receiving communications (ParentSquare 2024-25)	4,227 out of 4,306 (98.2%) contacts are receiving communications (ParentSquare 2025-26)	100%	-1%
1.4	Increase Attendance Rates (Priority 5 A)	94% (P1: 12/2023)	94% (P1: 12/2024)	95% (P1: 12/2025)	98%	+1% Difference
1.5	Decrease Chronic Absenteeism Rate (Priority 5 B)	21% (DataQuest 2022-23) 28% African American 2% Asian 5% Filipino 22% Hispanic or Latino 17% White	20% (DataQuest 2023-24) 24% African American 12% Asian 7% Filipino	19.4% (DataQuest 2024-25) 28.7% African American 7.8% Asian 12.8% Filipino	12% HJUHSD 15% African American 0% Asian 0% Filipino 15% Hispanic or Latino	-2% HJUHSD +1% African American +6% Asian +8% Filipino -2% Hispanic or Latino

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		28% English Learners 51% Foster Youth 49% Homeless Youth 33% Students With Disabilities 24% Socioeconomically Disadvantaged	21% Hispanic or Latino 16% White 28% English Learners 44% Foster Youth 36% Homeless Youth 28% Students With Disabilities 22% Socioeconomically Disadvantaged	19.8% Hispanic or Latino 15.8% White 23.3% English Learners 57.6% Foster Youth 36.5% Homeless Youth 29.4% Students With Disabilities 22.2% Socioeconomically Disadvantaged	12% White 15% English Learners 25% Foster Youth 35% Homeless Youth 15% Students With Disabilities 17% Socioeconomically Disadvantaged	-1% White -5% English Learners +7% Foster Youth -12% Homeless Youth -4% Students With Disabilities -2% Socioeconomically Disadvantaged
1.6	Decrease the Four-Year Adjusted Cohort Dropout rate (Priority 5 D)	2% (DataQuest 2022-23) 6% English Learners 14% Foster Youth 3% Socioeconomically Disadvantaged	3% (DataQuest 2023-24) 6% English Learners 8% Foster Youth 4% Socioeconomically Disadvantaged	1.2% (DataQuest 2024-25) 2.2% English Learners * Foster Youth 1.3% Socioeconomically Disadvantaged	0% All 1% English Learners 10% Foster Youth 1% Socioeconomically Disadvantaged	-1% All -4% English Learners Data Suppressed Foster Youth -2% Socioeconomically Disadvantaged
1.7	Decrease the Suspension Rates (Priority 6 A)	8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 17% African American 2% Asian 5% Filipino 10% Hispanic or Latino 3% White 14% English Learners 20% Foster Youth 19% Homeless Youth	7% (DataQuest 2023-24) Yellow (CA Dashboard 2024) 17% African American 6% Asian 3% Filipino 7% Hispanic or Latino 4% White 11% English Learners	5.0% (DataQuest 2024-25) Green (CA Dashboard 2025) 15.7% African American No results Asian 2.1% Filipino 4.8% Hispanic or Latino 3.4% White 7.4% English Learners	5% HJUHSD 10% African American 0% Asian 0% Filipino 5% Hispanic or Latino 0% White 5% English Learners 15% Foster Youth 15% Homeless Youth	-3% HJUHSD -1% African American No results Asian -3% Filipino -5% Hispanic or Latino No change White -7% English Learners +5% Foster Youth -13% Homeless Youth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		10% Socioeconomically Disadvantaged 16% Students With Disabilities Schools with Red Indicators: Hanford Community Day 11% All 13% Hispanic 12% Socioeconomically Disadvantaged Hanford West 11% All 13% Hispanic 19% English Learners 13% Socioeconomically Disadvantaged Hanford High 20% African American 25% Homeless 18% Students with Disabilities	16% Foster Youth 11% Homeless Youth 8% Socioeconomically Disadvantaged 14% Students With Disabilities Schools with Red Indicators: Hanford Community Day 9.3% All (Yellow) 6.5% Hispanic (Yellow) 7.4% Socioeconomically Disadvantaged (Yellow) Hanford West 7.9% All (Yellow) 6.8% Hispanic (Yellow) 14% English Learners (Yellow) 8.6% Socioeconomically Disadvantaged (Yellow) Hanford High 14.5% African American (Orange) 11.5% Homeless (Orange)	25.0% Foster Youth 6.7% Homeless Youth 5.9% Socioeconomically Disadvantaged 9.1% Students With Disabilities Schools with Red Indicators: Hanford Community Day 5.1% All (Green) 6.6% Hispanic (Orange) * Socioeconomically Disadvantaged (Green) Hanford West 6.3% All (Yellow) 6.6% Hispanic (Orange) 9.0% English Learners (Yellow) 7.3% Socioeconomically Disadvantaged (Yellow) Hanford High 20.0% African American (Red)	5% Socioeconomically Disadvantaged 10% Students With Disabilities Schools with Red Indicators: Hanford Community Day 5% All 5% Hispanic 5% Socioeconomically Disadvantaged Hanford West 5% All 5% Hispanic 5% English Learners 5% Socioeconomically Disadvantaged Hanford High 5% African American 5% Homeless 5% Students with Disabilities	-4% Socioeconomically Disadvantaged -7% Students With Disabilities Schools with Red Indicators: Hanford Community Day -6% All (Yellow) -7% Hispanic (Yellow) Data Suppressed Socioeconomically Disadvantaged (Yellow) Hanford West -5% All (Yellow) -6% Hispanic (Yellow) -10% English Learners (Yellow) -6% Socioeconomically Disadvantaged (Yellow) Hanford High No change African American (Orange) -18% Homeless (Orange) -10% Students with Disabilities (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			12.8% Students with Disabilities (Yellow)	7.0% Homeless (Yellow) 7.7% Students with Disabilities (Yellow)		
1.8	Decrease the Expulsion Rates (Priority 6 B)	2% (DataQuest 2021-22)	2% (DataQuest 2023-24)	1.2% (DataQuest 2024-25)	0%	-1%
1.9	Degree to which students believe that their school fosters a culture of respect and fairness. (Priority 6 A)	3.19 out of 5 (YouthTruth Survey Nov 2023)	3.19 out of 5 (YouthTruth Survey Nov 2024)	3.25 out of 5 (YouthTruth Survey Nov 2025)	4.0	+.06
1.10	Degree to which students feel they receive support and personal attention from their teachers. (Priority 6 C)	3.15 out of 5 (YouthTruth Survey Nov 2023)	3.29 out of 5 (YouthTruth Survey Nov 2024)	3.27 out of 5 (YouthTruth Survey Nov 2025)	4.0	+.12

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, Hanford Joint Union High School District (HJUHSD) continued implementing Goal 1, which focuses on ensuring that every student has access to standards-aligned instructional materials, credentialed teachers, and a supportive, engaging school environment that prioritizes safety, equity, parent involvement, and school connectedness. Overall, the district implemented the LCAP actions with fidelity and without substantive deviations. Continued investments in student wellness, communication systems, transportation, intervention supports, and restorative practices contributed to measurable improvements across several key indicators. While some persistent challenges remain, particularly related to chronic absenteeism among specific student groups, the district demonstrated meaningful progress in improving school climate, reducing suspensions, and lowering dropout rates.

One of the most significant successes during the 2025-26 school year was the continued improvement in school climate and student behavior outcomes. Districtwide suspension rates declined from 8% at baseline to 5.0%, moving HJUHSD from an Orange indicator on the California Dashboard to Green. Significant improvements were also seen among several student groups, including English Learners, Hispanic students, homeless youth, and students with disabilities. Hanford Community Day School showed notable progress, improving from Red to Green for overall suspension rates. These improvements suggest that the district's continued focus on restorative practices, social-

emotional supports, and targeted interventions through Differentiated Assistance (DA) is producing positive outcomes. Expulsion rates also improved from 2% to 1.2%, reflecting continued progress in reducing exclusionary discipline practices and strengthening site-level intervention systems.

The district also experienced positive trends in attendance and dropout data. Overall attendance improved from 94% to 95%, and the four-year adjusted cohort dropout rate declined significantly from 2% at baseline to 1.2% in 2025-26. English Learner dropout rates also improved from 6% to 2.2%, while socioeconomically disadvantaged students improved from 3% to 1.3%. These gains indicate that credit recovery programs, intervention supports, and improved monitoring systems are helping more students remain engaged and on track toward graduation. Additionally, chronic absenteeism improved overall from 21% to 19.4%, with substantial reductions among homeless youth, English Learners, students with disabilities, and socioeconomically disadvantaged students. These improvements suggest that districtwide attendance interventions, transportation supports, outreach efforts, and case management strategies are beginning to positively impact student engagement.

School climate survey data also reflected continued gradual growth in stakeholder perceptions of safety and connectedness. Parent participation in the YouthTruth survey increased significantly from the baseline year, and parents reported higher levels of school safety and connectedness than in previous years. Staff ratings related to safety and connectedness also remained strong, both exceeding 4.0 out of 5. Student perceptions of teacher support and personal attention improved slightly again, increasing from 3.29 to 3.32 out of 5, though this metric remains below the district's target of 4.0. These findings indicate continued progress in relationship-building efforts while also reinforcing the need to strengthen student-adult connections and classroom engagement practices.

Despite these positive outcomes, several challenges remain. Chronic absenteeism continues to disproportionately impact Foster Youth, whose absenteeism rate increased from 51% at baseline to 57.6% in 2025-26. African American students also continue to experience elevated chronic absenteeism and suspension rates compared to district averages. While many subgroup indicators improved, these persistent disparities demonstrate that additional targeted interventions and individualized supports are still needed for the district's highest-need student populations. Similarly, although improvements were made in school climate and student support measures, student responses regarding respect, fairness, and teacher support remain below district targets, suggesting that continued professional development and relationship-centered practices are necessary.

The district also continued implementation of its communication and engagement systems through ParentSquare, maintaining a high communication rate with families. Although the percentage of contacts successfully receiving communications declined slightly from 99% to 98.2%, the district continues to maintain strong outreach systems and family engagement practices. In addition, the Facilities Inspection Tool (FIT) score remained relatively stable at 94%, slightly below the district target of 100%, indicating the need for continued attention to facility maintenance and infrastructure improvements across school sites.

There were no material differences between planned actions and actual implementation during the 2025–26 school year. All major actions were carried out substantially as described in the adopted LCAP. However, the data analysis indicates that some actions produce stronger outcomes than others. Investments in wellness supports, restorative practices, intervention systems, and student monitoring have demonstrated measurable effectiveness in reducing suspensions, lowering dropout rates, and improving school climate indicators. Conversely, while attendance initiatives have produced moderate districtwide improvement, chronic absenteeism among Foster Youth remains a significant concern and will require more intensive and coordinated intervention moving forward.

Overall, the implementation of Goal 1 during the 2025–26 school year demonstrated continued progress toward creating safer, more supportive, and more engaging school environments for students. The district saw meaningful gains in discipline, attendance, and school climate outcomes while continuing to identify areas where targeted supports and equity-focused interventions are still needed. HJUHSD remains committed to refining its practices, strengthening relationships with students and families, and using data-driven decision-making to ensure all students are supported academically, socially, and emotionally.

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

There were no significant material differences between the budgeted expenditures and estimated actual expenditures for most actions within Goal 1 during the 2024–25 school year. All major planned actions—including transportation services, credit recovery, attendance interventions, wellness supports, restorative practices, communication systems, and student safety services—were implemented substantially as described in the adopted LCAP. Similarly, there were no notable differences between the planned and the estimated actual percentages of improved services provided to unduplicated pupils.

Several actions experienced modest expenditure increases due to operational needs. Under Action 1.2 – Extended Learning Opportunities, the district budgeted approximately $607,000 and expended approximately $688,000. The increase was primarily attributed to additional stipends paid to ancillary staff who supported expanded student opportunities and program implementation. Under Action 1.3 – Student, Parent, and Community Communication, expenditures increased from a budgeted $214,000 to approximately $245,000 due to adjustments in staffing allocations and employee percentage assignments necessary to support communication and outreach efforts. Additionally, under Action 1.6 – Student Information System, the district budgeted approximately $50,000 for the Aeries Student Information System; however, the final contract cost was approximately $56,000.

While these actions exceeded their original budgeted amounts, the increases were necessary to maintain and enhance services to students and families and did not substantially alter the scope or intent of the planned actions. HJUHSD will continue to monitor expenditures and program effectiveness to ensure resources remain aligned with student needs, district priorities, and improved outcomes for unduplicated pupil populations.

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

During the 2025–26 school year, the actions associated with Goal 1 demonstrated overall effectiveness in advancing school climate, student engagement, student behavior, and graduation outcomes. Actions connected to student wellness, restorative practices, communication systems, and intervention supports showed the strongest evidence of impact based on local data and California Dashboard indicators. The district’s continued investment in health and wellness supports, inclusive learning environments, and targeted intervention systems contributed to a reduction in overall suspension rates from 8% at baseline to 5.0% in 2025–26, moving the district from an Orange indicator to Green on the California Dashboard. Significant reductions were also seen among English Learners, Hispanic students, homeless youth, and students with disabilities. Expulsion rates also improved from 2% to 1.2%, further indicating that restorative practices, early interventions, and social-emotional supports are helping reduce exclusionary discipline outcomes.

Actions related to student engagement and dropout prevention also demonstrated effectiveness. Credit recovery opportunities, intervention systems, and enhanced student monitoring contributed to a decline in the four-year adjusted cohort dropout rate from 2% to 1.2%. English Learner dropout rates decreased from 6% to 2.2%, while socioeconomically disadvantaged students improved from 3% to 1.3%. These improvements indicate that the district's focus on flexible learning opportunities, academic intervention, and progress monitoring is helping keep more students engaged and on track toward graduation.

The district's communication systems and family engagement efforts also proved effective. ParentSquare continued to maintain a high communication rate with families, with over 98% of contacts successfully receiving communications. Parent participation in the YouthTruth survey increased significantly from baseline levels, and parent perceptions related to school safety and connectedness improved. Staff responses regarding school safety and connectedness remained strong, both exceeding 4.0 out of 5. Student perceptions of teacher support and personal attention also improved slightly from 3.29 to 3.32 out of 5, demonstrating modest progress in strengthening student-adult relationships and school connectedness.

Attendance-related actions demonstrated mixed effectiveness. Overall attendance rates improved from 94% to 95%, and districtwide chronic absenteeism improved from 21% to 19.4%. Significant improvements were observed among homeless youth, English Learners, students with disabilities, and socioeconomically disadvantaged students. These results suggest that transportation supports, attendance interventions, outreach efforts, and case management systems are positively impacting many student groups. However, chronic absenteeism among Foster Youth increased significantly from 51% at baseline to 57.6% in 2024–25, indicating that the current strategies have not been effective for this student population. While transportation and attendance outreach reduced barriers for many students, the data suggest that Foster Youth continue to face more complex challenges related to housing instability, mobility, mental health, and school engagement that require more intensive, individualized interventions.

Actions focused on improving school climate and connectedness also demonstrated partial effectiveness. Climate survey results showed continued improvement in perceptions of safety and connectedness among parents and staff, while student perceptions showed slower growth. Although student ratings of teacher support and perceptions of fairness improved slightly, these metrics remain below district targets, indicating that additional professional development and relationship-centered instructional practices are still needed. Similarly, the Facilities Inspection Tool score remained stable at 94%, suggesting that while the district continues to maintain facilities in generally good condition, further improvements are needed to reach the district's target of 100%.

Overall, the majority of Goal 1 actions have demonstrated effectiveness in improving student behavior outcomes, reducing dropout rates, strengthening family communication, and improving aspects of school climate. However, the district recognizes that some actions—particularly those related to chronic absenteeism among Foster Youth and improving student perceptions of teacher support—have not yet produced the level of impact needed to meet long-term goals. As a result, HJUHSD will continue refining and strengthening these actions through more targeted intervention systems, expanded student supports, and increased focus on relationship-building and engagement strategies.

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.

As a result of reflections on prior practice, analysis of both Dashboard and local data, and feedback from Community Partners, HJUHSD will make several refinements to Goal 1 actions and implementation strategies for the 2026–27 school year. The most significant adjustment will focus on strengthening attendance interventions for Foster Youth, as chronic absenteeism for this student group increased from 51% at baseline to 57.6% in 2025–26, despite overall district improvement in attendance and chronic absenteeism rates. While existing attendance supports, transportation services, and outreach efforts positively impacted many student groups, the data demonstrate that Foster Youth require more targeted and individualized interventions. In response, the district will strengthen collaboration among school sites, Student Services, Kings County agencies, and external support providers to implement more intensive case management, mentoring, and intervention systems specifically designed to address the unique barriers faced by Foster Youth.

Additionally, the district will refine school climate and engagement efforts to place greater emphasis on student belonging, relationship-building, and connectedness. Although parent and staff perceptions of school climate continued to improve, student survey results on teacher support, respect, and fairness showed only modest growth and remain below district targets. Based on this feedback and data, HJUHSD will increase its focus on relationship-centered practices, student voice opportunities, and classroom engagement strategies through professional development and site-level implementation supports. The district believes these refinements will help strengthen student-adult relationships and improve students' sense of connection and support within the school environment.

Finally, the district will continue refining its attendance monitoring systems to become more data-driven and intervention-focused. While overall attendance rates improved slightly, the district recognizes that broad attendance percentages do not fully capture the effectiveness of interventions for chronically absent students. As a result, HJUHSD will begin incorporating more targeted local measures to monitor intervention effectiveness and subgroup progress. This includes increased monitoring of attendance intervention outcomes and more frequent review of subgroup attendance data to ensure supports are responsive and equitable. These refinements reflect the district's continued commitment to using data, stakeholder input, and Community Partner feedback to strengthen support systems and improve outcomes for all students.

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	inclusive learning environment	Our school community is deeply committed to providing every student with equitable access to a supportive and inclusive learning environment. In the 2022-23 school year, HJUHSD identified significant disproportionality in suspension rates: 507 suspensions were recorded, 71% (362) involving unduplicated students. To address this issue, we developed targeted interventions to reduce suspension rates among these students. By	$1,471,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
		focusing on early interventions, we strive to create lasting improvements in both their academic performance and social well-being.		
1.2	extended learning opportunities	Enhance student participation and enthusiasm in Visual and Performing Arts courses and performances through proactive engagement and nurturing of their artistic talents. Additionally, involvement in arts-related programs fosters positive relationships between students and teachers, further incentivizing regular attendance and active participation in school activities.	$688,000.00	Yes
1.3	student, parent, and community communication	Enhance communication channels by delivering timely and relevant updates to parents, students, and community members. In addition to phone calls and mailers, this platform goes above and beyond by providing a more comprehensive, inclusive, and efficient communication system, demonstrating a commitment to improving parent engagement and supporting students' educational experiences.	$245,000.00	Yes
1.4	credit recovery	Enhance academic support by offering Credit Recovery courses, aimed at reducing dropout rates and bolstering graduation numbers. Similarly, for English learners and foster students who may encounter additional barriers to academic success, credit recovery courses offer tailored support and flexibility to address their unique needs, ultimately increasing their chances of staying enrolled and obtaining a high school diploma.	$570,000.00	Yes
1.5	student transportation	Strengthen student retention efforts by providing comprehensive support, transportation services, and incentives to ensure sustained school attendance. A key contributor to this issue is the lack of required bussing. Providing transportation is crucial for reducing absenteeism by increasing accessibility, ensuring reliable and safe travel, alleviating financial burdens, and supporting vulnerable students with tailored solutions. Consistent transportation schedules foster regular attendance habits, enhance safety during harsh weather, and protect students on unsafe routes. Closing this	$3,005,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
		gap requires targeted interventions, improved transportation options, and a focus on equitable solutions.		
1.6	student information system	HJUHSD is committed to sustaining and enhancing support for the Student Information System (SIS) to optimize administrative processes and facilitate student success. The platform facilitates enhanced communication and collaboration among educators and support staff, enabling targeted interventions and support. This comprehensive approach helps identify and address the unique challenges faced by these students, improving their overall educational experience. Its real-time monitoring and integration with other systems allow schools to proactively address issues specific to English learners, foster youth, and low-income students.	$57,000.00	Yes
1.7	health and wellness	This action addresses suspension rates for all students, specifically Hispanic and socioeconomically disadvantaged students at Hanford Community Day School; all students, specifically Hispanic, socioeconomically disadvantaged, and English Learner students at Hanford West High School; African American students, students with disabilities, and homeless youth at Hanford High School; and Hispanic, socioeconomically disadvantaged, and English Learner students across HJUHSD. To strengthen these efforts, the district is strategically braiding Title I services with state and local resources to provide targeted academic, behavioral, and social-emotional supports for identified student groups. Title I-funded interventions, student support services, family engagement activities, and academic assistance programs will be coordinated with existing wellness, counseling, and intervention services to address the root causes of student disengagement and behavioral concerns. Additionally, this action will support the development and implementation of targeted intervention plans for 9th-grade students, a critical transition year where early support can significantly influence long-term academic achievement, school connectedness, attendance, and behavior. By intervening early and aligning multiple funding sources and services, the	$1,222,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district aims to reduce suspension rates and improve academic and social outcomes for students most at risk.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	HJUHSD aims to cultivate an inclusive and vibrant culture that actively encourages parent involvement, promotes equity, prioritizes student safety, and enhances school connectedness. Our overarching objective is to empower every student to attain proficiency at or above grade level, ensuring their preparedness for future academic pursuits and career endeavors.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is critical for HJUHSD as it aims to create an inclusive, safe, and engaging environment that promotes equity, encourages parent involvement, prioritizes student safety, and fosters school connectedness. By ensuring that all students achieve proficiency at or above grade level, we equip them with the skills and readiness necessary for college, career, and lifelong success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Rate of teachers appropriately assigned. (Priority 1 A)	97% (2022-23)	97% (2022-23)	96.7% (DataQuest 2023-24)	100%	-.3%
2.2	Percentage of Fully Credentialed Teachers (Priority 1 A)	98% (2022-23)	98% (2022-23)	82% (Dashboard 2024-25)	100%	-16%
2.3	Sufficiency of Materials (Priority 1 B)	0% (2022-23)	0% (2023-24)	0% (2024-25)	0%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Implementation of State Adopted Curriculum in all core classes (Priority 2 A)	100% (2022-23)	100% (2023-24)	100% (2024-25)	100%	No difference
2.5	Increase Graduation Rates (Priority 5 E)	94% (DataQuest 2023) 88% English Learners 87% Homeless Youth 94% Socioeconomically Disadvantaged	96% (DataQuest 2024) 89% English Learners 90% Homeless Youth 95% Socioeconomically Disadvantaged	96.7% (DataQuest 2025) 91.2% English Learners 95.8% Homeless Youth 96.3% Socioeconomically Disadvantaged	100% 95% English Learners 90% Homeless Youth 100% Socioeconomically Disadvantaged	+2.7% All +3.2% English Learners +8.8% Homeless Youth +2.3% Socioeconomically Disadvantaged
2.6	Degree to which students feel equipped to pursue college and careers (Priority 6 C)	3.29 out of 5 (YouthTruth Survey Nov 2023)	3.25 out of 5 (YouthTruth Survey Nov 2024)	3.39 out of 5 (YouthTruth Survey Nov 2025)	4	+.10
2.7	Smarter Balanced Assessment Test Results: ELA & Math (Priority 4 A & 4H)	46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 38% African American 55% Asian 71% Filipino 43% Hispanic or Latino 54% White 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 29% Homeless Youth 44% Socioeconomically disadvantaged	44% Met or Exceeded Standard for ELA (DataQuest 2023-24) 26% African American 63% Asian 67% Filipino 39% Hispanic or Latino 58% White 2% English Learners Foster Youth - In order to protect student privacy, data is suppressed because	54.51% Met or Exceeded Standard for ELA (DataQuest 2024-25) 37.14% African American 72.72% Asian Filipino-In order to protect student privacy, data is suppressed because fewer than 11 students tested. 51.16% Hispanic or Latino 67.74% White 6.72% English Learners	70% ELA HJUHSD 60% African American 60% Asian 75% Filipino 50% Hispanic or Latino 60% White 10% English Learners 30% Foster Youth 50% Homeless Youth 55% Socioeconomically disadvantaged 10% Students With Disabilities	+8.51% Met or Exceeded Standard for ELA - All -.86% African American +17.72% Asian Filipino - In order to protect student privacy, data is suppressed because fewer than 11 students tested. +8.16% Hispanic or Latino +13.74% White -1.28% English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4% Students With Disabilities 16% Met or Exceeded Standard for Math (DataQuest 2022-23) 10% African American 36% Asian 41% Filipino 13% Hispanic or Latino (Red Indicator) 25% White 3% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 0% Homeless Youth 14% Socioeconomically disadvantaged 1% Students With Disabilities Schools with Red Indicators: Sierra Pacific 18% All 14% Hispanic	fewer than 11 students tested. 30% Homeless Youth 38% Socioeconomically disadvantaged 10% Students With Disabilities 17% Met or Exceeded Standard for Math (DataQuest 2023-24) 8% African American 31% Asian 47% Filipino 14% Hispanic or Latino (Red Indicator) 26% White 1% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 8% Homeless Youth	Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 35.83% Homeless Youth 50.37% Socioeconomically disadvantaged 12.16% Students With Disabilities 18.17% Met or Exceeded Standard for Math (DataQuest 2023-24) 11.42% African American 36.36% Asian Filipino-In order to protect student privacy, data is suppressed because fewer than 11 students tested. 13.78% Hispanic or Latino (Yellow) 31.19% White	30% Math HJUHSD 25% African American 40% Asian 50% Filipino 20% Hispanic or Latino 30% White 5% English Learners 15% Foster Youth 10% Homeless Youth 20% Socioeconomically disadvantaged 5% Students With Disabilities Schools with Red Indicators: Sierra Pacific 20% All 16% Hispanic 18% Socioeconomically Disadvantaged	Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. +6.83% Homeless Youth -6% Socioeconomically disadvantaged +6.37% Students With Disabilities +2.17% Met or Exceeded Standard for Math - All +1.42% African American +.36% Asian Filipino - In order to protect student privacy, data is suppressed because fewer than 11 students tested. +.78% Hispanic or Latino (Red Indicator) +6.19% White +.36% English Learners Foster Youth - In order to protect

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16% Socioeconomically Disadvantaged	13% Socioeconomically disadvantaged 0% Students With Disabilities Schools with Red Indicators: Sierra Pacific 27% All (Yellow) 19% Hispanic 19% Socioeconomically Disadvantaged	3.36% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 10.45% Homeless Youth 14.46% Socioeconomically disadvantaged 4.00% Students With Disabilities Schools with Red Indicators: Sierra Pacific 34.29% All (Green) 26.52% Hispanic (Yellow) 26.92% Socioeconomically Disadvantaged (Yellow)		student privacy, data is suppressed because fewer than 11 students tested. +10.45% Homeless Youth +.46% Socioeconomically disadvantaged +3% Students With Disabilities Schools with Red Indicators: Sierra Pacific +16.29% All (Green) +12.52% Hispanic (Yellow) +10.92% Socioeconomically Disadvantaged (Yellow)
2.8	12th grade graduates completing all courses required for UC and/or CSU entrance results (Priority 4 B)	38% (DataQuest 2022-23) 7% English Learners 31% Socioeconomically Disadvantaged 3% Homeless Students	37% (DataQuest 2023-24) 9% English Learners 33% Socioeconomically Disadvantaged	41.8% (DataQuest 2024-25) 13.6% English Learners 34.7% Socioeconomically Disadvantaged	50% All 15% English Learners 40% Socioeconomically Disadvantaged 10% Homeless Students	+3.8% All +6.6% English Learners +3.7% Socioeconomically Disadvantaged +15.8% Homeless Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			23% Homeless Students	18.8% Homeless Students		
2.9	Pupils who have completed both UC or CSU entrance requirements and CTE pathway completers (Priority 4 D)	20% (DataQuest 2022-23) 3% English Learners 5% Foster Students 17% Socioeconomically Disadvantaged	18% (DataQuest 2023-24) 3% English Learners 0% Foster Students 16% Socioeconomically Disadvantaged	20.8% (DataQuest 2024-25) 6.5% English Learners * Foster Students 17.3% Socioeconomically Disadvantaged	30% 10% English Learners 10% Foster Students 25% Socioeconomically Disadvantaged	+.8% All +3.5% English Learners * Foster Students +.3% Socioeconomically Disadvantaged
2.11	College Career Indicator (Priority 7 A)	42% Prepared (DataQuest 2022-23) 8% English Learners 23% Foster Youth 35% Socioeconomically Disadvantaged 1% Students with Disabilities (Red) Schools with Red Indicators: Hanford High 3% English Learners Hanford West 0% Students with Disabilities	40% Prepared (DataQuest 2023-24) 9% English Learners (Red Indicator) 0% Foster Youth 35% Socioeconomically Disadvantaged 11% Students with Disabilities (Yellow) Schools with Red Indicators: Hanford High 4% English Learners (Yellow) Hanford West 16% Students with Disabilities (No performance color)	46.1% Prepared (DataQuest 2024-25) 18.2% English Learners (Yellow Indicator) * Foster Youth 40.6% Socioeconomically Disadvantaged 6.0% Students with Disabilities (Red) Schools with Red Indicators: Hanford High 17.9% English Learners (Yellow) Hanford West 0% Students with Disabilities (No performance color)	60% 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged 5% Students with Disabilities Schools with Red Indicators: Hanford High 5% English Learners Hanford West 5% Students with Disabilities	+4.1% Prepared - All +10.2% English Learners (Yellow) * Foster Youth +5.6% Socioeconomically Disadvantaged +5% Students with Disabilities (Red) Schools with Red Indicators: Hanford High +2% English Learners (Yellow) Hanford West No difference Students with Disabilities (No performance color)
2.12	CTE Pathway Completers (Priority 4 C)	44% (DataQuest 2022-23)	45% (DataQuest 2023-24)	47.2% (DataQuest 2024-25)	60% All	+3.2`% All

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16% English Learners 43% Socioeconomically Disadvantaged 32% Foster Students	26% English Learners 43% Socioeconomically Disadvantaged 7% Foster Students	34.8% English Learners 46.7% Socioeconomically Disadvantaged * Foster Students	20% English Learners 50% Socioeconomically Disadvantaged 40% Foster Students	+18.8% English Learners +3.7% Socioeconomically Disadvantaged * Foster Students
2.13	Smarter Balanced Assessment Test Results: Students Tested (Priority 4 A)	ELA Participation Rate Report 98% (CA Dashboard 2023) Math Participation Rate Report 98% (CA Dashboard 2023)	ELA Participation Rate Report 98% (CA Dashboard 2024) Math Participation Rate Report 98% (CA Dashboard 2024)	ELA Participation Rate Report 99% (CA Dashboard 2025) Math Participation Rate Report 98% (CA Dashboard 2025)	99%	+1% ELA Participation Rate Report No difference Math Participation Rate Report
2.14	Students earning the State Seal of Biliteracy (Priority 8 A)	6% Earned the State Seal of Biliteracy (DataQuest 2022-23)	6% Earned the State Seal of Biliteracy (DataQuest 2023-24)	3.3% Earned the State Seal of Biliteracy (DataQuest 2024-25)	20%	-2.7% Earned the State Seal of Biliteracy
2.15	California Science Test (CAST) Results: Science (Priority 4 A)	18% Met or Exceeded Standard (DataQuest 2022-23) 10% African American 34% Asian 40% Filipino 14% Hispanic or Latino 31% White 1% English Learners 10% Foster Youth 6% Homeless Youth 13% Socioeconomically disadvantaged 1% Students With Disabilities	17% Met or Exceeded Standard (DataQuest 2023-24) 10% African American 33% Asian 25% Filipino 12% Hispanic or Latino 32% White 1% English Learners Foster Youth-In order to protect student privacy,	23.36% Met or Exceeded Standard (DataQuest 2024-25) 10.81% African American 12.50% Asian Filipino-In order to protect student privacy, data is suppressed because fewer than 11 students tested. 21.85% Hispanic or Latino	25% Met or Exceeded Standard 15% African American 40% Asian 45% Filipino 20% Hispanic or Latino 40% White 5% English Learners 15% Foster Youth 10% Homeless Youth	+5.68% Met or Exceeded Standard All +.81 African American +2.50% Asian In order to protect student privacy, data is suppressed because fewer than 11 students tested. Filipino +7.85% Hispanic or Latino +.55% White -1% English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			data is suppressed because fewer than 11 students tested. 9% Homeless Youth 13% Socioeconomically disadvantaged 4% Students With Disabilities	31.55% White 0.00% English Learners Foster Youth-In order to protect student privacy, data is suppressed because fewer than 11 students tested. 6.78% Homeless Youth 20.72% Socioeconomically disadvantaged 3.33% Students With Disabilities	15% Socioeconomically disadvantaged 5% Students With Disabilities	Foster Youth In order to protect student privacy, data is suppressed because fewer than 11 students tested. +.78% Homeless Youth +7.72% Socioeconomically disadvantaged +2.33% Students With Disabilities
2.16	Advanced Placement Percent of Exams with Scores of 3 or Higher (Priority 4 G)	60% (College Board 2023)	64% (College Board 2024)	65% (College Board 2025)	75%	+5%
2.17	Students are scheduled appropriately (Priority 7 B)	95% (Master Schedule)	93% (Master Schedule)	94% (Master Schedule)	100%	-1%
2.18	Credit Recovery Opportunities (Priority 7 C)	95% Students have access (Zero Hour)	95% Students have access (Zero Hour)	95% Students have access (Zero Hour)	100%	No difference

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 overall implementation of Goal 2 for HJUHSD continued to reflect a focused effort to cultivate an inclusive and engaging school culture that promotes equity, student safety, school connectedness, and college and career readiness for all students. The district successfully maintained several key actions, including the continued expansion of digital resources and instructional technology to support student access

and engagement. Academic interventions in English Language Arts and Mathematics remained a major focus, particularly for English Learners, socioeconomically disadvantaged students, and students performing below grade level. Through Professional Learning Communities (PLCs), interim assessment development, and ongoing data analysis, staff aligned instruction and strengthened support systems for students requiring additional academic intervention.

The district also sustained college- and career-readiness efforts through College and Career Readiness Centers, work-based learning opportunities, dual enrollment support, and Career Technical Education (CTE) pathways. These efforts contributed to slight gains in some areas, including graduation rates, CTE pathway completion for English Learners, and increased support for students pursuing postsecondary opportunities. Alternative education programs at Earl F. Johnson Continuation High School and the Community Day School continued to provide critical academic and social-emotional supports for students at risk of dropping out or disengaging from school.

Despite these efforts, significant challenges remain. Academic performance in Mathematics and English Language Arts continues to lag behind district targets, particularly for English Learners, African American students, Hispanic students, Students with Disabilities, and socioeconomically disadvantaged students. Red indicators persisted across multiple areas of the California Dashboard, including Math and College/Career Readiness metrics at several school sites. Additionally, metrics related to Advanced Placement performance, State Seal of Biliteracy attainment, and overall College/Career Indicator preparedness showed limited growth, suggesting that current strategies have not yet achieved the desired impact across all student groups.

While most actions were implemented as planned, one substantive difference occurred at Earl F. Johnson Continuation High School. Due to lower-than-anticipated student enrollment, expenditures were reduced, and staffing was adjusted accordingly, including the reassignment of a teacher to a comprehensive high school site. Additionally, some intervention and support efforts evolved throughout the year in response to ongoing Differentiated Assistance work with the Kings County Office of Education, allowing the district to better target supports for identified student groups and areas of need.

Overall, HJUHSD continued to implement Goal 2 actions with fidelity and intentionality. The district experienced success in maintaining access to supports and opportunities for students while also recognizing the need to refine instructional practices, strengthen intervention systems, and improve measurable outcomes for historically underperforming student groups.

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.

As a result of the analysis of Goal 2 data, including California School Dashboard indicators, local performance metrics, and feedback gathered through community partner meetings, particularly the Student Advisory Committee (SAC) and Community Advisory Committee (CAC), HJUHSD has identified several areas requiring refinement and strengthening to improve student outcomes and better support unduplicated pupils and historically underperforming student groups. While achievement gaps persist, data indicate that targeted interventions and college- and career-readiness supports are producing positive results for several student groups. Notable gains were observed among Foster Youth, Homeless Youth, socioeconomically disadvantaged students, and Students with Disabilities in both ELA and Math. Additionally, CTE pathway completion increased from 44% in 2022-23 to 47.2% in 2024-25, including substantial gains among English Learners, whose completion rate increased from 16% to 34.8%. As a result, the district will continue and expand these successful practices while refining supports in areas where progress has been limited.

Moving forward, HJUHSD will place greater emphasis on strengthening Tier 1 instruction by increasing alignment and accountability within Professional Learning Communities (PLCs). Ongoing performance data in ELA, Math, and College/Career readiness indicate the need for more consistent, high-quality first instruction across all sites and classrooms. PLCs will focus more intentionally on essential standards, common formative assessments, data analysis, and instructional response cycles to improve outcomes for all students and close subgroup achievement gaps.

The district will also intensify efforts in Mathematics and English Language Arts intervention, particularly for English Learners, who continue to demonstrate significantly lower performance than other student groups despite improvements among other student populations. HJUHSD will strengthen early identification systems, expand the use of interim assessments, and utilize data-monitoring protocols to ensure students receive timely intervention and support. Collaboration through Differentiated Assistance with Kings County Office of Education will continue to guide improvement efforts in academic achievement and college and career readiness.

In response to strong gains in CTE pathway completion rates and feedback from SAC and CAC regarding the importance of career preparation and postsecondary opportunities, the district will expand efforts to connect students to Career Technical Education pathways, work-based learning opportunities, dual enrollment courses, and individualized college and career planning. Action 2.10 was expanded during the 2025-26 school year, with expenditures increasing from the budgeted $1,145,000 to approximately $1,270,500. This increase was attributed to enhanced college and career support services and updates to staff job duties designed to strengthen student guidance, pathway completion, work-based learning opportunities, dual enrollment participation, and postsecondary planning. Based on the positive impact of these supports, HJUHSD will continue refining and expanding this action in 2026-27. Additional focus will be placed on monitoring student progress toward College/Career Indicator readiness, increasing access to internships and work-based learning experiences, and ensuring students successfully complete CTE pathways, dual enrollment coursework, and college preparatory requirements.

The district also identified the State Seal of Biliteracy as an area requiring redesign due to stagnant outcomes over multiple years. Despite increased access to coursework, the percentage of students earning the Seal has remained unchanged at 6%. Beginning in 2026-27, the district will implement earlier identification of eligible students, increase family outreach, and provide targeted supports and exam preparation opportunities for English Learners and heritage speakers.

Finally, HJUHSD will refine its approach to professional development by emphasizing job-embedded learning opportunities, instructional coaching, collaborative scoring, and classroom-based support aligned to student performance data. Future professional learning will focus on improving outcomes for English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students while strengthening instructional practices across all content areas. These revisions represent a more targeted, data-informed, and outcome-focused approach designed to build upon successful strategies, address persistent achievement gaps, and accelerate progress toward the goals outlined in Goal 2.

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

Several actions under Goal 2 have demonstrated varying degrees of effectiveness in supporting the district’s progress toward improving student achievement, engagement, and college and career readiness. Actions focused on enhancing digital access and instructional resources continued to prove effective, as reflected in the district maintaining a 98% participation rate in both ELA and Math SBAC

assessments. Additionally, graduation rates increased from 94% to 96% overall, with gains also seen among English Learners (88% to 89%), Homeless Youth (87% to 90%), and socioeconomically disadvantaged students (94% to 95%). These improvements suggest that continued investments in academic supports, digital access, counseling services, and alternative education programs are positively impacting student engagement and persistence toward graduation.

The implementation of ELA and Math intervention programs demonstrated mixed effectiveness. While overall ELA proficiency declined slightly from 46% to 44%, several student groups showed improvement, including Asian students (55% to 63%) and White students (54% to 58%). In Math, overall district performance increased slightly from 16% to 17% meeting or exceeding standards, with notable improvement among Filipino students (41% to 47%) and White students (25% to 26%). Sierra Pacific High School also improved from Red to Yellow status in Math for “All Students.” However, persistent achievement gaps remain for English Learners, African American students, Hispanic students, and Students with Disabilities, indicating that current intervention strategies have not yet produced consistent outcomes across all student groups.

The district’s intervention efforts have demonstrated meaningful effectiveness for several historically underperforming student groups. In English Language Arts, Foster Youth improved from a suppressed rate in 2023 to 30% meeting or exceeding standards in 2025; Homeless Youth increased from 29% to 50%; socioeconomically disadvantaged students improved from 44% to 55%; and Students with Disabilities increased from 4% to 10%. While English Learner performance declined from 8% to 0%, the gains observed among other high-need student groups suggest that targeted academic supports, intervention services, and increased access to instructional resources are having a positive impact. Similar improvements were observed in Mathematics. English Learners increased from 1% to 5%; Foster Youth improved from a suppressed rate in 2023 to 15% in 2025; Homeless Youth increased from 0% to 10%; socioeconomically disadvantaged students improved from 14% to 20%; and Students with Disabilities increased from 1% to 5%. These gains indicate that the district’s focus on intervention, data-driven decision-making, and targeted support services is beginning to improve outcomes for several student groups. However, the continued low performance of English Learners in ELA and the overall proficiency rates across all groups demonstrate that additional refinement of instructional practices and intervention systems is necessary to accelerate achievement and close persistent performance gaps.

For the 2026-27 school year, HJUHSD will strengthen and refine its supports for English Learners, Foster Youth, Homeless Youth, socioeconomically disadvantaged students, and Students with Disabilities to accelerate academic growth and close persistent achievement gaps. The district will continue using interim assessments and data-monitoring systems to identify students in need of support earlier and to provide targeted interventions in English Language Arts and Mathematics. Professional Learning Communities will place increased emphasis on analyzing subgroup performance, monitoring progress toward essential standards, and implementing evidence-based instructional strategies. Additional support will be provided through expanded collaboration among general education, special education, counseling, and English Learner staff to ensure students receive coordinated academic and college- and career-readiness supports. The district will also continue its focus on individualized student planning, particularly for English Learners and Students with Disabilities, to increase participation in rigorous coursework, Career Technical Education pathways, dual enrollment opportunities, and College/Career Indicator preparedness. These efforts are intended to build upon the gains observed in several student groups while addressing areas where performance remains significantly below district expectations.

The district's investment in Career Technical Education pathways, work-based learning opportunities, and individualized college and career planning has demonstrated effectiveness in increasing CTE pathway completion rates among historically underserved student groups. Overall CTE pathway completion increased from 44% in 2022-23 to 47.2% in 2024-25. Particularly noteworthy were gains among English

Learners, whose completion rate increased from 16% to 34.8%, and socioeconomically disadvantaged students, whose completion rate increased from 43% to 46.7%. These improvements suggest that targeted counseling, pathway monitoring, expanded access to CTE coursework, and increased career exploration opportunities are helping more students successfully complete a CTE pathway. While foster student data was suppressed due to small cohort sizes, the substantial gains among English Learners and socioeconomically disadvantaged students indicate that these actions are effectively supporting student engagement and preparation for postsecondary education and career opportunities. Continued focus on pathway completion, work-based learning experiences, and equitable access to high-quality CTE programs will be critical to sustaining and expanding these gains.

Actions supporting college and career readiness also demonstrated partial effectiveness. CTE pathway completion increased from 44% to 45% overall, with English Learner completion rates improving significantly from 16% to 26%. Graduation rates and access to work-based learning opportunities continued to support student preparedness for postsecondary opportunities. However, College/Career Indicator (CCI) preparedness declined overall from 42% to 40%, and Foster Youth preparedness declined from 23% to 0%, indicating that additional targeted supports are needed for vulnerable student groups. Similarly, UC/CSU course completion rates remained relatively stagnant, decreasing slightly from 38% to 37% overall despite modest subgroup gains.

Some actions have not yet demonstrated sufficient effectiveness over time. State Seal of Biliteracy attainment remained unchanged at 6%, and Advanced Placement exam scores of 3 or higher remained stagnant at 60%. Despite investments in teacher development, professional learning communities, and class-size reduction, significant achievement gaps persist in ELA, Math, and college-readiness indicators for English Learners, socioeconomically disadvantaged students, and Students with Disabilities. These results indicate the need to refine and strengthen instructional practices, intervention systems, and targeted supports moving forward.

Overall, the district achieved success in areas such as graduation rates, CTE completion, and assessment participation, while continuing to face challenges in accelerating academic achievement and college- and career-readiness outcomes for historically underserved 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.

As a result of the analysis of Goal 2 data, including California School Dashboard indicators, local performance metrics, and feedback gathered through community partner meetings, particularly the Student Advisory Committee (SAC) and Community Advisory Committee (CAC), HJUHSD has identified several areas requiring refinement and strengthening to improve student outcomes and better support unduplicated pupils and historically underperforming student groups. While achievement gaps persist, data indicate that targeted interventions and college- and career-readiness supports are producing positive results for several student groups. Notable gains were observed among Foster Youth, Homeless Youth, socioeconomically disadvantaged students, and Students with Disabilities in both ELA and Math, while English Learner and socioeconomically disadvantaged student participation and completion rates in Career Technical Education pathways increased significantly. As a result, the district will continue and expand these successful practices while refining supports in areas where progress has been limited.

Moving forward, HJUHSD will place greater emphasis on strengthening Tier 1 instruction by increasing alignment and accountability within Professional Learning Communities (PLCs). Ongoing performance data in ELA, Math, and College/Career readiness indicate the need for

more consistent, high-quality first instruction across all sites and classrooms. PLCs will focus more intentionally on essential standards, common formative assessments, data analysis, and instructional response cycles to improve outcomes for all students and close subgroup achievement gaps.

The district will also intensify efforts in Mathematics and English Language Arts intervention, particularly for English Learners, who continue to demonstrate significantly lower performance than other student groups despite improvements in other areas. HJUHSD will strengthen early identification systems, expand the use of interim assessments, and utilize data-monitoring protocols to ensure students receive timely intervention and support. Collaboration through Differentiated Assistance with Kings County Office of Education will continue to guide improvement efforts in academic achievement and college and career readiness.

In response to strong gains in CTE pathway completion rates, particularly among English Learners, the district will expand efforts to connect students to CTE pathways, work-based learning opportunities, dual enrollment courses, and individualized college and career planning. The district will shift its college and career readiness efforts from a primary focus on access to a stronger emphasis on successful completion and College/Career Indicator outcomes. Additional monitoring and support will be provided for English Learners, Students with Disabilities, Foster Youth, and socioeconomically disadvantaged students to ensure equitable participation and success.

The district also identified the State Seal of Biliteracy as an area requiring redesign due to stagnant outcomes over multiple years. Despite increased access to coursework, the percentage of students earning the Seal has remained unchanged. Beginning in 2026-27, the district will implement earlier identification of eligible students, increase family outreach, and provide targeted supports and exam preparation opportunities for English Learners and heritage speakers.

Finally, HJUHSD will refine its approach to professional development by emphasizing job-embedded learning opportunities, instructional coaching, collaborative scoring, and classroom-based support aligned to student performance data. These revisions represent a more targeted, data-informed, and outcome-focused approach designed to build upon successful strategies, address persistent achievement gaps, and accelerate progress toward the goals outlined in Goal 2.

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	common core aligned resources	HJUHSD will enhance its provision of resources aligned with the Common Core standards, ensuring they meet the diverse needs of students and educators while promoting deeper understanding and mastery of key concepts. Providing these resources is crucial for enabling at-risk students to overcome barriers and succeed academically.	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	digital resources	Continue to bolster support for digital resources and materials, ensuring accessibility, relevance, and usability for all stakeholders, thereby enhancing the effectiveness of teaching and learning in a digital age. As part of this effort, we are providing digital resources and free internet access to all unduplicated pupils. By bridging the digital divide, we are enhancing students' ability to engage with online learning tools, research, and other essential resources, supporting their academic success and readiness for the future.	$1,365,000.00	Yes
2.3	ELA and math intervention	Implement tailored ELA and Math intervention programs designed to effectively support at-risk students, addressing their specific academic needs and fostering their growth and success in these critical subject areas. This action targets math proficiency for all Red students at HJUHSD, with a specific focus on Hispanic and Socioeconomically Disadvantaged students at Sierra Pacific. Through differentiated Assistance (DA), the County Office will support us in developing targeted plans to address the Math proficiencies of 9th-grade students. By targeting early, we hope to have a lasting positive impact on their academic and social outcomes.	$840,000.00	Yes
2.4	professional learning communities	Enhance student learning outcomes across all courses by aligning instructional practices with targeted learning objectives, thereby promoting comprehensive understanding and achievement for every student. This action targets the College Career Indicator for all English Learners and Students with Disabilities at HJUHSD, with a specific focus on English Learner students at Hanford High and Students with Disabilities at Hanford West. Through differentiated Assistance (DA), the County Office will support us in developing targeted plans to address College and Career Readiness of students. By targeting them, we hope to have a lasting positive impact on their academic and career development.	$281,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	continuation school	Persist in delivering educational support and resources through Earl F. Johnson Continuation High School (EFJ) to empower 11th and 12th-grade students who face the risk of non-graduation or dropping out, ensuring they have the necessary tools and opportunities to succeed academically and beyond. These additional opportunities help students develop skills such as teamwork, resilience, and responsibility, further enhancing their overall success, both in school and in life. By engaging in these activities, students are more likely to stay connected to their school community, boosting graduation rates and preparing them for future challenges.	$1,160,000.00	Yes
2.6	community day school	Maintain and enhance Community Day School (CDS) services tailored to meet the needs of 9th to 12th-grade students who have been expelled, fostering a supportive educational environment that promotes their academic success, personal growth, and successful reintegration into mainstream education. By offering this option on an LEA-wide basis, all students have access to a second chance at education, ensuring that disciplinary actions do not disproportionately affect certain groups.	$1,018,000.00	Yes
2.7	project based learning	Continue to enhance the provision of opportunities for students to engage in innovative, authentic, and project-based learning experiences. For Unduplicated Pupils, including English learners, low-income students, and foster youth, CTE courses offer opportunities for economic mobility and empowerment.	$860,000.00	Yes
2.8	assessment, analysis and reports	Continue leveraging a comprehensive data and analytics platform to support the development of California Common Core State Standards (CCSS)-aligned assessments, generate actionable reports, and facilitate meaningful data analysis. Regular monitoring of student performance enables staff to evaluate progress, refine instructional practices, and ensure resources are strategically allocated to meet identified student needs. By analyzing academic, attendance, and behavior data in a timely manner, the district can implement early interventions that address learning gaps before they negatively affect outcomes on state assessments, graduation rates, or college and career readiness indicators.	$34,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		For unduplicated pupils, including English Learners and Long-Term English Learners (LTELs), data-driven decision-making ensures that academic and language supports are targeted to areas of greatest need, increasing access, engagement, and achievement. Establishing benchmarks and measurable goals promotes accountability, informs continuous improvement efforts, and fosters a culture of high expectations for both students and staff. Additionally, to address performance indicators related to the California School Dashboard, including outcomes for Students with Disabilities (SWD), Graduation Rate, and College/Career Indicator (CCI), the district will meet individually with each 12th-grade student to develop a personalized graduation and postsecondary readiness plan, including a pathway to CTE completer status when appropriate. While this component of the action is funded through the district's base program rather than supplemental or concentration funds, it is included here to ensure progress can be monitored through the appropriate Dashboard metrics and outcome measures.		
2.9	class size reduction	Sustain the provision of smaller class sizes in ELA (English Language Arts) to enhance individualized instruction and student engagement. Additionally, smaller class sizes allow for better classroom management and more targeted academic support, enabling teachers to quickly identify and address gaps in learning. This creates a more supportive, focused, and personalized learning environment, ultimately leading to better academic outcomes and overall success for these students.	$425,000.00	Yes
2.10	college and career support	Sustain the College and Career Readiness Center for student guidance, alongside a Work-Based Learning Coordinator for internships. Maintain integrated college and career instruction within HJUHSD. We are specifically targeting our unduplicated pupils with one-on-one counseling and career advising to help them narrow down a college and career path. To address eligibility for the 2025 Dashboard, SWD, Grad Rate & CCI we will _____. This portion of the action is actually	$1,200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		paid out of our base funding, however it is mentioned here to be able to monitor using the appropriate metrics.		
2.11	teacher development and support	Enhance classroom effectiveness and engagement by providing comprehensive support for teachers in developing dynamic and impactful learning environments. These teachers are well-equipped with pedagogical skills and subject knowledge, enabling them to provide high-quality, differentiated instruction tailored to English learners, low-income students, and foster youth.	$750,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2027, the percentage of English Learner (EL) students meeting or exceeding grade-level standards in English Language Arts and Mathematics will increase by 8% as measured by state assessments. To support this growth, the district will implement targeted instructional strategies, EL-specific interventions, and schoolwide culture-building activities to strengthen both academic readiness and school connectedness for college and career success.	Focus Goal

State Priorities addressed by this goal.

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.

This goal is of paramount importance as it encompasses two vital aspects for English Learner students. Achieving grade-level proficiency or higher ensures their readiness for college and career opportunities, equipping them with the necessary academic skills to succeed in higher education and future endeavors. Simultaneously, fostering a culture that supports school connectedness nurtures a positive and inclusive environment where students feel a sense of belonging, fostering their overall well-being, motivation, and engagement in learning. By addressing both academic achievement and social-emotional development, this goal recognizes the holistic needs of English Learners, empowering them to thrive academically and personally, and setting them up for long-term success. HJUHSD has also been identified as DA due to the lack of progress of English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learner Progress Indicator (Priority 4 E) (Priority 2 B)	42% making progress towards English language proficiency Orange (2023 Dashboard)	30% making progress towards English language proficiency Red (2024 Dashboard) 31% Long-Term English Learners	40% making progress towards English language proficiency Yellow(2025 Dashboard) 42.6% Long-Term English Learners	50%	-2% making progress towards English language proficiency (Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Red (2024 Dashboard)	Yellow (2025 Dashboard)		
3.2	English Learner Suspension Rate Indicator (Priority 6 A)	14% suspended for at least one day Red (2023 Dashboard) 8% All Students	11% suspended at least one day Yellow (2024 Dashboard) All Students - 6%	7.8% suspended at least one day Yellow (2025 Dashboard) 4.9% All Students	5%	-6.2% suspended at least one day (Yellow) -3.1% All
3.3	English Learner Graduation Rate Indicator (Priority 5 E)	87% graduated Orange (2023 Dashboard)	89% graduated Green (2024 Dashboard)	91.3% graduated Green (2025 Dashboard)	95%	+4.3% graduated (Green)
3.4	English Learner English Language Arts Indicator (Priority 4 A)	97 points below standard Orange (2022 Dashboard)	128 points below standard Red (2024 Dashboard)	80.4 points below standard Orange (2025 Dashboard)	50 points below standard	-16.6 points below standard (Orange)
3.5	English Learner Mathematics Indicator (Priority 4 A)	183.2 points below standard Orange (2023 Dashboard)	187 points below standard Red (2024 Dashboard)	174.3 points below standard Orange (2025 Dashboard)	100 points below standard	-8.9 points below standard (Orange)
3.6	Completed at Least One Career Technical Education Pathway by English Learners (Priority 4 C)	16% (2023 DataQuest)	26% (2024 DataQuest)	34.8% (2025 DataQuest)	25%	+18.8%
3.7	Completed a-g Requirements by English Learners (Priority 4 B)	7% (2023 DataQuest)	8% (2024 DataQuest)	12.3% (2025 DataQuest)	25%	+5.3%
3.8	English Learner College Career Indicator (Priority 7 A)	8% prepared (2023 Dashboard)	9% prepared (2024 Dashboard)	18.2% prepared (2025 Dashboard)	15%	+10.2% prepared
3.9	English Language Proficiency for Summative ELPAC (Priority 4 E) (Priority 2 B)	13% Proficient (2023 DataQuest)	9% Proficient (2024 DataQuest)	9.07% Proficient (2025 DataQuest)	20% Proficient	-3.93% Proficient

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.10	Reclassified Fluent English Proficient (RFEP) (Priority 4 F) (Priority 2 B)	21% (2024 DataQuest)	21% (2025 DataQuest)	20.7% (2025 DataQuest)	30%	-.3%
3.11	Decrease the percentage of Long-Term English Learners (LTEL) (Priority 4 F) (Priority 2 B)	21% (2024 DataQuest)	23% (2025 DataQuest)	23.1% (2025 DataQuest)	15%	+2.1%

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 overall implementation of Goal 3 was carried out with a continued focus on improving outcomes for English Learner (EL) students through targeted academic supports, multilingual services, and interventions designed to increase language proficiency, academic achievement, and school connectedness. Planned actions, including the continued implementation of the English Learner Academic Coach position and multilingual support services, were largely carried out as intended. These supports focused on assessing individual student language needs, providing targeted instructional support for English Learners and Long-Term English Learners (LTELs), supporting differentiated instruction in classrooms, and fostering culturally responsive learning environments. Additionally, the district continued its work through Differentiated Assistance (DA), in partnership with the Kings County Office of Education, to address both academic and behavioral outcomes for EL students, particularly regarding suspension rates and school engagement.

Implementation of Goal 3 resulted in several notable successes. The English Learner Suspension Rate improved significantly from 14% in the baseline year to 7.8%, reflecting progress in school climate, student supports, and behavioral interventions. The EL Graduation Rate increased from 87% to 91.3%, maintaining a Green performance level on the California Dashboard. Academic indicators also showed improvement, with English Language Arts performance improving from 97 points below standard to 80.4 points below standard and Mathematics improving from 183.2 points below standard to 174.3 points below standard. College and career readiness outcomes demonstrated particularly strong growth, including Career Technical Education (CTE) pathway completion increasing from 16% to 34.8%, A-G completion increasing from 7% to 12.3%, and the College/Career Indicator (CCI) increasing from 8% prepared to 18.2% prepared, surpassing the Year 3 target. These improvements indicate that increased access to academic supports, pathways, and student engagement opportunities positively impacted EL student outcomes.

Despite these successes, several challenges persisted during implementation. English language proficiency outcomes remain a concern, as the percentage of students proficient on the Summative ELPAC has remained relatively stagnant at 9.07%, below both the baseline of 13% and the Year 3 target of 20%. Similarly, the percentage of students reclassified as Reclassified Fluent English Proficient (RFEP) slightly

declined from 21% to 20.7%, while the percentage of Long-Term English Learners increased from 21% to 23.1%. Although the English Learner Progress Indicator (ELPI) improved from the prior year's Red performance level to Yellow, the percentage of students making progress toward English proficiency remained below the original baseline. These outcomes suggest that while supports and interventions were implemented consistently, additional intensity and coherence in designated and integrated English Language Development (ELD) instruction are still needed across grade levels and content areas.

There were no substantive differences between the planned actions and the actual implementation of Goal 3. However, implementation challenges included the ongoing complexity of addressing the needs of Long-Term English Learners, ensuring consistency of instructional practices across school sites, and balancing academic language development with behavioral and social-emotional supports. Feedback from educational partners, including DELAC families, also emphasized concerns regarding the long-term sustainability of federally funded supports and the continued need to prioritize reclassification efforts and language acquisition strategies for English Learner students. Moving forward, the district will continue strengthening targeted ELD supports, professional development, and intervention systems to improve language proficiency outcomes and reduce the percentage of LTEL students.

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

There were no significant material differences between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for Goal 3. All actions associated with Goal 3 were implemented as outlined in the adopted LCAP in support of English Learner students.

There were, however, material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Actions 3.1 and 3.3 related to the English Learner Academic Coach. The district originally budgeted $40,000 for each action but expended approximately $47,000 due to increased salary and benefit costs associated with the position. Despite the increase in expenditures, the actions were implemented as planned and continued to provide targeted academic and language acquisition support for English Learner and Long-Term English Learner students.

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

The actions associated with Goal 3 have demonstrated mixed effectiveness in advancing outcomes for English Learner (EL) students. Several indicators show meaningful improvement, suggesting that targeted supports, multilingual services, and increased access to college- and career-readiness opportunities have positively impacted student engagement and overall student success. At the same time, language acquisition and reclassification outcomes indicate that additional refinement and intensification of supports are still needed.

Actions focused on improving school connectedness, behavioral supports, and academic engagement appear to be effective. The English Learner Suspension Rate decreased significantly from 14% in the baseline year to 7.8% in 2025, moving from Red to Yellow on the California Dashboard. Similarly, the English Learner Graduation Rate improved from 87% to 91.3%, reaching Green status. These improvements suggest that interventions designed to support student engagement, school climate, and individualized student supports have had a positive impact on student outcomes.

Actions designed to increase college- and career-readiness opportunities for English Learners also demonstrated strong effectiveness. Career Technical Education (CTE) pathway completion rates increased substantially from 16% to 34.8%, significantly exceeding the Year 3 target of 25%. In addition, A-G completion rates improved from 7% to 12.3%, while the College/Career Indicator (CCI) increased from 8% prepared to 18.2% prepared, surpassing the district's target of 15%. These gains indicate that expanded access to pathways, counseling, and student support systems is helping more English Learner students graduate with meaningful postsecondary opportunities.

Academic performance indicators in English Language Arts and Mathematics also demonstrated improvement, though progress remains below district goals. English Learner performance in ELA improved from 97 points below standard to 80.4 points below standard, an improvement of +16.6 points, while Mathematics improved from 183.2 points below standard to 174.3 points below standard, an improvement of +8.9 points. While these gains reflect progress, the district remains below Year 3 targets in both subject areas, indicating that additional instructional support and stronger implementation of designated and integrated English Language Development (ELD) strategies are still needed.

Actions specifically focused on language acquisition and reclassification have been less effective to date. The percentage of students proficient in the Summative ELPAC decreased from the baseline of 13% to 9.07%, remaining well below the Year 3 target of 20%. Additionally, the Reclassified Fluent English Proficient (RFEP) rate slightly declined from 21% to 20.7%, while the percentage of Long-Term English Learners (LTELs) increased from 21% to 23.1%. Although the English Learner Progress Indicator (ELPI) improved from Red to Yellow and increased from 30% in the prior year to 40%, it still remains below the original baseline of 42%. These data points suggest that while foundational systems and supports are in place, current interventions have not yet achieved the desired accelerated language acquisition and reclassification outcomes for English Learner students.

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.

Analysis of performance data and educational partner feedback demonstrated that, while progress was made in several areas, the district did not meet its desired outcomes for English language proficiency, reclassification rates, reduction of Long-Term English Learners (LTELs), and English Learner academic achievement in English Language Arts and Mathematics. As a result, Goal 3 will be carried forward into the 2026–27 LCAP with no changes to the goal itself, but with refinements to the actions and implementation strategies to accelerate progress.

During the 2025–26 school year, the district focused on improving English Learner outcomes through targeted interventions based on interim assessment data, individualized student support, and enhanced counseling services designed to improve College and Career Indicator (CCI) outcomes. While these efforts contributed to improvements in graduation rates, suspension rates, CTE pathway completion, A-G completion, and college and career readiness, additional work is needed to improve English language proficiency, increase reclassification rates, and reduce the percentage of LTEL students.

For 2026–27, the district will continue and strengthen the existing actions within Goal 3, including support from the English Learner Academic Coach, targeted interventions based on interim assessment data, multilingual family engagement, and individualized student support. Additional emphasis will be placed on designated and integrated English Language Development (ELD) instruction, monitoring students nearing reclassification, supporting LTEL students, and aligning academic interventions with college and career planning. These refinements

reflect the district's commitment to continuous improvement and its determination to achieve the intended outcomes for English Learner students.

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	Assess and address individual language needs.	The English Learner Academic Coach will support students with diverse language backgrounds by assessing individual needs, providing targeted language development instruction, supporting content-area learning, fostering a supportive learning environment, and monitoring student progress. The coach's primary focus is to improve English language proficiency, academic achievement, and college and career readiness for English Learner students. Working collaboratively with teachers, the coach will support the implementation of differentiated instructional strategies designed to improve outcomes in English Language Arts, Mathematics, the English Learner Progress Indicator (ELPI), and the College/Career Indicator (CCI). The coach will also promote culturally responsive teaching practices and targeted interventions to ensure English Learners receive the academic and linguistic support necessary to increase language proficiency, accelerate reclassification, and achieve academic success.	$47,000.00	Yes
3.2	multilingual support	Enhance educational outcomes by providing comprehensive support for emerging multilingual students, fostering their linguistic proficiency, cultural integration, and academic success within a diverse learning environment. Additionally, through Differentiated Assistance (DA), the County Office will support us in developing targeted plans to address ELA/Math, ELPI & CCI. By intervening early, we hope to have a lasting positive impact on their academic and social outcomes."	$382,000.00	Yes
3.3	Assess and address individual language needs.	The English Learner Academic Coach will support students with diverse language backgrounds, including Long-Term English Learners (LTEL), by assessing their needs, providing targeted language instruction, supporting content-area learning, fostering a supportive environment, and monitoring progress. The coach aims to enhance English language proficiency and	$47,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic success for LTEL students. They will help teachers implement differentiated instruction and culturally responsive teaching, ensuring that LTEL students receive the necessary support to improve language proficiency and academic performance.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, Earl F. Johnson High School and Hanford Community Day School will increase the percentage of students completing a full Career Technical Education (CTE) pathway to at least 15% at EFJ and 10% at CDS by implementing a structured CTE Pathway at EFJ and expanding access to work-based learning activities that align with student interests and available staffing.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Based on feedback from our Educational Partners, adding Career Technical Education (CTE) opportunities at EFJ and CDS is set to boost CTE completers' numbers and graduation rates and reduce absenteeism by enhancing student engagement with practical, career-focused learning. These programs provide relevant skill development, clear career pathways, and additional support, which together make school more meaningful and motivate students to attend regularly. However, alternative education settings face challenges such as diverse student needs, resource constraints, and engagement barriers. Addressing these challenges is essential to ensure that CTE programs are effective and accessible, ultimately leading to improved educational outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Decrease Chronic Absenteeism Rate (Priority 5 B)	Earl F. Johnson - 44% (2022-23 DataQuest) Hanford Community Day School - 57% (2022-23 DataQuest)	Earl F. Johnson - 48% (2023-24 DataQuest) Hanford Community Day School - 76% (2023-24 DataQuest)	Earl F. Johnson - 57.4% (2024-25 DataQuest) Hanford Community Day School - 80.0% (2024-25 DataQuest)	Earl F. Johnson - 30% Hanford Community Day School - 45%	+13.4% Earl F. Johnson +23% Hanford Community Day
4.2	Increase Graduation Rate (Priority 5 E)	Earl F. Johnson - 88% (2022-23 DataQuest)	Earl F. Johnson - 93%	Earl F. Johnson - 74.2%	Earl F. Johnson - 90%	+2% Earl F. Johnson

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hanford Community Day School - 77% (2022-23 DataQuest)	(2023-24 DataQuest) Hanford Community Day School - 73% (2023-24 DataQuest)	(2024-25 DataQuest) Hanford CommunityDay School - * (2024-25 DataQuest)	Hanford Community Day School - 80%	* Hanford Community Day
4.3	CTE Pathway Completers (Priority 4 C)	Earl F. Johnson - 6% Completed at Least One CTE Pathway (2022-23 DataQuest) Hanford Community Day School - 0% Completed at Least One CTE Pathway (DataQuest 2022-23)	Earl F. Johnson - 0% Completed at Least One CTE Pathway (2023-24 DataQuest) Hanford Community Day School - 0% Completed at Least One CTE Pathway (DataQuest 2023-24)	Earl F. Johnson - 0% Completed at Least One CTE Pathway (2024-25) DataQuest) Hanford Community Day School - * Completed at Least One CTE Pathway (DataQuest 2024-25)	Earl F. Johnson - 15% Hanford Community Day School - 10%	-6% Earl F. Johnson * Hanford Community Day
4.4	College/Career Indicator (CCI)			Earl F. Johnson - 0% Prepared SED - 0% Prepared (2024-25) DataQuest)	Earl F. Johnson - 50% Prepared SED - 50% Prepared	New Metric

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 overall implementation of LCAP Goal 4 during the 2025–26 school year continued to face significant challenges, particularly in the district's ability to establish and sustain viable Career Technical Education (CTE) pathways at Earl F. Johnson High School and Hanford Community Day School. Goal 4 focused on increasing the number of CTE pathway completers through expanded work-based learning

opportunities and more engaging, career-focused programming. However, implementation did not proceed as originally planned, and several substantive differences emerged between the intended actions and the actual outcomes. While the district invested in expanding CTE opportunities and exploring work-based learning activities, staffing limitations, scheduling barriers, and difficulties creating a sustainable sequence of courses prevented the successful implementation of a comprehensive pathway model. As a result, Earl F. Johnson High School continued to report 0% of students completing a CTE pathway, a continued decline from the original 6% baseline, while Hanford Community Day School also remained at 0%.

The district also experienced continued challenges with chronic absenteeism, another key metric tied to student engagement and pathway participation. Chronic absenteeism rates increased again during the 2025–26 school year, rising to 57.4% at Earl F. Johnson and 80.0% at Hanford Community Day School, both significantly above baseline levels. These results demonstrate that the planned strategy to increase engagement through career-connected learning did not achieve the intended improvement in student attendance. Persistent barriers commonly associated with alternative education settings—including transportation issues, inconsistent student attendance patterns, credit deficiencies, and limited connection to school—continued to impact implementation efforts and student participation.

Despite these challenges, there were some areas of progress. The district continued to prioritize student engagement and career exploration opportunities, and the work completed during the year allowed the district to more clearly identify the structural limitations that prevented prior implementation efforts from succeeding. Additionally, while Earl F. Johnson's graduation rate declined to 74.2% in 2025–26 after increasing the previous year, the district recognizes the need for more intentional alignment between career pathways, student engagement, and credit completion strategies.

As a result of these reflections and implementation challenges, the district substantially revised its approach for the coming year. Rather than continuing to pursue broad CTE expansion efforts that proved difficult to sustain, HJUHSD identified a single, focused Athletic Training CTE Pathway to be implemented at Earl F. Johnson High School during the 2025–26 school year. This pathway will leverage current staff expertise and existing resources to create a more structured, sustainable sequence of courses that produces actual pathway completers. The district believes this narrower and more intentional approach will better align with student interests, staffing capacity, and the realities of the alternative education setting, while creating clearer opportunities for student success and measurable progress toward Goal 4 outcomes.

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

Hanford Joint Union High School District (HJUHSD) did not experience any material differences between Budgeted Expenditures and Estimated Actual Expenditures, or between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, under LCAP Goal 4 during the 2025–26 school year. Although the district experienced implementation challenges in establishing sustainable Career Technical Education (CTE) pathways at Earl F. Johnson High School and Hanford Community Day School, expenditures remained aligned with the budgeted amounts for the planned actions. Funds allocated to support CTE exploration, work-based learning activities, and related staffing and program supports were expended substantially as planned. While the district did not achieve the intended student outcome metrics—particularly in pathway completion and chronic absenteeism—the variance was driven by program effectiveness and implementation challenges rather than by significant fiscal differences. The district's reflections on these outcomes resulted in a strategic shift toward implementing a focused Health and Wellness CTE Pathway for the 2026–27 school year to better align resources, staffing capacity, and student needs within the alternative education setting.

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

The specific actions implemented under LCAP Goal 4 during the 2025–26 school year remained largely ineffective in achieving the intended outcomes for CTE pathway completion, chronic absenteeism, and graduation rates. The district's primary strategies included expanding CTE course offerings, increasing work-based learning opportunities, and providing professional development to support career-connected instruction. However, analysis of both Dashboard and local data demonstrates that these actions did not lead to measurable progress toward the established metrics.

The clearest example of ineffectiveness remains the CTE pathway completion metric. Earl F. Johnson High School continued to report 0% of students completing a CTE pathway during the 2025–26 school year, representing no improvement from the prior year and a continued decline from the original 6% baseline established in 2022–23. Hanford Community Day School also remained at 0% pathway completion. These results indicate that the district's efforts to broadly expand CTE opportunities were not successful in establishing a sustainable pathway sequence capable of producing completers. The ineffectiveness of these actions was largely driven by structural challenges, including limited staffing capacity, scheduling constraints within alternative education settings, inconsistent student attendance, and the inability to provide a coherent multi-course pathway aligned to student needs and interests.

Similarly, actions designed to improve student engagement and attendance by increasing access to career-focused learning did not yield the desired results. Chronic absenteeism rates worsened significantly during the implementation period, increasing from 48% to 57.4% at Earl F. Johnson and from 76% to 80% at Hanford Community Day School. These outcomes suggest that the district's previous approach did not adequately address the complex barriers faced by students in alternative education settings, including transportation challenges, credit deficiencies, social-emotional needs, and inconsistent school connections. While the district believed that increasing access to engaging, career-related coursework would improve attendance, the data demonstrate that the strategy alone was insufficient to significantly impact student engagement.

Graduation rate data also reflected mixed effectiveness. Earl F. Johnson's graduation rate declined from 93% in 2023–24 to 74.2% in 2024–25, indicating that the district was unable to sustain prior gains. Although graduation outcomes are influenced by multiple factors beyond CTE implementation alone, the decline further underscores the need for more focused, sustainable interventions that better align student engagement efforts with credit completion and pathway participation.

In response to these ongoing outcomes, and consistent with LCAP requirements to revise actions that have not proven effective over a three-year period, the district has made significant changes to its implementation strategy for 2026–27. Rather than continuing broad CTE expansion efforts that failed to produce pathway completers, HJUHSD has identified and developed a single Athletic Training CTE Pathway at Earl F. Johnson High School, utilizing existing staff expertise and available resources. The district believes this narrower and more intentional approach will create a sustainable course sequence, increase student participation, and ultimately lead to measurable increases in CTE pathway completers. By aligning the pathway with student interests and current staffing capacity, the district expects to strengthen implementation fidelity and improve progress toward Goal 4 outcomes.

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

As a result of reflections on prior implementation and analysis of local and Dashboard data, HJUHSD has revised the actions associated with Goal 4 for the 2026–27 school year. The district did not meet its targets related to CTE pathway completion, as Earl F. Johnson High School continued to report no pathway completers. Analysis of implementation efforts revealed that previous attempts to broadly expand CTE opportunities within the alternative education setting did not result in a sustainable pathway structure capable of producing completers. Therefore, rather than expanding multiple CTE offerings, the district will focus its efforts on implementing a structured Health and Wellness CTE Pathway at Earl F. Johnson High School.

The new pathway has been intentionally designed to align with student interests, available staffing, and the unique needs of alternative education students. Through a combination of classroom instruction, hands-on learning experiences, and participation in fitness and strength-training activities, students will explore careers related to health, wellness, sports medicine, and fitness. Upon completing the pathway, students will have the opportunity to earn an industry-recognized certification in sports medicine, providing them with both career exploration and valuable workforce skills.

This revised approach reflects the district's belief that fitness can serve as a powerful vehicle for both physical and mental well-being. By combining the healing properties of exercise with social-emotional learning and career-connected instruction, the district seeks to improve student engagement, strengthen school connectedness, and increase the number of students completing a CTE pathway. The district will continue to monitor CTE pathway completion, chronic absenteeism, and graduation rates while evaluating the effectiveness of the Health and Wellness pathway as a more focused and sustainable strategy for achieving the goals of this Equity Multiplier Focus Goal.

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	CTE course offerings	Enhance the variety of CTE courses to provide students with diverse career pathways and practical skills, offer workshops to equip teachers and staff with tools to integrate work-based learning into the curriculum, and organize events and career fairs to raise student awareness and enthusiasm for CTE opportunities.	$191,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 2027, the district will strategically utilize LREBG funding to expand access to academic interventions, behavioral supports, and operational infrastructure that remove barriers to student success. Success will be measured by a 25% increase in student CTE pathway completers, an 8% increase in students prepared for College and Career, and evidence that all school sites have implemented equitable support systems as documented through program data and site reports. This goal ensures that every student has greater opportunities to learn, improved engagement, and access to the resources necessary to thrive academically and socially.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

LCAP Goal 5 was created in response to stakeholder feedback and data indicating a need for expanded academic interventions, behavioral supports, and operational improvements to ensure all students—particularly those who are historically underserved—have equitable access to the resources they need to succeed. Chronic absenteeism, inconsistent access to academic support, and barriers related to transportation, technology, and classroom overcrowding were identified as significant challenges. This goal allows the district to strategically utilize LREBG funds to address these issues by enhancing support systems, increasing learning opportunities, and removing obstacles that hinder student engagement, achievement, and overall well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Degree to which students feel equipped to pursue college and careers (Priority 6 C)	3.29 out of 5 (YouthTruth Survey Nov 2023)	Added for 25/26 School Year		4 out of 5	
5.2	Smarter Balanced Assessment Test Results: ELA & Math	10.35% Met or Exceeded Standard for	Added for 25/26 School Year	50.37% Met or Exceeded Standard for ELA	15% Met or Exceeded Standard for ELA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 4 A & 4H)	ELA (DataQuest 2022-23) 3.23% Met or Exceeded Standard for Math (DataQuest 2022-23)		(DataQuest 2024-25) Socioeconomically Disadvantaged 14.46% Met or Exceeded Standard for Math (DataQuest 2024-25) Socioeconomically Disadvantaged	10% Met or Exceeded Standard for Math	
5.3	College Career Indicator (Priority 7 A)	2.4% Prepared (DataQuest 2022-23)	Added for 25/26 School Year	34.9% prepared (DataQuest 2024-25) Socioeconomically Disadvantaged	10% Prepared	
5.4	CTE Pathway Completers (Priority 4 C)	0% (DataQuest 2022-23)	Added for 25/26 School Year	0% (DataQuest 2024-25) Socioeconomically Disadvantaged	25%	

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.

For the 2025–26 school year, HJUHSD implemented LCAP Goal 5 to strategically utilize LREBG funding to expand academic interventions, behavioral supports, and operational systems designed to remove barriers to student success. As this was the first year of implementation and analysis for Goal 5, the district focused on establishing and expanding support structures aligned to the identified needs of students, particularly socioeconomically disadvantaged students and other historically underserved groups. Key actions included providing Summer School, Unit Recovery opportunities, and Zero Hour academic support to help students recover credits and remain on track for graduation. The district also expanded behavioral and attendance interventions through Student Specialists, increased access to STEM instruction and reduced class sizes by adding Science and Math teachers, strengthened technology infrastructure by adding a Network Coordinator, and expanded transportation services to improve student access to school. These actions were implemented largely as planned and were informed directly by educational partner feedback from the CAC, SAC, and DDR committees. Early successes included increased access to academic supports, expanded intervention opportunities, and improved operational capacity to support student engagement and attendance.

Challenges included staffing limitations, coordinating expanded services across multiple sites, and implementing new systems while simultaneously developing baseline data for future evaluation. Despite these challenges, the district successfully established the foundational systems necessary to support long-term improvements in college and career readiness, CTE completion, academic achievement, and equitable access to student support services.

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

There were material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for Actions 5.2 and 5.3 related to Unit Recovery and Zero-Hour academic support programs. The district originally budgeted $165,000 for these expanded learning opportunities, but estimated actual expenditures totaled approximately $185,000. This increase was primarily due to higher-than-anticipated student demand for academic intervention and credit recovery services, particularly among students who needed additional support to remain on track for graduation. In response to student needs, the district expanded access to Unit Recovery and Zero Hour opportunities beyond the original projections to provide additional instructional time and targeted academic support. These increased expenditures reflect the district’s commitment to removing barriers to student success and ensuring students have access to timely intervention services.

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

There were material differences between budgeted and estimated actual expenditures for Actions 5.1, 5.2, 5.3, and 5.6. For Action 5.1 (Summer School), the district budgeted $230,000 but estimates actual expenditures of approximately $210,000. The decrease is attributable to students having multiple opportunities throughout the school year to recover credits through programs such as Unit Recovery and Zero Hour, reducing the number of students requiring Summer School services. For Actions 5.2 and 5.3 (Unit Recovery and Zero Hour), the district budgeted $165,000 and estimates actual expenditures of approximately $185,000. The increase reflects higher-than-anticipated student participation and the district's commitment to providing additional academic intervention opportunities for students at risk of not graduating. For Action 5.6 (Network Coordinator), the district budgeted $141,000 and estimates actual expenditures of approximately $154,000. The increase resulted from a reclassification of the position, which adjusted salary and benefit costs during the year. Despite these expenditure differences, the district successfully implemented the planned actions and continued to provide expanded academic, behavioral, and operational supports aligned with Goal 5.

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.

As a result of reflections on prior practice and feedback from educational partners, HJUHSD will make several refinements to Goal 5 actions and implementation for the 2026–27 school year. While initial data demonstrated strong growth in areas such as College and Career Indicator readiness, CTE pathway completion, and academic achievement for socioeconomically disadvantaged students, the district identified opportunities to strengthen and better coordinate supports. To improve academic outcomes, particularly in Math, the district will enhance intervention systems through more structured progress monitoring and targeted academic support during Summer School, Unit Recovery, and Zero Hour programs. Based on feedback from the Student Advisory Committee and the Community Advisory Committee, the district will expand college and career-readiness opportunities by increasing access to diverse, hands-on career pathways aligned with student interests and workforce needs. This includes the launch of an Administrative Justice pathway and the expansion of the Agriculture pathway to include Agricultural Business and Farm Management. Additionally, at Earl F. Johnson High School, the district will continue

expanding career-connected learning opportunities by developing a Health and Wellness pathway that combines classroom instruction with fitness-based learning and leads to industry-recognized certifications in sports medicine. The pathway is designed to leverage the physical and mental health benefits of fitness while providing students with a meaningful career pathway and additional opportunities to become College and Career Indicator prepared. Finally, the district will strengthen coordination between behavioral, attendance, counseling, and academic intervention systems to ensure students experiencing barriers to success are identified earlier and provided with more comprehensive support. These adjustments are intended to improve student engagement, expand equitable access to opportunities, and strengthen the overall effectiveness of Goal 5 moving forward.

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	Summer School	The Summer School program provides extended learning opportunities for students who are at risk of not meeting graduation requirements, ensuring they receive the academic support needed to stay on track for graduation. https://www.ppic.org/blog/are-summer-school-programs-reaching-students-who-need-them-most/	$155,000.00	No
5.2	Unit Recovery	Unit Recovery classes to support students who are at risk of not graduating by providing additional opportunities to complete required coursework. https://www.erstrategies.org/wp-content/uploads/2023/12/Credit_Recovery_in_High_School_FINAL_FINAL_FINAL.pdf	$185,000.00	No
5.3	Zero Hour	Zero Hour period to provide students with additional academic support and tutoring opportunities, helping them strengthen their skills and improve overall achievement. https://scholarworks.uttyler.edu/cgi/viewcontent.cgi?params=/context/education_grad/article/1006/&path_info=Impact_of_Response_to_Intervention_on_Achievement.pdf	$185,000.00	No
5.4	Student Specialists	Provide support through Student Specialists who work with students whose behavior interferes with their academic success, helping to remove barriers	$329,453.00	No

Action #	Title	Description	Total Funds	Contributing
		to learning and promote positive outcomes. https://www.pbisrewards.com/blog/what-is-mtss/		
5.5	STEM	Expand STEM opportunities and reduce class sizes by adding additional Science and Math teachers, increasing student access to high-quality instruction and individualized support. https://www.nms.org/About-Us/Why-STEM.aspx?gad_source=1&gad_campaignid=22034183970&gbraid=0AAAABjlIGNpIIU5tGb-9TPhaIBfPRNqC&gclid=CjwKCAjwo4rCBhAbEiwAxhJlCd55tOuElERw6Vb0Hd5_zHD1j9V7hH9xLozSmSnwrObqe2gN3W-7kRoCLnUQAvD_BwE	$251,339.00	No
5.6	Network Coordinator	Support technology access and connectivity for students by employing a Network Coordinator to ensure reliable and efficient digital infrastructure across all sites. https://www.everylearnereverywhere.org/blog/equity-in-education-and-digital-learning-infrastructure/	$154,000.00	No
5.7	Transportation	Expand transportation services by adding routes and personnel to increase student access to school, ensuring more students have reliable and consistent transportation. https://direct.mit.edu/edfp/article/19/1/1/112222/Another-One-Rides-the-Bus-The-Impact-of-School	$173,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15,080,886	$1,666,256

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
29.419%	0.000%	$0.00	29.419%

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:** inclusive learning environment **Need:** Our goal is to reduce the suspension rates across all student groups, ensuring that no group is disproportionately impacted by exclusionary discipline practices. We will prioritize culturally responsive practices, restorative justice approaches, and targeted support systems to create a more inclusive	Ensuring safe and secure school facilities for socioeconomically disadvantaged students is essential for providing equal opportunities and fostering a supportive learning environment. Safe schools protect students from harm, promote emotional well-being, and build community trust. For parents facing challenges, knowing their children attend a secure school provides peace of mind. Investing in these facilities not only aids individual students in overcoming obstacles but	Decrease the Suspension Rates 3% All 5% English Learners 15% Foster Youth 5% Socioeconomically Disadvantaged

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
	environment for all students. By doing so, we can close the gap and ensure that every student has the opportunity to succeed. 8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 14% English Learners 20% Foster Youth 10% Socioeconomically Disadvantaged **Scope:** LEA-wide	also contributes to a more equitable and prosperous society in the long run.	
1.2	**Action:** extended learning opportunities **Need:** Our school is dedicated to fostering a learning environment where every student is present and engaged. However, the current chronic absenteeism rate reveals significant disparities among student groups. While the overall rate for all students is 21%, unduplicated student groups face much higher rates of chronic absenteeism. 21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged **Scope:** LEA-wide	Offering extended learning opportunities in areas such as art, music, theatre, and choir can increase attendance rates by enhancing overall student engagement and motivation. These extracurricular activities provide avenues for self-expression, creativity, and personal growth, which can make school more appealing and enjoyable for students. By participating in these activities, students develop a sense of belonging and connection to their school community, leading to increased attendance as they look forward to these enriching experiences.	Decrease Chronic Absenteeism 12% All 15% English Learners 25% Foster Youth 17% Socioeconomically Disadvantaged

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:** student, parent, and community communication **Need:** 99% of parents receive messages from the communication tool 5,932 out of 5,972 (99%) contacts receiving communications **Scope:** LEA-wide	ParentSquare enhances standard school communication by integrating various channels into one platform, offering real-time updates via instant messaging, emails, and mobile notifications, which traditional methods cannot match. It supports two-way communication, allowing parents to engage directly with teachers and staff. Features like automatic translation ensure inclusivity for non-English speaking families, while tools for sharing digital resources facilitate easy access to documents and educational materials. By centralizing all communication records, ParentSquare improves organizational efficiency and ensures no information is lost. Historically, communication has been a significant concern for our unduplicated students and their families. Five years ago, we implemented ParentSquare to address these concerns, and since then, we have seen tremendous success. As a result, we remain committed to utilizing ParentSquare to ensure ongoing effective communication with our students and their parents.	100% of parents receiving communication from the school
1.4	**Action:** credit recovery **Need:** Decrease the Four-Year Adjusted Cohort Dropout rate 2% (DataQuest 2022-23) 6% English Learners 14% Foster Youth 3% Socioeconomically Disadvantaged **Scope:**	Providing credit recovery courses serves as a crucial lifeline in decreasing dropout rates, particularly for low socioeconomically challenged English learners and foster students. These courses offer an opportunity for students who have fallen behind academically to catch up, earn missing credits, and stay on track toward graduation. For students facing socioeconomic challenges, credit recovery courses provide a second chance to overcome obstacles and succeed academically, reducing the likelihood of dropping out due to academic setbacks.	Four-Year Adjusted Cohort Dropout rate to 0% All 1% English Learners 10% Foster Youth 1% Socioeconomically Disadvantaged

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5	**Action:** student transportation **Need:** Decrease Chronic Absenteeism Rate 21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged **Scope:** LEA-wide	Our school faces a significant gap in chronic absenteeism, with the overall rate at 21%, but much higher rates for unduplicated student groups, such as 28% for English Learners, 51% for foster youth, 49% for homeless youth, 33% for students with disabilities, and 24% for socioeconomically disadvantaged students.	Decrease Chronic Absenteeism All 12% 15% English Learners 25% Foster Youth 17% Socioeconomically Disadvantaged
1.6	**Action:** student information system **Need:** Decrease Chronic Absenteeism Rates 21% (DataQuest 2022-23) 28% English Learners 51% Foster Youth 24% Socioeconomically Disadvantaged **Scope:** LEA-wide	Aeries Analytics surpasses a base Student Information System (SIS) by offering advanced data analysis, customizable reports, and predictive tools that provide deep insights into student performance and attendance.	Decrease Chronic Absenteeism 12% All 15% English Learners 25% Foster Youth 17% Socioeconomically Disadvantaged
1.7	**Action:** health and wellness **Need:** increase interventions to reduce suspensions	It is important for students to believe that their school fosters a culture of respect and fairness because it creates a safe and supportive learning environment. When students feel respected and treated fairly, they are more likely to engage in	Decrease Suspension Rate 3% All 5% English Learners 15% Foster Youth

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
	8% (DataQuest 2022-23) Orange (CA Dashboard 2023) 14% English Learners 20% Foster Youth 10% Socioeconomically Disadvantaged **Scope:** LEA-wide	their education, participate in class, and build positive relationships with peers and teachers. We have developed a comprehensive alcohol and drug prevention program and a specific anger management system that allows students to receive help from social workers and counselors.	5% Socioeconomically Disadvantaged
2.1	**Action:** common core aligned resources **Need:** To ensure students have state-aligned materials 46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 44% Socioeconomically disadvantaged 16% Met or Exceeded Standard for Math (DataQuest 2022-23) 3% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 14% Socioeconomically disadvantaged **Scope:**	Access to necessary supplies supports their academic progress, helps build confidence, and encourages engagement.	Increase the proficiency on CAASPP 70% ELA All 10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged 30% Math All 5% English Learners 15% Foster Youth 20% Socioeconomically disadvantaged

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** digital resources **Need:** Increase student's College and Career readiness 42% Prepared (DataQuest 2022-23) 8% English Learners 23% Foster Youth 35% Socioeconomically Disadvantaged **Scope:** LEA-wide	We are committed to ensuring that all students have the resources they need to be prepared for both career and college opportunities.	College Career Indicator 60% All - Prepared 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged
2.3	**Action:** ELA and math intervention **Need:** Students are not progressing at their same rate as their peers. 46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 44% Socioeconomically disadvantaged 16% Met or Exceeded Standard for Math (DataQuest 2022-23)	These targeted interventions offer personalized instruction and additional practice, helping students improve proficiency and confidence in these core subjects. Offering these interventions on an LEA-wide basis ensures that all students who need extra support, regardless of their specific school, have access to these essential resources.	Increase proficiency of CAASPP 70% ELA All 10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged 30% Math All 5% English Learners 15% Foster Youth 20% Socioeconomically disadvantaged

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 14% Socioeconomically disadvantaged **Scope:** LEA-wide		
2.4	**Action:** professional learning communities **Need:** Students are not leaving high school college and career ready 42% Prepared (DataQuest 2022-23) 8% English Learners 23% Foster Youth 35% Socioeconomically Disadvantaged **Scope:** LEA-wide	PLCs enable teachers to share strategies, analyze student performance, and tailor interventions specifically for English learners, low-income students, and foster youth, addressing their unique challenges. Implementing PLCs on an LEA-wide basis ensures consistency in teaching quality and access to best practices across all schools in the district.	College Career Indicator 60% All 13% English Learners 25% Foster Youth 40% Socioeconomically Disadvantaged
2.5	**Action:** continuation school **Need:** Graduation rates are not at the same rate as peers. Increase EFJ graduation rate from 88% to the district average of 94%. 94% (DataQuest 2023) 88% English Learners	By providing an enhanced alternative education setting that includes smaller class sizes, ELD classes, SpEd services, SEL supports, on-site therapists, as well as extracurricular activities like athletics, clubs, and student leadership. EFJ offers a comprehensive support system for foster youth and socioeconomically disadvantaged students. This holistic approach not only addresses academic and emotional needs but also fosters	Graduation Rate - Earl F. Johnson 91% All Foster Youth (To protect student privacy, data are suppressed) 91% Socioeconomically Disadvantaged

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster Youth (To protect student privacy, data are suppressed) 94% Socioeconomically Disadvantaged **Scope:** Schoolwide	personal growth, leadership, and social connections through extracurricular engagement.	
2.6	**Action:** community day school **Need:** increase graduation rates of CDS students from 77% to the district average of 94%. 77% (DataQuest 2023) English Learners - To protect student privacy, data are suppressed for unduplicated students Homeless Youth - To protect student privacy, data are suppressed for unduplicated students 73% Socioeconomically Disadvantaged **Scope:** Schoolwide	These alternative schools often provide individualized instruction, counseling, and behavioral support tailored to the unique needs of expelled students, including English learners, low-income students, and foster youth.	Graduation rates - Hanford Community Day 80% All 78% Socioeconomically Disadvantaged
2.7	**Action:** project based learning **Need:** Students are not competing in CTE pathways at the same rate as their peers 44% (DataQuest 2022-23) 16% English Learners 43% Socioeconomically Disadvantaged	These courses provide hands-on learning experiences in various fields, allowing students to explore potential career paths and develop valuable skills relevant to the workforce.	CTE Pathway Completers 60% All 20% English Learners 50% Socioeconomically Disadvantaged 40% Foster Students

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
	32% Foster Students **Scope:** LEA-wide		
2.8	**Action:** assessment, analysis and reports **Need:** Students are not progressing at the same rate as their peers. 46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 44% Socioeconomically disadvantaged 16% Met or Exceeded Standard for Math (DataQuest 2022-23) 3% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 14% Socioeconomically disadvantaged **Scope:** LEA-wide	Tracking data is essential for Hanford Joint Union High School (HJUHSD) students and teachers, as it allows for personalized instruction by identifying learning gaps and tailoring support to individual needs, particularly in Math and English.	Increase the proficiency on CAASPP 70% ELA All 10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged 30% Math All 5% English Learners 15% Foster Youth 20% Socioeconomically disadvantaged
2.9	**Action:** class size reduction **Need:**	Lowering the average class size from 30 to 24 in English classes will significantly enhance learning for English learners, foster youth, and low-income students by providing increased individual	Smarter Balanced Assessment Test Results: ELA 70% ELA All

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
	ELA proficiency scores are lower than peers 46% Met or Exceeded Standard for ELA (DataQuest 2022-23) 8% English Learners Foster Youth - In order to protect student privacy, data is suppressed because fewer than 11 students tested. 44% Socioeconomically disadvantaged **Scope:** LEA-wide	attention and improved student engagement. Teachers can implement more effective differentiated instruction and build stronger relationships with students, which is particularly beneficial for those needing specialized language support or personalized academic interventions.	10% English Learners 30% Foster Youth 55% Socioeconomically disadvantaged
2.10	**Action:** college and career support **Need:** 20% All 3% English Learners 5% Foster Students 17% Socioeconomically Disadvantaged **Scope:** LEA-wide	For English learners, low-income students, and foster youth, focused college and career readiness programs can break cycles of poverty and instability, fostering long-term self-sufficiency and empowerment.	Pupils who have completed both UC or CSU entrance requirements and CTE pathway completers 30% All 10% English Learners 10% Foster Students 25% Socioeconomically Disadvantaged
2.11	**Action:** teacher development and support **Need:** Fully credentialed teachers are better for Unduplicated Pupils because they possess the necessary expertise, training, and experience to address diverse learning needs effectively.	These teachers are well-equipped with pedagogical skills and subject knowledge, enabling them to provide high-quality, differentiated instruction tailored to English learners, low-income students, and foster youth.	Increase students who met the UC/CSU requirements 50% All 15% English Learners 40% Socioeconomically Disadvantaged 10% Foster Students

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
	38% (DataQuest 2022-23) 7% English Learners 31% Socioeconomically Disadvantaged 5% Foster Students **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Assess and address individual language needs. **Need:** EL students are not progressing at the same rate as their peers. 8% Met or Exceeded the Standard for ELA, and All students 46% Met or Exceeded the Standard for ELA. **Scope:** Limited to Unduplicated Student Group(s)	The EL coach will offer targeted professional development, model best practices, and assist with lesson planning to address the unique linguistic and academic needs of ELs.	25% Met or Exceeded Standard for ELA
3.2	**Action:** multilingual support **Need:**	These supports, such as bilingual instruction, translation services, multilingual resources, and professional development, help students understand and engage with the curriculum, reducing language barriers. They also affirm	5% English Learner Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners are being suspended at a greater rate than their peers 14% suspended at least one day Red (2023 Dashboard) All - 8% **Scope:** Limited to Unduplicated Student Group(s)	students' cultural identities and promote a sense of belonging, which can boost confidence, motivation, and overall language acquisition.	
3.3	**Action:** Assess and address individual language needs. **Need:** LTEL students are not progressing at the same rate as their peers. 10% Met or Exceeded Standard for ELA and All students 46% Met or Exceeded Standard for ELA. **Scope:** Limited to Unduplicated Student Group(s)	The EL coach will offer targeted professional development, model best practices, and assist with lesson planning to address the unique linguistic and academic needs of ELs, including long-term English learners (LTELs).	25% Met or Exceeded Standard for ELA

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.

The district determined the contribution of these actions toward the proportional percentage of improved services by identifying the specific academic, language acquisition, and engagement needs of English Learner (EL) students through Dashboard data, ELPAC results, reclassification data, suspension data, and feedback from DELAC and ELAC meetings.

To address these needs, the district will provide targeted services principally directed toward English Learners, including support from the English Learner Academic Coach, professional development focused on integrated and designated ELD strategies, multilingual communication and translation services, and targeted interventions for Long-Term English Learners (LTELs). Additionally, the district will

continue implementing restorative practices, behavioral supports, and family engagement strategies designed to improve school connectedness and reduce suspension rates for EL students.

These actions improve services for English Learners by providing additional academic, behavioral, and language-acquisition supports beyond those provided to all students.

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.

The district continues to use LCFF concentration grant add-on funding to increase the number of staff providing direct services to students at school sites with high concentrations of foster youth, English learners, and low-income students. Based on ongoing analysis of local data, Dashboard indicators, and feedback from Community Partners, HJUHSD will continue maintaining staffing and support systems that directly address barriers to student engagement, attendance, academic achievement, and school connectedness.

In 2026–27, the district will continue to provide Credit Recovery opportunities (Goal/Action 1.4) to support students who are behind in credits and at risk of dropping out, while also maintaining Summer School programs for students needing additional academic support to remain on track for graduation. The district will continue staffing and support for transportation services and attendance intervention efforts (Goal/Action 1.5), including expanded case management and targeted outreach for students experiencing chronic absenteeism, particularly Foster Youth and other high-need student groups. HJUHSD will also continue providing direct student services through nurses, School Resource Officers (SROs), campus safety staff, Restorative Justice programs, Licensed Marriage and Family Therapists (LMFTs), psychologists, and wellness personnel to support students' social-emotional well-being, behavior, and school safety.

Additionally, the district will continue operating Hanford Community Day School (Goal/Action 2.6) for students who are expelled or identified as at risk, providing smaller learning environments and increased individualized support. HJUHSD will also continue supporting English Learners through targeted intervention systems, English Language Development supports, and ongoing professional development focused on effective instructional practices that strengthen language acquisition and academic achievement. These staffing investments are intended to provide direct, ongoing services that improve student outcomes and increase access, engagement, and support for unduplicated pupils across the district.

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		80:1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		20:1

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	$51,261,532	15,080,886	29.419%	0.000%	29.419%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,665,643.00	$1,786,010.00	$0.00	$0.00	$17,451,653.00	$15,320,681.00	$2,130,972.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	inclusive learning environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$930,278.00	$541,000.00	$1,471,278.00				$1,471,278.00	
1	1.2	extended learning opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$334,782.00	$353,218.00	$334,782.00	$353,218.00			$688,000.00	
1	1.3	student, parent, and community communication	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$220,000.00	$25,000.00	$245,000.00				$245,000.00	
1	1.4	credit recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$570,000.00	$0.00	$570,000.00				$570,000.00	
1	1.5	student transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$3,005,083.00	$0.00	$3,005,083.00				$3,005,083.00	
1	1.6	student information system	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$57,000.00	$57,000.00				$57,000.00	
1	1.7	health and wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,217,500.00	$5,000.00	$1,222,500.00				$1,222,500.00	
2	2.1	common core aligned resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$160,000.00	$160,000.00				$160,000.00	
2	2.2	digital resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$850,000.00	$515,000.00	$1,365,000.00				$1,365,000.00	
2	2.3	ELA and math intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$840,000.00	$0.00	$840,000.00				$840,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.4	professional learning communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$281,000.00	$0.00	$281,000.00				$281,000.00	
2	2.5	continuation school	Foster Youth Low Income	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Earl F Johnson	2024-2027	$1,040,000.00	$120,000.00	$1,160,000.00				$1,160,000.00	
2	2.6	community day school	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	2024-2027	$1,010,000.00	$8,000.00	$1,018,000.00				$1,018,000.00	
2	2.7	project based learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$860,000.00	$0.00	$860,000.00				$860,000.00	
2	2.8	assessment, analysis and reports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$34,000.00	$34,000.00				$34,000.00	
2	2.9	class size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$425,000.00	$0.00	$425,000.00				$425,000.00	
2	2.10	college and career support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,200,000.00	$0.00	$1,200,000.00				$1,200,000.00	
2	2.11	teacher development and support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$660,000.00	$90,000.00	$750,000.00				$750,000.00	
3	3.1	Assess and address individual language needs.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$47,000.00	$0.00	$47,000.00				$47,000.00	
3	3.2	multilingual support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$382,000.00	$0.00	$382,000.00				$382,000.00	
3	3.3	Assess and address individual language needs.	English Learners	Yes	Limited to Undupli	English Learners	All Schools		$47,000.00	$0.00	$47,000.00				$47,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)											
4	4.1	CTE course offerings	All	No				2024-2027	$158,246.00	$32,754.00	$191,000.00				$191,000.00	
5	5.1	Summer School	All	No					$150,000.00	$5,000.00		$155,000.00			$155,000.00	
5	5.2	Unit Recovery	All	No					$0.00	$185,000.00		$185,000.00			$185,000.00	
5	5.3	Zero Hour	All	No					$185,000.00	$0.00		$185,000.00			$185,000.00	
5	5.4	Student Specialists	All	No					$329,453.00	$0.00		$329,453.00			$329,453.00	
5	5.5	STEM	All	No					$251,339.00	$0.00		$251,339.00			$251,339.00	
5	5.6	Network Coordinator	All	No					$154,000.00	$0.00		$154,000.00			$154,000.00	
5	5.7	Transportation	All	No					$173,000.00	$0.00		$173,000.00			$173,000.00	

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
$51,261,532	15,080,886	29.419%	0.000%	29.419%	$15,474,643.00	0.000%	30.188 %	**Total:**	$15,474,643.00
								LEA-wide Total:	$12,820,643.00
								Limited Total:	$476,000.00
								Schoolwide Total:	$2,178,000.00

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**	inclusive learning environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,471,278.00	
1	**1.2**	extended learning opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$334,782.00	
1	**1.3**	student, parent, and community communication	Yes	LEA-wide	Low Income	All Schools	$245,000.00	
1	**1.4**	credit recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$570,000.00	
1	**1.5**	student transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,005,083.00	
1	**1.6**	student information system	Yes	LEA-wide	Low Income	All Schools	$57,000.00	
1	**1.7**	health and wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,222,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	common core aligned resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	
2	2.2	digital resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,365,000.00	
2	2.3	ELA and math intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$840,000.00	
2	2.4	professional learning communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$281,000.00	
2	2.5	continuation school	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Earl F Johnson	$1,160,000.00	
2	2.6	community day school	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Community Day School	$1,018,000.00	
2	2.7	project based learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$860,000.00	
2	2.8	assessment, analysis and reports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,000.00	
2	2.9	class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$425,000.00	
2	2.10	college and career support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,000.00	
2	2.11	teacher development and support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$750,000.00	
3	3.1	Assess and address individual language needs.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$47,000.00	
3	3.2	multilingual support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$382,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Assess and address individual language needs.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$47,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$17,378,676.00	$16,916,540.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	inclusive learning environment	Yes	$1,471,278.00	1,440,000
1	**1.2**	extended learning opportunities	Yes	$606,850.00	688,000
1	**1.3**	student, parent, and community communication	Yes	$214,170.00	245,000
1	**1.4**	credit recovery	Yes	$570,000.00	530,000
1	**1.5**	student transportation	Yes	$3,005,083.00	2,735,000
1	**1.6**	student information system	Yes	$50,000.00	56,657
1	**1.7**	health and wellness	Yes	$1,139,740.00	1,222,500
2	**2.1**	common core aligned resources	Yes	$160,000.00	16,733
2	**2.2**	digital resources	Yes	$1,365,000.00	1,243,400
2	**2.3**	ELA and math intervention	Yes	$840,000.00	869,000
2	**2.4**	professional learning communities	Yes	$253,000.00	281,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	continuation school	Yes	$1,340,000.00	1,160,000
2	2.6	community day school	Yes	$1,057,000.00	1,006,850
2	2.7	project based learning	Yes	$860,000.00	878,000
2	2.8	assessment, analysis and reports	Yes	$34,000.00	34,400
2	2.9	class size reduction	Yes	$425,000.00	456,000
2	2.10	college and career support	Yes	$1,145,000.00	1,270,500
2	2.11	teacher development and support	Yes	$750,000.00	695,500
3	3.1	Assess and address individual language needs.	Yes	$40,000.00	47,000
3	3.2	multilingual support	Yes	$375,000.00	382,000
3	3.3	Assess and address individual language needs.	Yes	$40,000.00	47,000
4	4.1	CTE course offerings	No	$191,000.00	183,000
5	5.1	Summer School	No	$231,297.00	187,000
5	5.2	Unit Recovery	No	$165,403.00	185,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.3**	Zero Hour	No	$165,475.00	185,000
5	**5.4**	Student Specialists	No	$329,453.00	315,000
5	**5.5**	STEM	No	$251,339.00	228,000
5	**5.6**	Network Coordinator	No	$140,800.00	156,000
5	**5.7**	Transportation	No	$162,788.00	173,000

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)
14,786,080	$15,469,053.00	$14,969,399.00	$499,654.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	inclusive learning environment	Yes	$1,471,278.00	1,440,000		
1	1.2	extended learning opportunities	Yes	$334,782.00	352,859		
1	1.3	student, parent, and community communication	Yes	$214,170.00	245,000		
1	1.4	credit recovery	Yes	$570,000.00	530,000		
1	1.5	student transportation	Yes	$3,005,083.00	2,735,000		
1	1.6	student information system	Yes	$50,000.00	56,657		
1	1.7	health and wellness	Yes	$1,139,740.00	1,222,500		
2	2.1	common core aligned resources	Yes	$160,000.00	16,733		
2	2.2	digital resources	Yes	$1,365,000.00	1,243,400		
2	2.3	ELA and math intervention	Yes	$840,000.00	869,000		
2	2.4	professional learning communities	Yes	$253,000.00	281,000		
2	2.5	continuation school	Yes	$1,340,000.00	1,160,000		
2	2.6	community day school	Yes	$1,057,000.00	1,006,850		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.7**	project based learning	Yes	$860,000.00	878,000		
2	**2.8**	assessment, analysis and reports	Yes	$34,000.00	34,400		
2	**2.9**	class size reduction	Yes	$425,000.00	456,000		
2	**2.10**	college and career support	Yes	$1,145,000.00	1,270,500		
2	**2.11**	teacher development and support	Yes	$750,000.00	695,500		
3	**3.1**	Assess and address individual language needs.	Yes	$40,000.00	47,000		
3	**3.2**	multilingual support	Yes	$375,000.00	382,000		
3	**3.3**	Assess and address individual language needs.	Yes	$40,000.00	47,000		

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)
$49,557,850	14,786,080	0	29.836%	$14,969,399.00	0.000%	30.206%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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

Educational Services
#4

AGENDA:	**PUBLIC HEARING**
TOPIC:	2026/2027 BOP & Local Control Accountability Plan (LCAP) HJUHSD
DESCRIPTION:	The 2026/2027 Proposed Local Control Accountability Plan is presented for public hearing. The LCAP describes how HJUHSD intends to meet our annual goals for all pupils, with specific activities to address state and local priorities.

Educational Services
#5

AGENDA: New Business / Information

TOPIC: 2026/2027 BOP & Local Control Accountability Plan (LCAP) Hanford Online Charter

DESCRIPTION: The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF). The proposed 2026/2027 LCAP describes how HJUHSD intends to meet our annual goals for all pupils, with specific activities to address state and local priorities. The 2026/2027 Annual Update is included as part of the LCAP. The Local Control Funding Formula (LCFF) Budget Overview for Parents is developed in conjunction with the Local Control Accountability Plan (LCAP). The Budget Overview for Parents containing the total projected general fund revenue for the coming LCAP year with funds broken down as follows:

- The LCFF Revenue
- The LCFF Supplemental & Concentration Grants
- All Other State Funds
- All Local Funds
- All Federal Funds

FISCAL IMPACT: Hanford Online Charter plans to spend $2,629,924 for the 2026/2027 school year. Of that amount, $936,332 is tied to actions/services in the LCAP and $1,693,592 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for general salary and employer paid benefits in addition to operational expenses such as materials and supplies, rent and utilities.

RECOMMENDATION: This item will be brought back at the next regularly scheduled meeting for Board consideration.

2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Hanford Joint Union High School District/Hanford Online Charter
CDS Code:	16 63925 0137901
LEA Contact Information:	Name: Heather Keran Position: Principal Email: hkeran@hjuhsd.org Phone: 559-583-5941 ext 5001
Coming School Year:	2026-27
Current School Year:	2025-26

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

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$2,970,735
LCFF Supplemental & Concentration Grants	$716,036
All Other State Funds	$134,336
All Local Funds	$45,000
All federal funds	$48,955
Total Projected Revenue	$3,199,026

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$2,629,924
Total Budgeted Expenditures in the LCAP	$936,332
Total Budgeted Expenditures for High Needs Students in the LCAP	$920,906
Expenditures not in the LCAP	$1,693,592

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$650,016
Actual Expenditures for High Needs Students in LCAP	$708,338

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$204,870
2025-26 Difference in Budgeted and Actual Expenditures	$58,322

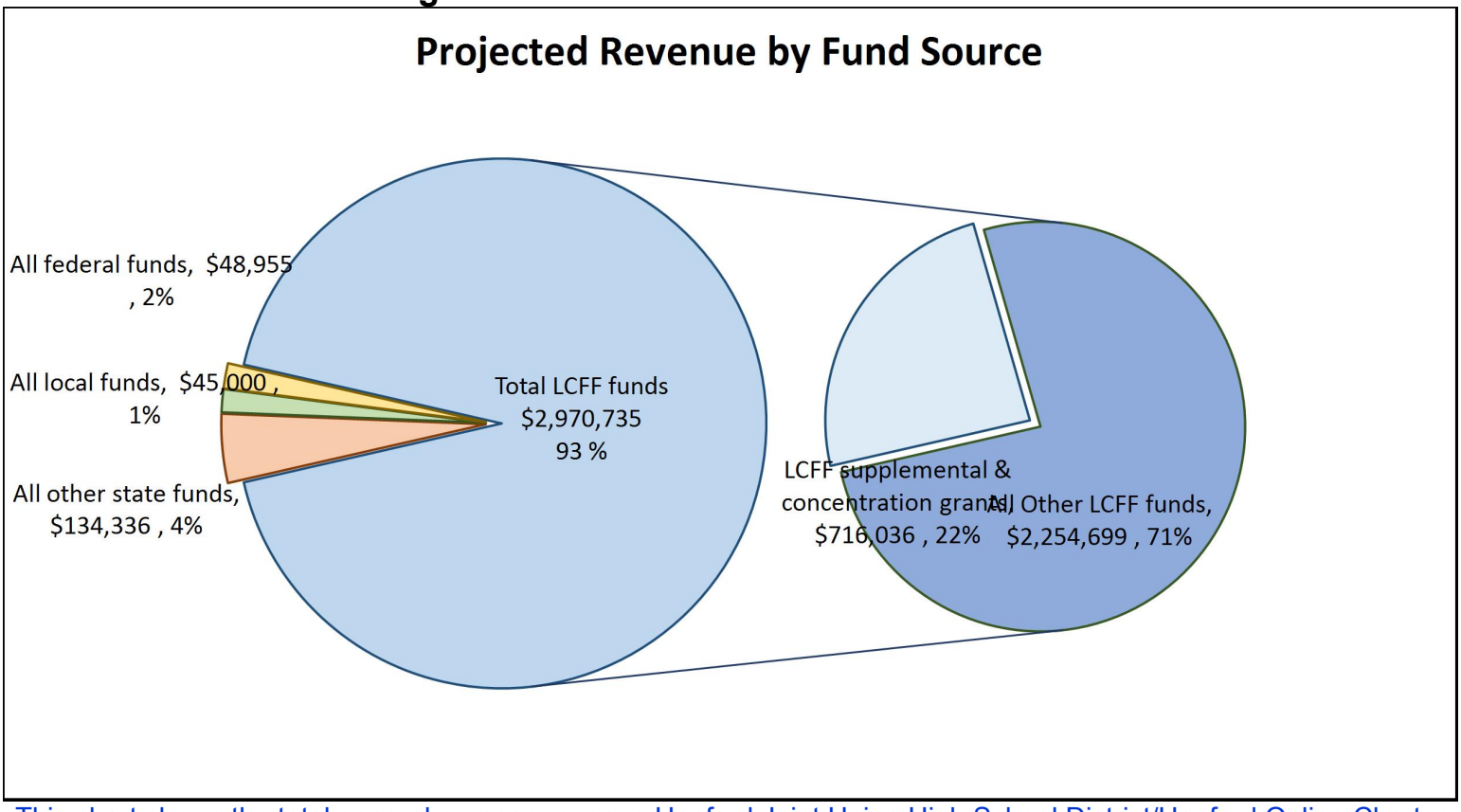
Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Hanford Online Charter will continue to fund certificated, classified and administrative salary and benefits in the general fund budget. In addition to other necessary operational cost Including materials and supplies, professional services, rent and utilities for the educational program.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hanford Joint Union High School District/Hanford Online Charter
CDS Code: 16 63925 0137901
School Year: 2026-27
LEA contact information:
Heather Keran
Principal
hkeran@hjuhsd.org
559-583-5941 ext 5001

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

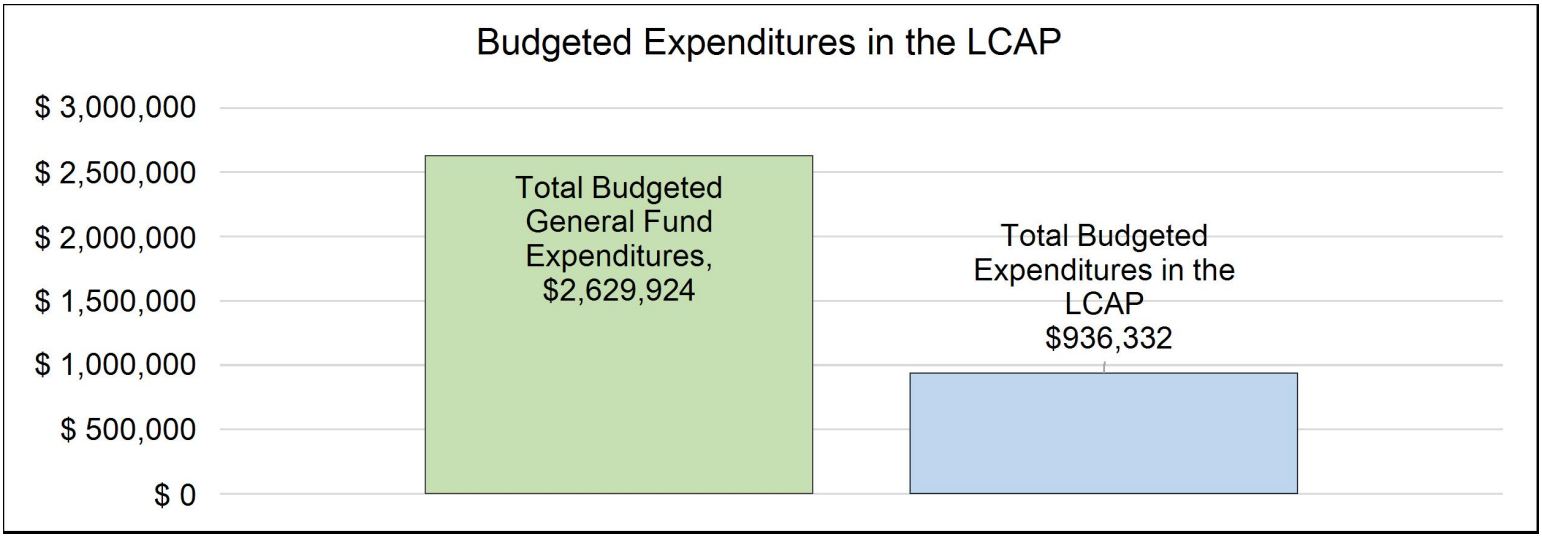


This chart shows the total general purpose revenue Hanford Joint Union High School District/Hanford Online Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hanford Joint Union High School District/Hanford Online Charter is $3,199,026, of which $2,970,735 is Local Control Funding Formula (LCFF), $134,336 is other state funds, $45,000 is local funds, and $48,955 is federal funds. Of the $2,970,735 in LCFF Funds, $716,036 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 Hanford Joint Union High School District/Hanford Online Charter 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: Hanford Joint Union High School District/Hanford Online Charter plans to spend $2,629,924 for the 2026-27 school year. Of that amount, $936,332 is tied to actions/services in the LCAP and $1,693,592 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

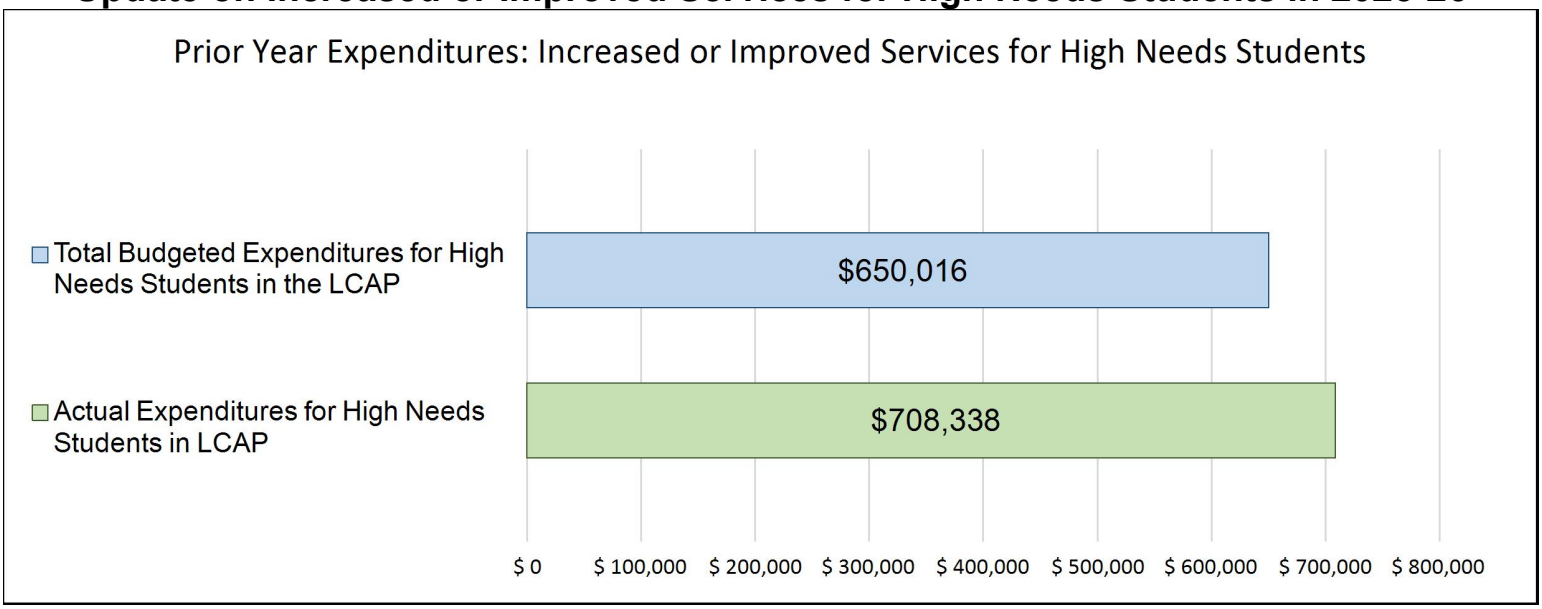
Hanford Online Charter will continue to fund certificated, classified and administrative salary and benefits in the general fund budget. In
addition to other necessary operational cost Including materials and supplies, professional services, rent and utilities for the educational program.

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

In 2026-27, Hanford Joint Union High School District/Hanford Online Charter is projecting it will receive $716,036 based on the enrollment of foster youth, English learner, and low-income students. Hanford Joint Union High School District/Hanford Online Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Hanford Joint Union High School District/Hanford Online Charter plans to spend $920,906 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 Hanford Joint Union High School District/Hanford Online Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hanford Joint Union High School District/Hanford Online Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

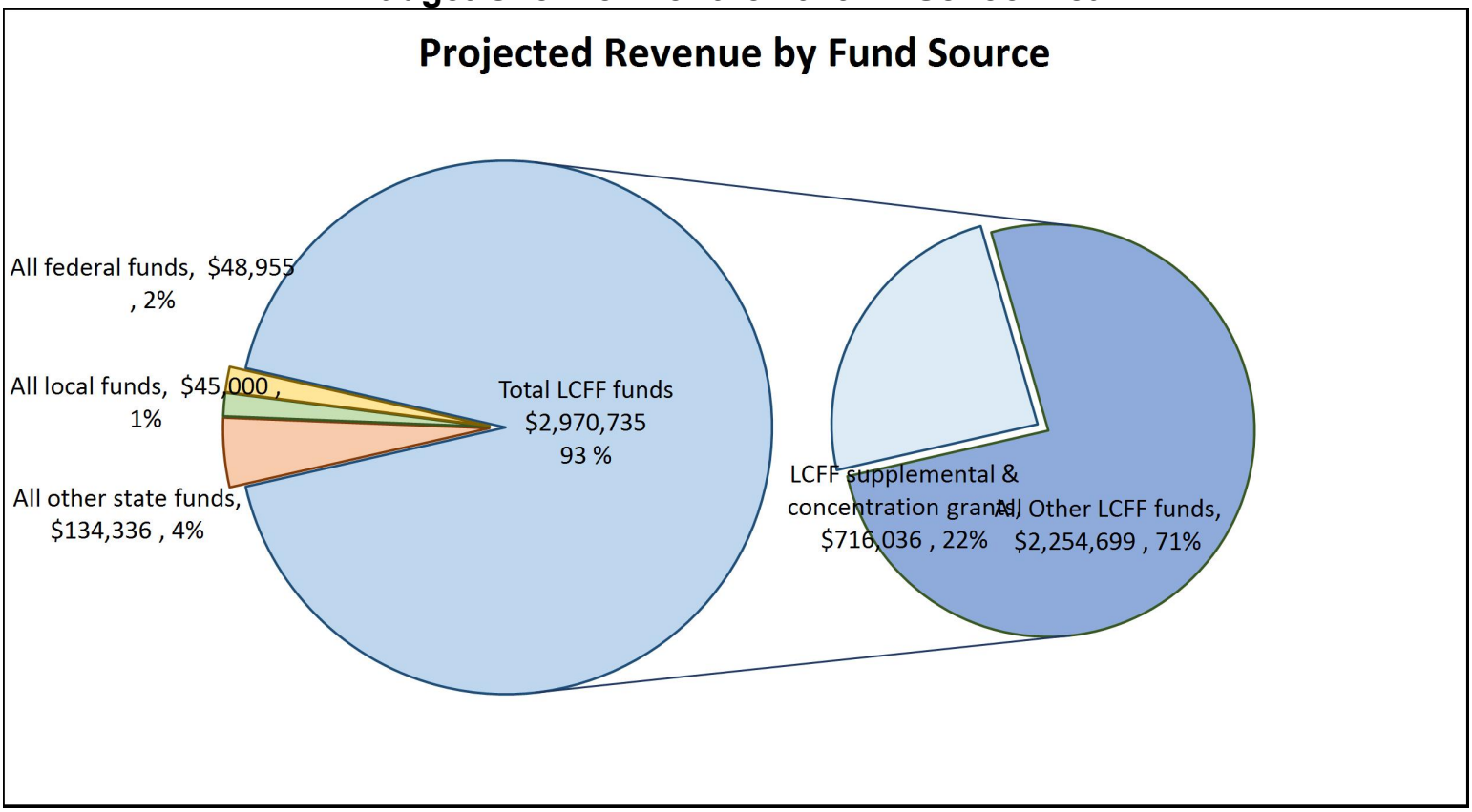
The text description of the above chart is as follows: In 2025-26, Hanford Joint Union High School District/Hanford Online Charter's LCAP budgeted $650,016 for planned actions to increase or improve services for high needs students. Hanford Joint Union High School District/Hanford Online Charter actually spent $708,338 for actions to increase or improve services for high needs students in 2025-26.

LCFF Budget Overview for Parents

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Budget Overview for the 2026-27 School Year

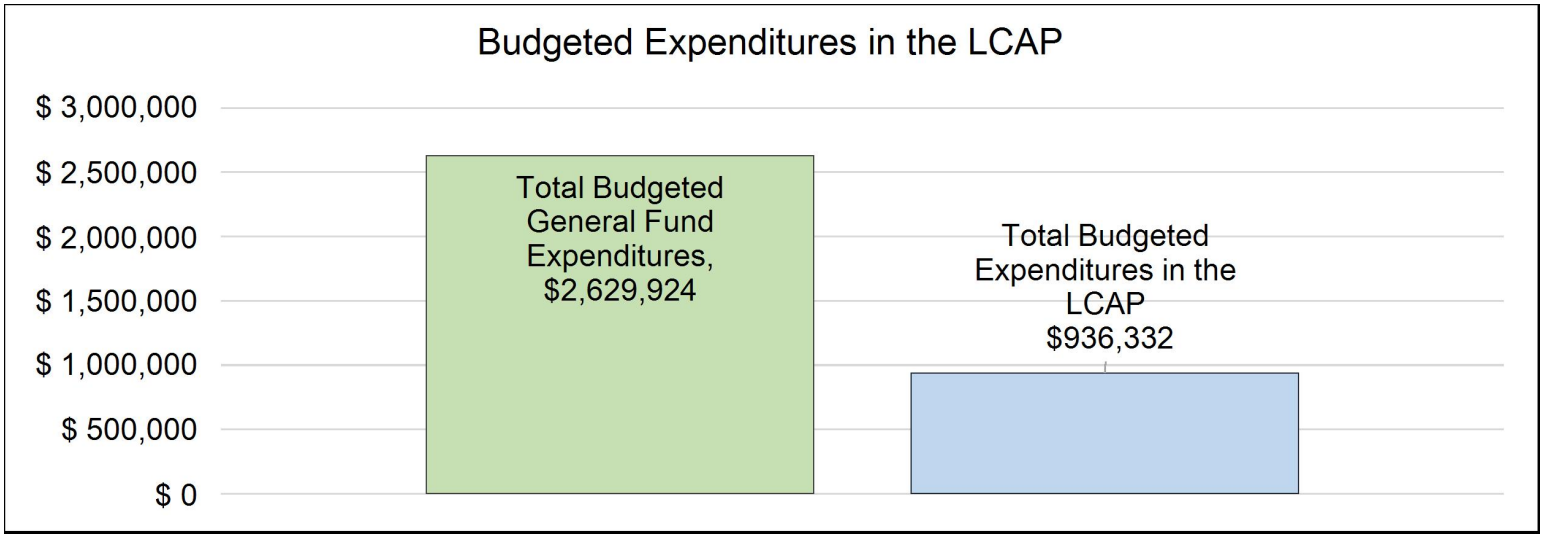


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LCFF Budget Overview for Parents

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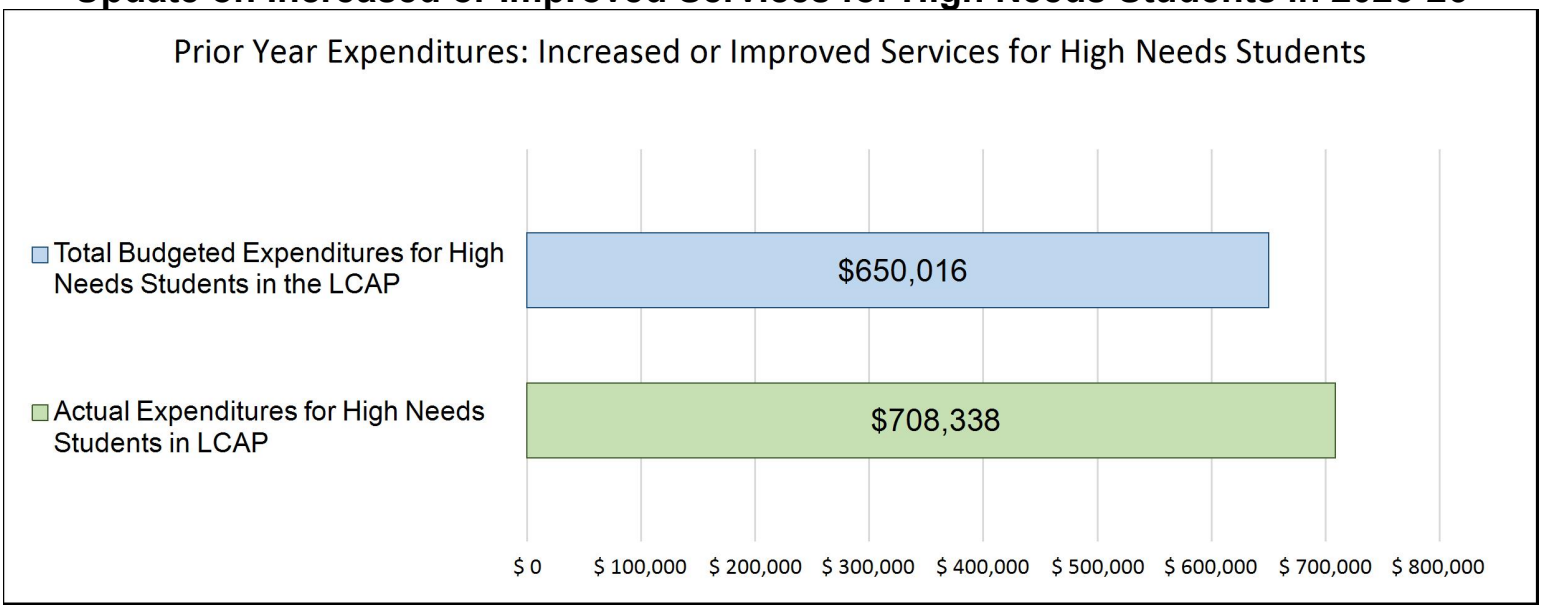
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LCFF Budget Overview for Parents

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



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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
Hanford Joint Union High School District/Hanford Online Charter	Heather Keran Principal	hkeran@hjuhsd.k12.ca.us 559-583-5941 ext 5001

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.

Hanford Online Charter (HOC) School is an excellent alternative for students seeking a non-traditional high school experience. As an accredited, independent study, diploma-granting public school, HOC provides a customized, instructor-facilitated, and supervised learning program tailored to each student's individual needs. Our teachers are highly qualified California-certified instructors committed to providing each student with a personalized and rigorous academic experience.

At HOC, we maintain high standards and expectations for our students, and our curriculum is based on the Common Core State Standards. We offer personalized learning, flexible meetings, and multiple high school pathways for success. Our courses are infused with appropriate technology-based activities and assignments to ensure students receive the best available materials and a positive, supportive school culture.

Furthermore, we believe that families are an integral part of the learning process, and we actively involve parents in their child's education. Our teachers engage with parents weekly through formal meetings, home visits, phone calls, and emails. We also offer tutoring in small groups and individual sessions to help students succeed.

In addition to providing a rigorous, personalized academic experience, HOC works to alleviate social and personal pressures that can impact academic performance. We have many partnerships and alliances to provide community resources to students and families, ensuring they have access to the support they need to succeed.

Hanford Online Charter (HOC) School is an excellent option for students seeking a nontraditional high school experience tailored to their individual needs. HOC offers a flexible and personalized curriculum, highly qualified instructors, a supportive learning environment, and a strong commitment to academic excellence.

School Size: 210 (March 2026)
9th: 39
10th: 69
11th: 66
12th: 36

All: 210
English Learner: 26 (12%)
Foster Youth: 3 (1%)
Special Education: 14 (6%)
Low Income: 170 (81%)

Reflections: Annual Performance

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

The 2024–25 performance analysis reflects both meaningful progress in student engagement and completion outcomes and clear academic challenges that require intensified focus. Updated Dashboard and local data provide a more current and nuanced understanding of student achievement trends and subgroup performance.

Successes and Positive Trends

Student Engagement, Attendance, and Climate:

Graduation Rate
The school maintained strong graduation outcomes, increasing from 94.4% (2024 Dashboard) to 96.4% (2025 Dashboard). This upward trend reflects continued success in supporting students toward completion.

Attendance Improvements
P2 attendance increased from 88.67% (2023–24) to 90.22% (2024–25) and reached 92.59% in the current reporting cycle. This steady growth demonstrates improved student engagement and monitoring systems.

Chronic Absenteeism - This represents one of the most significant multi-year gains.
Chronic absenteeism has steadily declined over the past three years:

59.5% (2022–23)
47.1% (2023–24)
39.7% (2024–25)

Subgroups also demonstrated improvement, including:

Students with Disabilities: reduced from 70.6% to 40.0%
English Learners: reduced to 41.9%
Socioeconomically Disadvantaged: reduced to 41.5%

Parent and Student Engagement
In November 2024, Academic Challenge ratings rose to 85% for both students and parents, indicating positive perceptions of rigor and support. Parent participation in the YouthTruth survey increased from 13% to 36%, demonstrating strengthened family outreach.

English Learner Progress and Reclassification

English Learner Progress Indicator
EL progress declined from 66.7% (prior year) to 14.3% in 2024–25, signaling a critical area for intervention. While students are demonstrating developing proficiency, the absence of Level 4 performance highlights the need for intensified, designated, and integrated ELD support. Strengthening ELD tracking and targeted language support remain priorities.

ELPAC Performance - 2024–25 ELPAC results show:

0% Level 4 (Well Developed)
26.67% Level 3
66.67% Level 2
6.67% Level 1

Reclassification
Reclassification declined from 86% (6 of 7 students) to 50% (1 of 2 students)

Academic Achievement
English Language Arts (CAASPP)

26.53% Met/Exceeded (2022–23)
26.53% Met/Exceeded (2023–24)
27.12% Met/Exceeded (2024–25)

Although overall performance showed a slight increase, Hispanic student performance declined to 10.26% meeting/exceeding standard, and 63.7 points below standard. This indicates that stable overall proficiency rates mask subgroup regression.

Mathematics (CAASPP)
Math performance remains an urgent concern.

2024–25 results show:

- 0% of Hispanic students met or exceeded the standard. Hispanic students declined to 199.7 points below the standard. The lack of growth and widening subgroup gaps confirm the need for structured intervention and instructional stability.

College and Career Readiness - College & Career Indicator (CCI)

Prepared status increased from 2.9% to 13.1% previously, but declined to 6% on the most recent Dashboard

Subgroup results show:

Hispanic: 6.9% prepared
Socioeconomically Disadvantaged: 6.8% prepared

Additionally:

- 12th-grade UC/CSU completion declined to 5.66%
- CTE participation increased to 53 students
- While CTE enrollment is growing, pathway completion and full CCI qualification remain limited.

Dropout and Suspension Data

The dropout rate increased slightly to 3.6% (SARC 2024–25), after previously declining to 2%. Suspension and expulsion incidents were recorded mid-year (3 suspensions, 2 expulsions) after multiple years of 0%, indicating an area to monitor moving forward.

Alignment of Data and Responsive Actions:
The updated Dashboard and local data confirm that improvements in climate and engagement have not yet translated into sustained academic growth.

Math Response

- Implementation of Exact Path intervention (pilot year 2024–25) targeting ELD, Foster Youth, SPED, and Low-Income students
- Hiring a full-time math teacher for the 2025 - 2026 school year
- Continued targeted intervention - CAASPP-focused preparation and structured academic support

ELA Response

- Implementation of Exact Path intervention (pilot year 2024–25) targeting ELD, Foster Youth, SPED, and Low-Income students

- Continued data monitoring through Aeries analytics
- Increased intervention targeting subgroup regression
- Emphasis on literacy skill development beyond test preparation

English Learner Response
- Strengthening ELD instruction
- Increased monitoring of progress toward reclassification
- Focused support to increase Level 4 ELPAC performance

College & Career Response
- Continued college and career counseling and FAFSA support
- Expansion of work-based learning coordination
- Focus on increasing CCI pathway completion rates
- Expansion of dual enrollment opportunities

Conclusion and Forward Focus

The 2024–25 data reflect a school with strong systems for student engagement, graduation, attendance improvement, and parent involvement. Reductions in chronic absenteeism and sustained high graduation rates represent meaningful accomplishments. However, academic achievement, particularly in mathematics, English Learner progress, and college/career readiness, requires intensified, structured intervention. The slight stabilization in ELA, continued math regression, and decline in EL progress confirm that instructional refinement must now become the central priority. The work ahead involves leveraging improved climate conditions, implementing targeted academic interventions with fidelity, and closely monitoring subgroup outcomes to ensure measurable movement out of performance decline and toward sustainable academic growth for all students.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council	LCAP data and outcomes shared, and input/questions were documented, answered, or tabled. Information was gathered and recorded over the course of 5 meetings, ongoing
HJUHSD Board Meeting (Board of Trustees)	Mid-year LCAP presentation and LCAP shared, and input/questions were documented, answered, or tabled. Information was gathered and recorded in board minutes.
Parent and staff surveys	Strategic and targeted responses for input on sections to inform direction of LCAP.
Student Advisory Council	Strategic and targeted responses for input on sections to inform direction of LCAP via meetings and surveying.
HJUHSD Community Advisory Committee meetings	LCAP was shared, and input/questions were documented, answered, or tabled. Information was gathered and recorded in the CAC minutes.
Staff Meetings: Certified and Classified employees, CSEA Union President, HSEA Curriculum/PLC Lead	LCAP data and outcomes shared, and input/questions were documented, answered, or tabled. Information was gathered and recorded. Monthly, ongoing.

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

Parent and Community Engagement in Student Success

Parents are actively encouraged to engage in their child's educational experience. Upon enrollment, each family participates in an intake meeting with the principal or counselor to determine the most appropriate academic placement for the student and to identify any additional support services that may be needed. Weekly progress monitoring meetings are conducted to review student grades, academic credit accumulation, and attendance.

Parents are also integral participants in meetings related to Individualized Education Programs (IEPs), Section 504 Plans, and Student Support Teams (SSTs). In addition, families are encouraged to attend local parent advisory groups and Charter Council meetings. Classroom teachers and office staff maintain consistent communication with parents regarding student performance, attendance, and behavior. The principal fosters open communication through ParentSquare, phone calls, and in-person meetings to support meaningful family involvement in their child's learning environment.

Stakeholder Engagement and the Local Control and Accountability Plan (LCAP)

The HOC's Local Control and Accountability Plan (LCAP) is guided by state-mandated priorities, strategic goals, and input from a broad range of school and community stakeholders. Through the Local Control Funding Formula (LCFF) and LCAP process, the school collaborates with stakeholders to align goals, actions, services, and budget allocations with the community's specific needs and priorities.

Stakeholders—including parents, students, school staff, and educational partners—are invited to contribute to the development and refinement of the LCAP. This inclusive process ensures their voices are represented in identifying student needs, setting goals and targets, determining appropriate activities, and allocating resources. The school's collaborative structure enables teachers, students, parents, counselors, and leadership team members to meet regularly to assess and plan for individual student needs. Invitations to participate are distributed via ParentSquare and are translated into each family's primary language.

Stakeholder Meetings – (HJUHSD/LCAP)

The following stakeholder groups were engaged in Spring 2024 LCAP Advisory meetings:
Community Advisory Meetings (held on 10/02/24 and 03/04/25): Presentations on the LCAP were provided, and all feedback, questions, and recommendations were documented and addressed or noted for future discussion. Meeting outcomes were recorded in Community Advisory Committee (CAC) minutes.
HJUHSD LCAP Leadership Team (including District Administrators, Curriculum Facilitators, PLC Leads, and Academic Coaches): Received LCAP presentations, provided feedback, and participated in the development process. All discussions and outcomes were documented in committee meeting minutes.
HJUHSD/SELPA: Information from Special Education Local Plan Area (SELPA) meetings was integrated into the LCAP planning process to ensure alignment with student support services.

In February 2026, we gave the YouthTruth Survey to our families, students, and staff. This is the second year we will be giving this survey. The family survey focus will be General Info, Culture, Engagement, Communication and feedback, School Safety, Resources, and Demographics. The student survey will focus on school strengths and areas of Improvement, Engagement, Academic Challenges, Relationships, Belonging and Peer Collaboration, Culture, Bullying, and Demographics.
The Staff Survey will focus on Relationships, Engagement, Professional Development and Support, School Safety, and Demographics.

24/25 Participation Rates:
Student - 87% up from 74%

Parents - 36% up from 13%
Staff - 100%

25/26 Participation Rates, February 2026:
Student - 82%
Parents - 38% up 2%
Staff - 100%

- Highest-rated themes for parents: Communicating and Feedback, School Safety, Resources, Culture, Relationships
- Highest-rated themes for students: Engagement, Academic Challenge, Culture, and College and Career Readiness.
- Highest-rated themes for staff: Engagement, School Safety, Culture, Relationships, Professional Development, and Support

We also continuously seek input from parents, students, and staff throughout the year.

- HOC - 22/23 LCAP Survey - September 2025
- Student Transition Survey - October 2025 and April 2026
- Student Graduation Survey - March 2026
- Student Advisory Council meeting and survey - February 2026
- Youthtruth Survey -February 2026
- Parent and Staff LCAP surveys - March 2025, April 2025
- Certified and Classified LCAP Component Review - Monthly
- School Site Council Meetings x 5.
- ELAC/DELAC meetings, ongoing
- HJUHSD Community Advisory Committee meetings X 2
- WASC Mid-cycle prep - HOC School Strengths Survey - April 2026
- Superintendent's State of the District data review with community members - May 2026

We engage in an ongoing process of evaluating the goals established in the previous year, using data analysis and progress monitoring to inform necessary adjustments. Throughout the year, revisions are made in alignment with the Charter Council's recommendations. In August, staff conducted a comprehensive review of last year's goals in collaboration with the Principal. Feedback gathered during this meeting will be reflected in updates to the prior year’s LCAP and SPSA goals. As primary stakeholders in the educational services offered through HOC and HJUHSD programs, students, families, and staff provided highly valued insights. From their input, several consistent themes emerged:

- Significant interest in college counseling, FAFSA, and junior college/college enrollment procedures
- Tutoring options
- Stronger extracurricular programs, information nights, activities, and workshops - for families and students
- Interest in incorporating more cultural, arts, and music opportunities/field trips or education. This will be continued in 26/27.
- Increase and offer many social and academic activities that engage the students and parents in the school’s community. (WASC recommendation # 1). (parents and students)
- Interest in after-school sports (parents)

- More resources during school that can help students go straight to college and university while in high school, more advanced education for them than just helping them get prepared (parents)
- Interest in clubs (students and parents)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Every student at HOC will have access to standards-aligned instructional materials and will be enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers. Additionally, the facilities will be maintained in good repair, ensuring a conducive environment for learning.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA has developed this goal to ensure that every student receives a high-quality education that prepares them for success in college, career, and life. Access to standards-aligned instructional materials and a comprehensive course of study, taught by well-trained and fully credentialed teachers, is crucial to achieving this goal. Additionally, having facilities that are well-maintained and in good repair creates a safe and conducive learning environment for students. By prioritizing these key elements of education, the LEA aims to provide all students with the resources and support they need to thrive academically and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Rate of teachers appropriately assigned	100%	22/23 - 11.1% clear, 85.2% out of field (Dataquest - TAMO)	24/25- 6.3% clear, 74.82% out of field (Dataquest - TAMO)	100%	- 88.9%
1.2	Priority 1: Percentage of Fully Credentialed Teachers	100%	100%	100%	100%	0%
1.3	Priority 1: Sufficiency of Materials	0% - No Williams Act compliance issues	0% - No Williams Act compliance issues	0% - No Williams Act compliance issues	0% - No Williams Act compliance issues	0%
1.4	Priority 2: Implementation of State	100%	100%	100%	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Adopted Curriculum in all core classes					
1.5	Priority 2: Professional Learning opportunities that align with teachers needs and district goals.	100% of teachers are offered professional development opportunities	100%	100%	100% of teachers are offered professional development opportunities	0%
1.6	Priority 2: English Learner Progress Dashboard Report	Less than 11 students - data not displayed for privacy (2023 Dashboard)	12 students - 66.7% (Dataquest)	14 students - 14.3% (Dataquest)	25%	+41.7%
1.7	Priority 2: English Language Proficiency Assessments for California	HOC: 22/23 - Overall Performance Stats: 38.46% Proficient -38.46% LEVEL 4 (Well Developed) -23.08% LEVEL 3 (Moderately Developed) -15.38% LEVEL 2 (Somewhat Developed) -23.08% LEVEL 1 (Minimally Developed)	HOC: 23/24 - Overall Performance Stats: 33.33% Proficient -33.33% LEVEL 4 (Well Developed) -33.33% LEVEL 3 (Moderately Developed) -33.33% LEVEL 2 (Somewhat Developed) -0% LEVEL 1 (Minimally Developed)	HOC: 24/25 - Overall Performance Stats: 0% Proficient • 0.00% LEVEL 4 (Well Developed) • 26.67% LEVEL 3 (Moderately Developed) • 66.67% LEVEL 2 (Somewhat Developed) • 6.67% LEVEL 1 (Minimally	45% - LEVEL 4 (Well Developed)	-11.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Developed) 25/26 - Overall Performance Stats: 0% Proficient • 0.00% LEVEL 4 (Well Developed) • 30% LEVEL 3 (Moderately Developed) (+10.13) • 40% LEVEL 2 (Somewhat Developed) (-26.67) • 30% LEVEL 1 (Minimally Developed) (+23.3)		
1.8	Priority 1: Facilities Inspection Tool	97.22% - Good	94.10% Good (FIT Report)	98.25% Good (FIT Report) - 12/22/25	99% - Exemplary	- 4.9%

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 implementation of the 2025 -26 strategic actions was successful, with Hanford Online Charter (HOC) effectively aligning its operations with core academic goals while achieving significant growth in student support and program innovation.

Strategic Successes and Key Accomplishments
HOC achieved notable milestones in academic performance and institutional culture, specifically:

- Enhanced Student Outcomes: Realized measurable learning gains for our English Learner (EL), graduation rates, and Smarter Balanced testing participation.
- Positive School Climate: YouthTruth surveys validated a thriving school culture, yielding an 86% student connectedness rate and 94% staff satisfaction.
- Strengthened Engagement: Increased Parent Portal utilization and consistently delivered high-quality outreach via IEP/504 meetings, School Site Council events, and multilingual resources.

Programmatic Innovations and Scaling
To meet the needs of a growing and diverse student body, HOC successfully implemented the following enhancements:

- Instructional Staffing Expansion: Increased staffing capacity by adding a Full-Time Equivalent (FTE) Spanish teaching position, directly improving access to a credentialed expert for our ELD students.
- Advanced Educational Technology: Successfully piloted Exact Path to provide personalized interventions for EL and Special Education learners; expanded implementation in 2025-2026, and finalized the integration of Ellevation software (launching 2025–26) to

automate RFEP monitoring and compliance.

- College and Career Pathways: Formed high-impact partnerships with Workability, the Department of Rehabilitation, and local community colleges to facilitate seamless post-secondary transitions and concurrent enrollment.

Targeted Areas for Continued Development
While overall implementation was robust, HOC has proactively identified and is addressing the following challenges:

- Chronic Absenteeism: Maintaining a concerted focus on removing attendance barriers for vulnerable populations, including socioeconomically disadvantaged and English Learner groups.
- Student Retention: Developing more targeted interventions and expanded outreach strategies to further support second-language learners and increase overall student retention.

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

No material Difference.

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

Implementation Effectiveness Summary: Overall, the implementation for the 2024–25 period demonstrated strong progress in areas such as staffing, school climate, and family engagement. However, it also highlighted the need for increased academic support, particularly for English Learners and students facing attendance challenges. Educational partners recognize the transitory nature of our second-language population and have approved the academic interventions we have initiated for this subgroup.

Effective Actions:

- Staffing and Professional Development: All teachers are fully credentialed, and professional development is consistently provided to strengthen instructional practices and academic language integration.
- Family Engagement: Parent portal access remained high (97–99%), and survey participation increased, reflecting improved communication and trust.
- Student Safety and Climate: No suspensions or expulsions were recorded. SEL supports and counseling contributed to positive outcomes, with YouthTruth results showing 86% student connectedness and 94% staff satisfaction.
- Academic Interventions: APEX and Edmentum supported credit recovery and individualized learning. Exact Path was piloted for English Learners and showed promising early results.

Areas for Growth - While EL reclassification improved, expanded intervention and monitoring are needed. Next steps include closer monitoring of ELPAC, targeted small-group language support, embedding academic language across subjects, increasing family communication, celebrating milestones, and implementing Ellevation in 2025–26 to improve EL/RFEP tracking.

Ongoing Challenges:

- Persistent chronic absenteeism among vulnerable groups
- Need for stronger targeted academic acceleration for EL students
- Student retention and engagement in the independent study model
- Ensuring full fidelity implementation of new academic tools

Key Successes:

- Increased EL reclassification in the prior year
- Higher graduation rates
- Growth in Smarter Balanced participation
- Expanded ELD staffing
- Increased family engagement

Overall, strong foundational systems are in place. The focus moving forward is on accelerating academic growth through targeted interventions and improved progress monitoring.

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

Following a comprehensive review of the 2024–25 and 2025–26 implementation cycles, Hanford Online Charter (HOC) is refining its strategy to transition from foundational growth to targeted academic acceleration. The following adjustments have been made to ensure continued progress toward our primary goals:

Data-Driven EL Monitoring (Ellevation Expansion): Building on the successful pilot of educational tools, HOC will fully integrate Ellevation software in the 2026-27 cycle. This shift provides a centralized, automated system for tracking English Language Development (ELD) and Reclassified Fluent English Proficient (RFEP) students. By streamlining compliance and monitoring, our staff can pivot from administrative documentation to data-driven instructional interventions.

Strategic Staffing Augmentation: To sustain our commitment to low student-to-teacher ratios and personalized support, HOC will expand its instructional team by adding an eighth Full-Time Equivalent (FTE) teaching position and transitioning a current employee from 0.31 FTE to 0.55 FTE. This expansion is specifically designed to support our growing enrollment while ensuring that high-need student groups—particularly English Learners—receive the frequent, small-group interaction necessary for reclassification.

Intensified Attendance & Retention Frameworks: While our school climate remains a point of pride, analysis of chronic absenteeism data indicates a need for more robust, localized interventions. For 2026-27, we are refining our outreach actions to include tier-two interventions for socioeconomically disadvantaged students, focusing on removing the specific digital and personal barriers that hinder consistent engagement in an independent study model.

Long-Term Monitoring of New Tools: With Exact Path now fully implemented, our 2026-27 metrics will shift toward measuring the fidelity of use and its direct correlation to Smarter Balanced (SBA) growth. This ensures that our technological investments are translating into measurable proficiency gains for our Special Education and EL populations.

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	Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion	HOC will continue participating in teacher recruitment fairs and provide new teachers with New Teacher Induction training in Classroom Management, Google Applications, Curriculum Management, and special needs support. Additional effectively trained and fully credentialed teachers will be added to the program for expansion, district recruitment efforts, and community needs to work with at-risk students.	$460,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		HOC will continue to provide new teachers and staff with Aeries and APEX professional development. In 2024/2025, this will be a district-funded action.		
1.2	Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asessment	HOC will continue to provide digital and hands-on Common Core-aligned and supplemental course offerings. Include, but are not limited to, materials/resources, teacher training for APEX (22/23), and eDynamics (21/22) learning systems. Provide teacher training for APEX Learning to support at-risk students. HOC will continue to develop Visual and Performing Arts and Language courses, in addition to English courses, that support integrating the arts into education. HOC will continue to be fiscally responsible and monitor expenditures. In 2024/2025: • Edmentum - LCFF funded $2341.66 per year for the three-year contract starting in 24/25 - 26/27. • EDynamics were funded ($15,000.00) through A-G grant. (25/26 - $15,750.00) • APEX Exact Path will be funded ($14,250.00) Title 1 monies, ongoing. • Classroom Screen, teacher tools, will be funded out of Title 1 monies at $108.00. In 2025/2026: • Ellevation will be funded ($1,974.64) Title 1 monies for 25/26. • Classroom Screen, teacher tools, will be funded out of Title 1 monies at $108.00. In 2026/2027: Ellevation will be funded with Title 1 monies, $	$2,341.66	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Conditions of Learning - Basic	HOC will continue to provide safe and secure facilities.	$0.00	No
1.4	Conditions of Learning - Basic	HOC will continue to provide Internet access to staff and students. We will continue to provide Chromebooks, desktops, and Internet hot spots to low-income, foster youth, and English Language students.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	HOC is committed to creating an engaging culture that prioritizes parent participation, equity, student safety, and school connectedness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA has developed the goal of fostering an engaging culture at HOC to ensure that all students have a positive and supportive learning experience. This culture will prioritize parent participation, equity, student safety, and school connectedness, as these are essential components of a healthy and productive school environment. By encouraging parent involvement, the school can benefit from the diverse perspectives and experiences of families, and ensure that all students have the support they need to succeed. Additionally, promoting equity ensures that every student is treated fairly and has access to the resources they need to learn and grow. Ensuring student safety is a top priority that allows students to feel secure and comfortable in their learning environment. Finally, fostering school connectedness helps students feel a sense of belonging and community within the school, which can lead to increased engagement and motivation to learn. By prioritizing these key elements of school culture, the LEA aims to create an environment where all students can thrive socially, emotionally, and academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3: Parent Response to Climate Survey	YouthTruth Survey - 13% (November 2023)	YouthTruth Survey - 36% (November 2024)	YouthTruth survey - 38% (February 2026)	25%	+25%
2.2	Priority 3: Parent Portal use	97.39% - Aeries parent portal 99.4% Access to Parentsquare	97% - Aeries parent portal 98% Access to Parentsquare	98% - Aeries parent portal 100% Access to Parentsquare	100%	- 1.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Priority 3: Parent Groups/Meetings	Five meetings	Five held	Five held	Maintain five or more meetings	0%
2.4	Priority 3: IEP Parent Participation	100%	100%	100%	100%	0%
2.5	Priority 5: Increase Attendance Rates	P2 - 88.67% (03/2024)	P2 - 90.22% (04/2025)	P2 - 92.59% (P 1) (04/26)	90%	+3.92%
2.6	Priority 5: Decrease Chronic Absenteeism Rate	59.5% - HOC (DataQuest 2022-2023) 59.9% - Hispanic 64.3% - English Learners 70.6% - Student with Disabilities 60.9% - Socioeconomically Disadvantaged	47.1% - HOC (DataQuest 2023-2024) 47.8% - Hispanic 62.1% - English Learners 40.0% - Student with Disabilities 48.9% - Socioeconomically Disadvantaged	39.7% - HOC (DataQuest 2024-2025) 41% - Hispanic 41.9% - English Learners 40.0% - Student with Disabilities 41.5% - Socioeconomically Disadvantaged	35% - HOC 34% - Hispanic 36% - English Learners 40% - Student with Disabilities 35% - Socioeconomically Disadvantaged	• 12.4% - HOC • 12.1% - Hispanic • 2.2% - English Learners • 30.6% - Student with Disabilities • 12% - Socioeconomically Disadvantaged
2.7	Priority 5: Increase Graduation Rates	88.3% (DataQuest 2022-2023)	94.4% (CA Dashboard 2024)	96.4% (CA Dashboard 2025)	95%	+8.1
2.8	Priority 5: Decrease the Dropout Rate	8.2% (SARC)	2% - (SARC)	3.6% (SARC)	5%	- 4.6%
2.9	Priority 6: Decrease the Suspension Rates	0%	0%	3 suspensions	0%	0%
2.10	Priority 6: Decrease the Expulsion Rates	0%	0%	2 expulsions	0%	0%
2.11	Priority 5 & 6: Academic Challenge and School Engagement/Culture	YouthTruth Survey (November 2023) Students:	YouthTruth Survey (November 2024) Students:	YouthTruth Survey (February 2026) Students:	YouthTruth Survey Students: Academic Challenge - 4.5/5	YouthTruth Survey (November 2024) Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Challenge - 4.05/5 Engagement: 3.81/5 Parents: Academic Challenge - 4.11/5 Culture: 4.49/5	Academic Challenge - 85% Engagement: 76% Parents: Academic Challenge - 85% Culture: 89%	Academic Challenge - 85% Engagement: 73% Parents: Academic Challenge - 85% Culture - 92%	Engagement: 4.0/5 Parents: Academic Challenge - 4.5/5 Culture: 4.49/5 - maintain or higher	Academic Challenge - Same % Engagement: -3% Parents: Academic Challenge - Same % Culture: +3%
2.12	Priority 6: Increase Safety	YouthTruth Survey (November 2023) Parents: 4.46/5 Staff: 4.41/5	YouthTruth Survey (November 2024) Parents: 91% - +5 Staff -	YouthTruth Survey (February 2026) Parents: 97% - +6 Staff - 100% Students - 84%	YouthTruth Survey Parents: 4.5/5 Staff - 4.5/5	YouthTruth Survey (February 2026) Parents: 97% - +6 Staff - 100% Students - 84%
2.13	Priority 2: State Standards (Conditions of Learning)	Exact Path participants - new baseline being established in 24/25.	24/25 - 13%	24/25 - 13% 25-26 - 22%	24/25 pilot year - 5% 25/26 - 10% 26/27 - 20%	+ 8%

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 2025/2026 academic year, Hanford Online Charter (HOC) successfully executed its planned strategies to foster an engaging, equitable, and safe school culture. Implementation was characterized by a strategic expansion of support personnel and a deeper integration of digital engagement tools.

Key Accomplishments & Implementation Successes
The school realized significant gains across multiple engagement and safety metrics:

- Exceptional Parent & Community Engagement: HOC achieved near-universal digital connectivity, maintaining a 97% usage rate on the Aeries Parent Portal and 98% on ParentSquare. Most notably, the school secured 100% parent participation in IEP meetings, ensuring that the families of students with disabilities are full partners in the educational process.
- Strengthened Stakeholder Voice: Outreach efforts led to a substantial increase in climate survey participation, with parent completion of the YouthTruth Survey rising from 36% to 38%. Results reflect a high-trust environment, with 89% of students and parents

reporting strong school connectedness.

- Personnel and Support Infrastructure: The expansion of the Student Specialist role in tiered intervention structures proved instrumental in identifying and mitigating barriers for unduplicated student groups. This role, coupled with sustained mental health referrals and attendance incentives, contributed to a dramatic decrease in the dropout rate (from 8.2% to 2%) and a measurable increase in overall attendance to 92.59%.
- Maintenance of a Safe Learning Environment: HOC successfully maintained a 0% suspension and expulsion rate, validating the effectiveness of the school's restorative approach and inclusive culture.

Identified Implementation Challenges

- Despite these successes, HOC remains focused on closing the engagement gap for specific populations:
- Subgroup Chronic Absenteeism: While the overall chronic absenteeism rate was successfully reduced by over percentage points (from 47.1% to 39.7%), data indicate a continued need for intensive, individualized interventions for English Learners (62.1%) and Socioeconomically Disadvantaged students (48.9% to 41.5%).

Targeted Outreach Requirements: While survey participation grew significantly, the school has identified the need for even more outreach to ensure that feedback from second-language learners is fully represented in future strategic planning.

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

Goal 2.1 - No material differences.
Goal 2.5 - estimated actuals are $136,656.00 due to an extended staffing leave of absence with the counseling staff; this number was lower.

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

The strategies implemented under Goal 2 have been highly effective in establishing a stable, supportive, and inclusive school culture. By centering our efforts on a tiered engagement model, HOC has successfully converted stakeholder feedback into measurable student success.

The effectiveness of these actions is categorized into the following four strategic pillars:

1. Early Identification and Personalized Advocacy

- The Student Specialist Role: The introduction of this position was a primary driver of effectiveness. By serving as a personal advocate for low-income, Foster Youth, and English Learner (EL) populations, this role successfully identified non-academic barriers to learning.
- Impact: This targeted advocacy contributed directly to the reduction of the dropout rate from 8.2% to 2% and ensured that 100% of students with disabilities had active parental representation at IEP meetings.

2. Multi-Channel Engagement and Communication

- Digital Accessibility: Utilizing Aeries (97% usage) and ParentSquare (98% usage) as primary communication hubs proved effective in maintaining high levels of family connectivity.

- Stakeholder Voice: The tripling of YouthTruth Survey participation (from 13% to 36%) indicates that our outreach strategies have successfully empowered parents to participate in the school's decision-making processes.

3. Comprehensive Student Support Services
- Safety and Wellness: The continued presence of counseling, mental health referrals, and campus safety protocols resulted in an exemplary 0% suspension and expulsion rate. We also added a wellness room for the 2025=2026 school year at the students' request, based on their LCAP survey.
- Attendance Infrastructure: Providing transportation incentives and digital support services shifted the overall attendance rate from 88.67% to 90.22%, demonstrating that removing physical and logistical barriers is an effective strategy for our independent study model.

4. Accountability and Continuous Improvement
- Addressing Chronic Absenteeism: While overall chronic absenteeism dropped significantly (59.5% to 47.1%), the higher rates among English Learners (41.9% down from 62.1%) and Socio-Economically Disadvantaged students (48.9% to 41.5%) highlight an area where previous actions are proving effective but still need attention.
- Strategic Pivot: This data point has informed a shift in our 2026-27 strategy to include more localized, language-specific interventions and the full integration of Ellevation to better monitor and support these high-priority subgroups.

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 a comprehensive review of the 2024–25 and 2025–26 implementation cycles, Hanford Online Charter (HOC) has made the following strategic adjustments to ensure our actions remain responsive to the evolving needs of our students:

1. Strategic Personnel Enhancements
- New FTE Math Position (2025–26): To address identified gaps in secondary STEM achievement, HOC hired a dedicated Full-Time Equivalent (FTE) Math instructor. This change enables specialized, high-level support in a subject area that has traditionally posed barriers to graduation for at-risk students. We saw a 3% growth in the Math CAASPP.
- Establishment of Learning Director (2025–26): A full-time Learning Director role was created to provide executive oversight of online instructional fidelity. This position focuses on the intersection of behavioral trends, attendance data, and academic accountability to ensure consistent school-wide intervention.
- Expert-Led Tutoring Model: HOC transitioned from a generalized support model to a formalized weekly tutoring schedule. These sessions are now led by subject-matter experts and instructional aides, providing more rigorous and targeted academic assistance.
- Expansion for teaching staff in 2026/2027 - an additional FTE and an additional day added to a part-time contracted teacher.

2. Data-Driven Intervention & Monitoring
- Full Ellevation Integration: To combat the persistent challenge of chronic absenteeism among English Learners (currently 62.1%), HOC is fully implementing Ellevation software. This tool will enable staff to track EL and RFEP learners with greater precision, facilitating language-specific interventions that were previously difficult to monitor.

- Exact Path Metric Shift: Following a successful pilot year (13% participation), we are shifting the Exact Path metric from "participation" to "growth and proficiency." This evolution ensures we are measuring the actual academic impact of the tool on our Special Education and unduplicated student populations. Current student population participating, 22%. Continue to expand in 26/27.
- CAASPP Math and English bootcamps started in September through the beginning of testing provided value-added growth to the testing levels, which will continue in 26/27.

3. Refined Engagement Frameworks
- Tiered Outreach Strategy: Reflection on attendance data showed that general outreach was insufficient for our most vulnerable subgroups. Actions have been modified to include targeted, tiered communication plans managed by the Student Specialist, with a focus on Socioeconomically Disadvantaged and EL students.
- Wellness & School Culture: In direct response to feedback from the YouthTruth Survey and student LCAP meetings, a Wellness Room was highly utilized in 2025–26. We have added a qualitative metric to track the usage and impact of this space on overall school connectedness.
- Tracked and comprehensive tutoring services, ongoing in 26/27.

4. Target Realignment
Ambitious Attendance Goals: Given the significant 7.4% reduction in overall chronic absenteeism, HOC has realigned its Year 3 targets to be more aggressive. The new HOC-wide target is set at 35%, reflecting our confidence in the newly implemented tiered support systems.

In the next LCAP cycle, we should consider shifting from ensuring access to producing measurable academic acceleration within short-cycle intervention windows. This is especially critical for: High mobility students, English Learners, and students at risk of non-completion

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	Engagement - Parental Involvement	HOC will continue to provide translated digital and print materials to all stakeholders, community members, and parents who speak a language other than English. HOC will provide parent information events to support partnerships that increase parent and community participation and input. - Parentsquare - $901.00 - Title 1 monies HOC will provide outreach to feeder schools regarding the transition to high school.	$198,966.00	Yes

Action #	Title	Description	Total Funds	Contributing
		HOC will use the YouthTruth survey to engage parents and students regarding school climate. Cost: $695.24 - 24/25, 25-26 24/25 - Minga - $500.00 - student and parent ID 24/25 - DTS -Translation services for parent access - $1,869.62 HOC will add a student specialist to assess and define barriers that interfere with students' ability and potential to succeed at school. The Student Specialist works directly with other school site staff and families to plan/coordinate services that expand parent involvement in supporting students' education and social welfare from low-income families, English Learners, SPED students, homeless students, and Foster Youth. The Student Specialist works with students and functions as a personal advocate and an intermediary in seeking prevention and solutions to problems that get in the way of learning and personal growth. HOC will continue to provide individualized help to at-risk students. In 24/25, we will add a Spanish teacher to support our ESL students and tutor our LOTE students. We are adding Edmentum's Exact Path to support all students.		
2.2	Engagement - Pupil Engagement	HOC will maintain and support the Student Information System (SIS) to house data to track student data to continue developing individual learning plans for all students	$0.00	No
2.3	Engagement - Pupil Engagement/Access	At HOC, we recognize that keeping students in school is critical to their long-term success. To this end, we will continue to provide comprehensive support services designed to address our students' unique challenges. This includes transportation options to ensure that students can get to and from school safely and reliably and incentives to encourage regular attendance and academic achievement. Additionally, we offer a range of support services such as tutoring, counseling, and mentoring to help students stay on track and overcome any obstacles they may encounter.	$275.00	No

Action #	Title	Description	Total Funds	Contributing
		HOC aims to create a supportive and inclusive learning environment by providing these resources. In 24/25, this action is district-funded. 24/25 - Resources for homeless students. - $275.00		
2.4	Engagement - Intervention	HOC will reduce dropouts and increase graduates by providing targeted English and Math intervention for ELD, Foster, SPED, and Low-Income students utilizing Exact Path. HOC will continue to refer students to summer school who are at risk of not graduating. APEX Exact Path will be funded ($14,250.00, 24/25 - $14,250.00, 25/26 - $0 - 26/27) Title 1 monies. Pilot year one, 24/25.	$14,250.00	Yes
2.5	Engagement - School Climate	HOC will continue to support the well-being and safety of students by supplying nurses, SRO's, Safety staff, LMFT's, School Psychologist, Social Worker, and school counselor. • SEL supportive services supplied by HOC Counselor, - School Psychologist monitoring, HJUHSD social worker referrals, Kings County mental health referrals • Campus safety is responsible for maintaining a secure environment, implementing safety protocols, and addressing safety concerns to ensure the well-being of everyone on campus.	$260,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	At HOC, all students will achieve at grade level or higher, ensuring college and career readiness, and they will receive the necessary support to guarantee their success.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA has developed the goal of ensuring that all students achieve at grade level or higher to prepare them for college and career readiness. This goal is essential to ensure that students have the knowledge and skills necessary to succeed in their future academic and professional pursuits. By achieving at grade level or higher, students will have a solid foundation of academic skills and knowledge that will serve them well in their future studies and careers. Additionally, achieving at grade level or higher is an important indicator of a student's academic progress and readiness for the next level of education. By setting this high standard, the LEA aims to promote a culture of academic excellence that encourages all students to reach their full potential. This goal also ensures that all students have access to the resources and support they need to succeed, regardless of their background or circumstances. Ultimately, the LEA believes that achieving at grade level or higher is a key factor in helping students achieve their goals and reach their full potential in life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 4: Smarter Balanced Assessment Test Results: ELA & Math	HOC CAASPP 22/23: English - Met or Exceeded: 26.53% 26% - Hispanic - 137.9 points below standard English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested.	HOC CAASPP 23/24: English - Met or Exceeded: 26.53% 29.41% - Hispanic - 49.6 points below standard English Learners - To protect student privacy, data is	HOC CAASPP 24/25: English - Met or Exceeded: 27.12% (increase) 10.26% - Hispanic - 63.7% points below standard (declined 14 pts)	HOC - English - Met or Exceeded: 40% Hispanic - 35% English Learners - 25% Foster Youth - 25% Homeless Youth - 25%	1. Increased 95.3 Points 2. 52.6 Below standard English - Met or Exceeded: 26.53% Hispanic - + 88.3 growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested. 8.16% Met or Exceeded Standard for Math (CAASPP 2022-23) 6.45% - Hispanic - 204.2 points below standard English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed	suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested. 22.50% - Socioeconomically Disadvantaged - 56.7 points below standard	English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested. 26.41% - Socioeconomically Disadvantaged -	Students With Disabilities - 25% HOC - Math - Met or Exceeded: 25% Hispanic - 15% English Learners - 10% Foster Youth - 10% Homeless Youth - 10% Students With Disabilities - 10%	English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested. Socioeconomically Disadvantaged - +119.7 growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested	8.16% Met or Exceeded Standard for Math (CAASPP 2022-23) 6.45% - Hispanic - 177.2 points below standard English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student	61.5 points below standard Math Met or Exceeded Standard 0.00% decrease 0.00% - Hispanic - 199.7 points below standard (declined 22.5) English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested.		8.16% Met or Exceeded Standard for Math (CAASPP 2022-23) Hispanic - +27.1 growth English Learners - To protect student privacy, data is suppressed because fewer than 11 students tested. Foster Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Homeless Youth - To protect student privacy, data is suppressed because fewer than 11 students tested. Students With Disabilities - To protect student privacy, data is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			privacy, data is suppressed because fewer than 11 students tested 0% - Socioeconomically Disadvantaged - 174.6 points below standard	Students With Disabilities - To protect student privacy, data is suppressed because fewer than 11 students tested 0% - Socioeconomically Disadvantaged - 203.6 points below standard (Declined 29.1%) Tentative 25/26: English - Met or Exceeded: 27% Math - Met or Exceeded Standard 3% increase		suppressed because fewer than 11 students tested Socioeconomically Disadvantaged - +52.5 growth
3.2	Priority 4: Smarter Balanced Assessment Test Results: Students Tested	HOC, 22/23: English - 68% Math - 68%	HOC, 23/24: English - 96% Math - 98%	HOC, 24/25: English - 82% Math - 82% HOC, 25/26: English - 84.91% Math - 84.91%	HOC: English- 95% Math 95%	HOC, 23/24: English - +28% Math - +30%
3.3	Priority 4: Percentage of re-classified students (ELPAC)	6/7 students reclassified - 86%	1/2- 50%	None - no students qualified.	Maintain 80% or higher	-36% - due to student sample size.
3.4	Priority 8: The percentage of 9th grade	Spring 2023 - 73%	Spring 2024 - 77%	Spring 2025 - 68% Spring 2026 - 46.5%	85%	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students participating in the PFT.					
3.5	Priority 8: College Career Indicator	2.9% Prepared (DataQuest 2022-2023)	13.1% prepared (CA Dashboard) Hispanic - 15.3% Soci- Economic Dis - 13.4%	6% prepared (CA Dashboard) Hispanic - 6.9% Soci- Economic Dis - 6.8%	20%	+10.2% Hispanic - +12.6% Soci- Economic Dis - +12.2%
3.6	Priority 4: Pupils Enrolled in Courses Required for UC/CSU Admission	100%	100%	100%	100%	0%
3.7	Priority 4: 12th-grade graduates completing all courses required for UC and/or CSU entrance results	10.45% (SARC 2021-2022)	10.45% (SARC 24)	5.66% SARC 25)	25%	0%
3.8	Number of student participating in CTE	47 (SARC 2023)	47 (SARC 2024)	53 (SARC 25)	55	0%
3.9	Priority 4: CTE Pathway Completers and Earned a High School Diploma	Need to establish baseline data, 22/23 (SARC)	TBD	0 (SARC 25)	20%	TBD

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.

Hanford Online Charter (HOC) demonstrated a high level of fidelity in implementing strategies aimed at grade-level proficiency and college readiness. The 2024–25 cycle was marked by a successful shift toward data-driven instruction and a substantial expansion of student participation in state assessments.

Strategic Successes and Key Accomplishments
The school achieved significant breakthroughs in student outcomes and institutional readiness, including:

- Substantial Gains in Graduation and Persistence: Successfully increased the graduation rate from 88.3% to 96.4% while concurrently reducing the dropout rate from 8.2% to 2%.

- Surge in Testing Participation: Achieved a transformative increase in CAASPP participation, rising from 68% to 96% in ELA and 98% in Math. This success was driven by the implementation of strategic "CAASPP Boot Camps" and enhanced assessment preparation efforts.

-College and Career Readiness: More than quadrupled the College Career Indicator (CCI) from 2.9% to 13.1%. These gains were supported by robust partnerships with Workability, College of the Sequoias, and West Hills College, alongside 100% student enrollment in UC/CSU A-G coursework.

Foundational Math Growth: Realized a baseline improvement in CAASPP Math scores, moving from 0% to 8.16% proficiency, signaling that new instructional interventions are beginning to yield results.

Programmatic Innovations and Effectiveness

HOC effectively utilized categorical resources to implement high-impact tools and counseling services:

- Targeted Curriculum Integration: Successfully deployed Apex, Edmentum, and Exact Path to personalize learning. The pilot year of Exact Path yielded "great gains" for ELD and Special Education students, providing a blueprint for wider implementation.
- Comprehensive Post-Secondary Planning: Delivered consistent, high-quality counseling for FAFSA completion, dual enrollment, and college applications, directly contributing to the improved CCI metrics.
- EL Reclassification Excellence: Maintained a historically strong reclassification pipeline. While the percentage fluctuated due to a smaller eligible cohort (50%), the school successfully exited all eligible long-term students prior to graduation.

Identified Implementation Challenges

HOC has identified the following areas for intensified focus in the 2026-27 cycle:

- Closing Achievement Gaps: While participation is at an all-time high, proficiency, particularly in Math, remains below state benchmarks for several subgroups. This has prompted the hiring of a new FTE Math teacher for the 2025–26 year to provide more direct, expert support.
- CTE Data Infrastructure: The school is currently refining its data collection for CTE Pathway Completion to establish a firm baseline and reach the target of 20% pathway completion for graduating seniors.

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

No material differences.

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

Effective Actions:

- College and Career Counseling: Demonstrated strong impact with FAFSA completion, college enrollment, and improved CCI metrics.
- Dual Enrollment and CTE Exposure: Enabled students to explore future careers and earn college credits early, strengthening college readiness.

- Data-Driven Tools: Aeries Analytics and Edmentum tools provided teachers with academic insights to better support students, particularly those at risk. MTSS meetings helped to make decisions about interventions using multiple data points quickly.

Less Effective/Areas for Growth:

1. Math and English CAASPP Proficiency Remains Below Expectations. Student proficiency in both math and English continues to fall below state benchmarks. To address this, we have taken strategic steps in staffing and instruction. A full-time English teacher was hired for the 2024–25 school year, and we plan to hire a full-time math teacher in 2025–26 to strengthen core instruction. Improvement Strategies:

To address academic skill gaps and strengthen student performance in ELA and math, a multi-tiered strategy has been implemented. The process begins with interim assessments and item-level analysis to pinpoint specific areas where students are struggling. Based on these insights, students are strategically grouped for targeted, standards-based reteaching to effectively close learning gaps.

To further prepare students for state assessments, Smarter Balanced-style questions are now integrated into weekly assignments. This familiarizes students with the test format while reinforcing core concepts. In the spring of the 2024–25 school year, a CAASPP boot camp was successfully piloted. Building on its success, the program will expand to include fall workshops focused on skill-building and sessions dedicated to essential test-taking strategies, such as time management and answer elimination.

Digital literacy and test stamina are also prioritized. Students receive regular practice using the CAASPP tool, including highlight, strikeout, and calculator functions—and are increasingly exposed to multi-step, tech-enhanced questions. These efforts aim to improve both technical fluency and mental endurance, helping to minimize fatigue during testing.

Finally, family engagement is recognized as a key component of student success. To that end, families will receive a comprehensive testing calendar and a preparation checklist to ensure they are informed and actively involved in supporting their children throughout the assessment process. Questions will be incorporated to improve endurance and reduce testing fatigue.

2. Transient populations: Inconsistent Reclassification Rates: The drop in EL reclassification (from 86% to 50%) reflects the significant changes in our RFEP eligible numbers.
To improve ELD reclassification rates in our highly mobile online charter high school environment, a strategic, student-centered approach has been implemented. Upon enrollment, students undergo prompt language assessments to ensure accurate placement at the appropriate ELD level. Instruction is delivered through structured virtual ELD courses that emphasize academic language development aligned with grade-level standards.

Ongoing progress is tracked through digital formative assessments, writing samples, and speaking tasks, allowing teachers to personalize instruction and provide timely interventions. Academic language is intentionally integrated across content areas to support students in building the skills needed for reclassification.

To address the challenges of student mobility, consistent communication protocols are established to share progress data with students, families, and, when necessary, receiving schools. Reclassification criteria and pathways are clearly communicated to families during onboarding and throughout the school year, ensuring transparency and engagement.

Regular data reviews inform program adjustments to ensure that every eligible English learner has equitable access to reclassification and long-term academic success.

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.

HOC will maintain investments that demonstrate strong, measurable returns in attendance, graduation, and student engagement, while strategically refining academic interventions to prioritize English Learner acceleration, mathematics proficiency, and college/career readiness outcomes.

Planned Changes:

- Increased Focus on English Learner (EL) Tracking: We will continue to implement Ellevation software in the 2026/2027 school year to enhance our monitoring and support for English Learners and Reclassified Fluent English Proficient (RFEP) students. We will continue to provide intervention through Exact Path in the 2026-27 school year.

- CTE Pathway Completion Tracking: Our goal is to establish a stronger baseline for Career and Technical Education (CTE) participation, aiming to increase the number of participating students from 47 to 55 (currently at 53) and to achieve a 20% pathway completion rate. This will remain an ongoing goal.

-Hiring Additional Teachers: We will add another FTE in the 2026-2027 school year.

Areas for Refinement:

- EL Intervention Structures: We need to enhance our EL intervention strategies to promote mastery of subject matter/acceleration. Additionally, we should educate students and families about the new EL reclassification systems and RFEP tracking, with a greater focus on Long-Term English Learners (LTELs). Review/redesign the implementation cycle for Exact Path.

- A-G Monitoring: We will have a new FTE counselor, alongside the Learning Director and Principal, overseeing A-G monitoring systems and conducting monthly data discussions with staff to assess progress. Prevent graduation readiness decline.

- Math Acceleration: We aim to expand math acceleration efforts, ensuring increased involvement from the FTE math teacher in intervention activities.

- CTE Pathway Completion Supports: We will explore and expand our support systems for CTE pathway completion to better assist students.

- Additional priority will be given to dual enrollment opportunities with the potential of offering junior college courses at the school in 2026-2027.

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	Pupil Outcomes - Pupil Achievement	HOC will continue to utilize Aeries data and Analytics to create reports and analyze data while maintaining the Student Information System (SIS). In 24/25, this action is district-funded.	$0.00	No
3.2	Pupil Outcomes - Pupil Achievement	HOC recognizes the importance of preparing students for success beyond high school. To this end, HOC will offer college and career-integrated instruction to help students explore future opportunities and develop the skills they need to succeed in the workforce. Additionally, HOC will provide college and career counseling options to guide students through college applications, including assistance with the FAFSA (Free Application for Federal Student Aid) and college applications. By providing these resources, HOC aims to ensure that students are equipped with the knowledge and tools they need to pursue their goals and achieve their aspirations. Whether students are interested in attending college, pursuing vocational training, or entering the workforce directly after high school, HOC is committed to supporting them every step of the way. In 24/25, this action will be district-funded.	$0.00	No
3.3	Pupil Outcomes - Pupil Achievement	HOC will continue to collaborate with the Work-Based Learning Coordinator to provide work permits at local businesses. In 24/25, this action is district-funded.	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$716,036	$73,289

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
32.583%	0.000%	$0.00	32.583%

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:** Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion **Need:** 100% Fully Credentialed Teachers **Scope:**	Teachers play a crucial role in shaping the future of our society by providing students with the knowledge, skills, and guidance they need to succeed in life. It's essential that teachers are fully credentialed and equipped with the necessary training and expertise to create a culture of excellence in education. With the right support and resources, teachers can help prepare students for success not just in their academic pursuits, but also in their personal and professional lives.	Percentage of Fully Credentialed Teachers

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	**Action:** Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asessment **Need:** Implementation of State Adopted Curriculum in all core classes **Scope:** LEA-wide	HOC is committed to providing a high-quality education to all students, regardless of their backgrounds or circumstances. To this end, we offer a range of digital and hands-on course offerings that are A-G/Common Core-aligned and designed to meet the unique needs of our diverse student population. These course offerings include supplemental materials and resources for second language learners, foster children, and low-income students. By providing targeted support, HOC aims to ensure that every student has the opportunity to succeed academically and develop the skills they need to thrive in the 21st-century workforce.	100%
2.1	**Action:** Engagement - Parental Involvement **Need:** Parental Involvement **Scope:** LEA-wide	HOC will utilize a student specialist to assess and define problems that interfere with a student's ability and potential to succeed at school. The Student Specialist works directly with other school site staff and families to plan/coordinate services that expand parent involvement in supporting students' education and social welfare from low-income families, English Learners, SPED students, homeless students, and Foster Youth. The Student Specialist works with students and functions as a personal advocate and an intermediary in seeking prevention and solutions to problems that get in the way of learning and personal growth.	Parent Response to Climate Survey
2.4	**Action:** Engagement - Intervention **Need:**	Improving graduation rates and reducing dropout rates among second language learners, foster children, and low-income students is crucial for creating a more equitable education system. To achieve this, we can implement targeted	Graduation rates - 95% (Dataquest), Dropout rate - 5% (SARC)

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
	Increase Graduation Rates and decrease dropout rates **Scope:** LEA-wide	interventions that address the unique challenges facing these student populations.	
2.5	**Action:** Engagement - School Climate **Need:** Academic Challenge and School Engagement/Culture and Increase Safety **Scope:** LEA-wide	Addressing academic challenge and school engagement is crucial for fostering a positive school culture and enhancing safety. When students are academically stimulated and engaged in their learning, they are more likely to feel connected to the school and less inclined to engage in risky behaviors. By promoting a positive school culture that prioritizes academic achievement and student engagement, we can establish a safer and more supportive environment for all.	YouthTruth Survey results

Limited Actions

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

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

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

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.

The additional concentration grant add-on funding will be utilized to increase the number of staff providing direct services to students at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students. This will involves funding multiple instructional aides, a student specialist, and an English Language Development (ELD) support teacher to ensure that these students receive the necessary support to address their diverse needs and enhance their academic success.

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	1 to 32	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1 to 25	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,197,547	716,036	32.583%	0.000%	32.583%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$920,906.66	$0.00	$0.00	$15,426.00	$936,332.66	$915,000.00	$21,332.66

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	Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$460,000.00	$0.00	$460,000.00				$460,000.00	
1	1.2	Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24/25 - 26/27	$0.00	$2,341.66	$2,341.66				$2,341.66	
1	1.3	Conditions of Learning - Basic	All	No			All Schools	24/25	$0.00	$0.00	$0.00				$0.00	
1	1.4	Conditions of Learning - Basic	All Students with Disabilities Hot Spots: English Learners, Foster Youth, and Low Income	No			All Schools	24/25	$0.00	$0.00	$0.00				$0.00	
2	2.1	Engagement - Parental Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$195,000.00	$3,966.00	$198,065.00			$901.00	$198,966.00	
2	2.2	Engagement - Pupil Engagement	All	No					$0.00	$0.00	$0.00				$0.00	
2	2.3	Engagement - Pupil Engagement/Access	All Students with Disabilities English Learners, Foster Youth, and Low Income	No			All Schools		$0.00	$275.00				$275.00	$275.00	
2	2.4	Engagement - Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24/25 - 26/27	$0.00	$14,250.00				$14,250.00	$14,250.00	
2	2.5	Engagement - School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$260,000.00	$500.00	$260,500.00				$260,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	**3.1**	Pupil Outcomes - Pupil Achievement	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Pupil Outcomes - Pupil Achievement	All	No					$0.00	$0.00	$0.00				$0.00	
3	**3.3**	Pupil Outcomes - Pupil Achievement	All	No					$0.00	$0.00	$0.00				$0.00	

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
2,197,547	716,036	32.583%	0.000%	32.583%	$920,906.66	0.000%	41.906 %	**Total:**	$920,906.66
								LEA-wide Total:	$920,906.66
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$460,000.00	
1	**1.2**	Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,341.66	
2	**2.1**	Engagement - Parental Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,065.00	
2	**2.4**	Engagement - Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	**2.5**	Engagement - School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$665,442.52	$708,338.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion	Yes	$272,273.00	364,274
1	**1.2**	Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asessment	Yes	$2,341.66	2,342
1	**1.3**	Conditions of Learning - Basic	No	$0.00	0
1	**1.4**	Conditions of Learning - Basic	No	$0.00	0
2	**2.1**	Engagement - Parental Involvement	Yes	$186,852.86	182,472
2	**2.2**	Engagement - Pupil Engagement	No	$0.00	0
2	**2.3**	Engagement - Pupil Engagement/Access	No	$275.00	
2	**2.4**	Engagement - Intervention	Yes	$14,250.00	
2	**2.5**	Engagement - School Climate	Yes	$189,450.00	159,250

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)
3	3.1	Pupil Outcomes - Pupil Achievement	No	$0.00	
3	3.2	Pupil Outcomes - Pupil Achievement	No	$0.00	
3	3.3	Pupil Outcomes - Pupil Achievement	No	$0.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
685,528	$650,016.52	$708,338.00	($58,321.48)	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	Conditions of Learning - Basic, Conditions of Learning - State Standards, Program Expansion	Yes	$272,273.00	364,274		
1	1.2	Conditions of Learning - Basic, Conditions of Learning - Course Access, Conditions of Learning - Asessment	Yes	$2,341.66	2,342		
2	2.1	Engagement - Parental Involvement	Yes	$185,951.86	182,472		
2	2.4	Engagement - Intervention	Yes				
2	2.5	Engagement - School Climate	Yes	$189,450.00	159,250		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,106,817	685,528	0	32.539%	$708,338.00	0.000%	33.621%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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

Educational Services
#6

AGENDA:	**PUBLIC HEARING**
TOPIC:	2026/2027 BOP & Local Control Accountability Plan (LCAP) Hanford Online Charter
DESCRIPTION:	The 2026/2027 Proposed Local Control Accountability Plan is presented for public hearing. The LCAP describes how Hanford Online Charter intends to meet our annual goals for all pupils, with specific activities to address state and local priorities.

Educational Services
#7

AGENDA: New Business / Information

TOPIC: 2026 HJUHSD LCAP Federal Addendum

DESCRIPTION: The Federal Addendum is a supplemental document that provides additional instructions and requirements specific to a federal grant program, ensuring compliance with federal regulations and guidelines.

FISCAL IMPACT: None

RECOMMENDATION: This item will be brought back at the next regularly scheduled meeting for Board consideration.

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

School Year
2025-26

Date of Board Approval
06/23/2026

LEA Name
Hanford Joint Union High School District

CDS Code:
16639250000000

Link to the LCAP:
(optional)
https://www.hjuhsd.k12.ca.us/site/Default.aspx?PageID=3449

For which ESSA programs apply to your LEA?

Choose From:

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

TITLE I, PART D
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A
Supporting Effective Instruction

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

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

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

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity 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 LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

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

Hanford Joint Union High School District (HJUHSD) strategically uses federal funds to supplement and enhance the actions and services funded through state and local resources, as outlined in the district's Local Control and Accountability Plan (LCAP). Federal funds are aligned with the district's broader goals of providing an equitable educational environment, increasing academic achievement, supporting positive school climates, and ensuring college and career readiness for all students, with a particular focus on low-income students, English learners, foster youth, and other historically underserved student groups.

HJUHSD allocates Title I funds based on identified student needs and data analysis, prioritizing support for students who face the greatest academic barriers. The district's theory of action is that when students receive high-quality first instruction, targeted intervention, and access to appropriate academic and social-emotional supports, they are more likely to meet state academic standards and graduate prepared for college, career, and life.

A significant investment of Title I funds supports the district's team of Instructional Coaches. These coaches collaborate with teachers across all school sites to strengthen instructional practices, align curriculum, and ensure equitable access to rigorous learning opportunities. Instructional Coaches support the implementation of districtwide instructional strategies, facilitate professional learning, assist teachers in analyzing student data, and promote the effective use of technology tools that increase student engagement and access to learning. Through this work, HJUHSD seeks to ensure that a student's educational experience is not dependent on which classroom or school they attend, but rather reflects a consistent commitment to high-quality instruction throughout the district.

Federal funds also support HJUHSD's ongoing efforts to establish greater coherence and equity across all schools. Districtwide work related to Professional Learning Communities (PLCs), essential standards, common formative assessments, curriculum alignment, and intervention systems ensures that students receive timely support when they experience academic difficulty. These efforts are reinforced through the district's Multi-Tiered System of Supports (MTSS), which provides academic, behavioral, and social-emotional interventions designed to meet the diverse needs of students.

In addition to academic supports, HJUHSD continues to invest in creating positive school climates where students feel safe, connected, and supported. Federal funds complement state-funded initiatives that emphasize restorative practices, relationship-building, student voice, and proactive behavioral supports. These efforts are intended to reduce disciplinary incidents, improve attendance, strengthen student engagement, and maximize instructional time.

Title II funds supplement district resources by supporting professional learning opportunities for teachers, principals, and other educational leaders. Professional development focuses on strengthening instructional effectiveness, sustaining Professional Learning Communities, implementing district instructional best practices, supporting MTSS, utilizing educational technology, and ensuring equitable access to rigorous instruction for all students. These investments are aligned with the district's belief that educator capacity is one of the most significant factors influencing student success.

Title III funds support services specifically designed to improve outcomes for English learners. In response to ongoing challenges with English Learner Progress Indicator (ELPI) performance and English language acquisition, HJUHSD continues to utilize an English Learner Instructional Coach to support teachers in implementing effective designated and integrated English Language Development strategies. The coach works closely with teachers to strengthen instructional practices, analyze student progress data, and ensure English learners receive the support necessary to develop language proficiency while accessing grade-level content.

Stakeholder feedback collected through DELAC meetings, parent engagement activities, YouthTruth surveys, and the LCAP development process consistently emphasizes the importance of strong communication, academic support, and college- and career-readiness opportunities for English learners and other underserved student groups. In response, HJUHSD utilizes federal funds to enhance family engagement efforts, expand communication tools that support multiple languages, and provide resources that help families actively participate in their children's educational experiences.

Through the coordinated use of federal, state, and local resources, HJUHSD is implementing a comprehensive strategy that strengthens instruction, increases educational equity, supports student well-being, and improves outcomes for all students while addressing the unique needs of its most vulnerable populations.

Alignment

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

Hanford Joint Union High School District (HJUHSD) aligns federal, state, and local funding sources through a comprehensive planning process that begins with needs assessment, data analysis, and meaningful stakeholder engagement. Student performance data, California Dashboard indicators, local assessment results, attendance data, behavior data, graduation rates, college and career readiness metrics, and stakeholder feedback are reviewed annually to identify areas of strength and need. These findings serve as the foundation for the district's Local Control and Accountability Plan (LCAP) and guide decisions regarding the use of all available funding sources.

HJUHSD engages a broad range of educational partners in this process, including students, parents, staff, administrators, bargaining unit representatives, community members, the District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC), Student Advisory Committee (SAC), District Department Representatives (DDR), Professional Learning Community (PLC) Coordinators, and the Board of Trustees. Feedback from these groups helps ensure that funding decisions reflect the needs and priorities of the district's students and families.

Once needs are identified, HJUHSD strategically aligns federal funds with state and local resources to maximize impact and avoid duplication of services. Federal funding is not used in isolation but is integrated with Local Control Funding Formula (LCFF) resources, Concentration Grant funding, Equity Multiplier funding, and other state and local funds to strengthen and expand services for students. For example, Title I, Title II, Title III, and Title IV funds are coordinated to support districtwide priorities such as instructional improvement, professional learning, English learner achievement, student engagement, school climate, technology integration, and family involvement.

This coordinated approach allows HJUHSD to create comprehensive systems of support that address academic, behavioral, social-emotional, and college- and career-readiness needs. District leadership regularly monitors implementation through LCAP metrics, program evaluations, stakeholder feedback, and student outcome data to ensure resources remain aligned to identified needs and district priorities.

By integrating federal funds with state and local initiatives, HJUHSD can provide a coherent, sustainable system of supports that advances the goals outlined in the LCAP and promotes equitable outcomes for all students.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

Hanford Joint Union High School District (HJUHSD) uses poverty data in accordance with Section 1113 of the Elementary and Secondary Education Act (ESEA) to identify eligible school attendance areas and schools for Title I services. The district prioritizes funding for schools and student populations with the greatest need, as measured by poverty and socioeconomic disadvantage.

The primary poverty criterion used by HJUHSD is the percentage of students identified as low-income through approved federal and state measures, including Direct Certification data and other indicators used to identify Socioeconomically Disadvantaged (SED) students. Additional poverty data sources may include information derived from census data and other approved measures permitted under federal guidance.

Consistent with Section 1113 requirements, schools with higher concentrations of students from low-income families receive priority consideration for Title I funding. HJUHSD ranks eligible schools by poverty percentage and allocates resources to ensure that federal funds are directed to schools and students with the greatest demonstrated need.

The district annually reviews poverty data as part of its comprehensive needs assessment and funding allocation process. This review ensures that Title I resources remain targeted toward supporting equitable access to high-quality educational opportunities and academic interventions for students who face the greatest socioeconomic barriers to success.

By using objective poverty measures and regularly evaluating student demographic data, HJUHSD ensures that Title I funds are allocated equitably, in compliance with federal requirements, and aligned with the district’s broader goals for student achievement and educational equity.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

Process for Identifying and Addressing Educator Equity Gaps

To determine whether disparities exist, HJUHSD followed the educator equity data collection and analysis process outlined by the California Department of Education. District- and school-level data from the most recent available reporting year (2023–24) were reviewed using the CDE's definitions of ineffective, inexperienced, and out-of-field teachers. The Human Resources Department compiled the data and analyzed the results in collaboration with district leadership.

HJUHSD employs 178 teachers. Districtwide, 3.8% of teachers were identified as ineffective, 57% as inexperienced, and 3.3% as out-of-field. The district reviewed these data in relation to the percentages of low-income and minority students served at each school site.

Are minority students taught at higher rates than other students by out-of-field teachers?

No. Districtwide, only 3.3% of teachers were identified as serving out-of-field assignments. Although CDS reported a higher percentage than other sites, this figure reflects the unique staffing structure of the district's smallest alternative education programs rather than a systemic inequity. CDS employs only 4 teachers, and EFJ employs only 5. Due to the

limited number of staff at these sites, teachers are often required to teach multiple subjects and course sections to meet student needs. In some cases, these assignments may fall outside a teacher's primary credential area, resulting in an out-of-field designation. The district's analysis found no evidence that minority students are disproportionately assigned to out-of-field teachers due to inequitable staffing practices.

Are low-income students taught at higher rates than other students by out-of-field teachers?

No. The district found no evidence that low-income students are disproportionately taught by out-of-field teachers. Comprehensive school sites reported out-of-field rates ranging from 1.7% to 2.9%. The higher percentage reported at CDS is largely attributable to the school's small staff size and the need for teachers to provide instruction across multiple subject areas to ensure students have access to required coursework. This staffing model is common in small alternative education settings and does not represent a districtwide educator equity concern.

Educator Equity Gap Analysis

After reviewing district- and site-level data, HJUHSD did not identify a districtwide educator equity gap in which low-income or minority students are disproportionately assigned to ineffective, inexperienced, or out-of-field teachers. The district recognizes that staffing patterns within small alternative education settings can create percentages that appear significant despite involving very few staff members. As a result, the district reviewed both percentages and actual staffing numbers when conducting its analysis. The district also considered the unique operational requirements of alternative education programs, in which teachers may be assigned to multiple content areas to ensure students have access to a full range of courses and meet graduation requirements.

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

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP)

	• **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

The district Parent Involvement Policy is distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each new school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure federal and state regulations compliance. It is updated annually based on recommended changes from CASBO (California Association of School Business Officials) and through feedback from parent advisory groups such as the Superintendent's Advisory, LCAP Committee, School Site Council, and the District English Learner Advisory Group.

Our schools are all Title I funded. Thus, the school's Parent Involvement Policy is reviewed annually by the School Site Council at a regularly scheduled meeting and then by parents at a Title I School meeting. The policy is then revised and approved by the School Site Council, parents, and Hanford JUHSD's Local Governing Board. The Parent Involvement Policy is available on the school's website, with hard copies in the school office.

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

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

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

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

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in

how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA Section 1112(b)(3)

Hanford Joint Union High School District (HJUHSD) currently has no schools identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), or Targeted Support and Improvement (TSI). Therefore, the requirements for developing CSI and TSI plans are not applicable at this time.

ESSA Section 1112(b)(7)

LEA Parent and Family Engagement Policy [ESSA Section 1116(a)]

HJUHSD believes that meaningful parent and family engagement is essential to student success and is a critical component of the district's continuous improvement process. The district's Parent and Family Engagement Policy is developed jointly with parents and family members through consultation with School Site Councils, the District English Learner Advisory Committee (DELAC), Community Advisory Committee (CAC), parent meetings, LCAP engagement sessions, and other stakeholder groups. The policy is reviewed annually and distributed to parents through district and school websites, ParentSquare, school offices, and other communication methods accessible to families.

Assistance for Parents in Understanding Academic Standards and Assessments [ESSA Section 1116(e)(1)]

HJUHSD provides parents with information and assistance in understanding California academic standards, state and local assessments, graduation requirements, college entrance requirements, and career readiness expectations. Annual Title I parent meetings, Back-to-School Nights, Open Houses, 8th Grade Orientation Nights, Early College Credit informational meetings, and College and Career Readiness events provide parents with opportunities to learn about student expectations and available supports.

Parents receive state assessment results, including CAASPP and ELPAC reports, along with information explaining student performance and proficiency levels. School staff remains available through conferences, phone calls, email, ParentSquare messaging, and scheduled meetings to assist parents in understanding student progress and identifying ways to support academic achievement.

Materials and Training for Parents [ESSA Section 1116(e)(2)]

HJUHSD provides parents with materials, resources, and training designed to support student achievement. Parents of incoming students participate in orientation programs that review graduation requirements, college and career pathways, academic interventions, and student support services. The district provides access to CaliforniaColleges.edu and other college- and career-planning resources that help families monitor academic progress, explore career interests, and understand postsecondary opportunities.

Parents are also trained to access student information through the district's parent portal, monitor attendance and grades, communicate with teachers, and use the instructional technology platforms students use. Information regarding digital citizenship, responsible technology use, and online learning tools is incorporated into parent communications and training opportunities.

Staff Education on Working with Parents [ESSA Section 1116(e)(3)]

HJUHSD recognizes parents as valuable partners in the educational process. Teachers, Instructional Coaches, counselors, administrators, and support staff receive ongoing guidance and support regarding effective communication practices, family engagement strategies, and culturally responsive interactions with families.

Special Education staff receive ongoing training related to parent engagement throughout the IEP process. The district also emphasizes customer service, relationship building, and clear communication practices that encourage parents to participate as equal partners in their children's education.

Coordination of Parent Involvement Programs and Activities [ESSA Section 1116(e)(4)]

Parent involvement activities are coordinated with local, state, and federal programs whenever feasible. Parent engagement opportunities are integrated into Title I meetings, LCAP engagement activities, college and career readiness events, English Learner parent meetings, Special Education meetings, and school-based parent programs.

The district works to maximize participation by coordinating meetings and activities whenever possible and by providing multiple opportunities for parents to engage with schools throughout the year.

Communication in a Format and Language Parents Can Understand [ESSA Section 1116(e)(5)]

HJUHSD utilizes ParentSquare as its primary communication platform to ensure that information regarding school programs, meetings, services, and activities is accessible to all families. ParentSquare provides automatic translation into numerous languages and supports multiple communication formats, including text messages, emails, app notifications, and voice messages.

In addition to ParentSquare, schools utilize phone calls, mailed notices, school websites, and in-person meetings to communicate with families. Translation and interpretation services are provided when needed to ensure meaningful access to information and participation opportunities.

Support for Parent Involvement Activities Requested by Parents [ESSA Section 1116(e)(14)]

The district actively seeks parent input through stakeholder meetings, surveys, School Site Councils, DELAC, CAC, and the annual LCAP development process. Parent feedback has directly influenced district initiatives, including academic intervention opportunities, expanded communication systems, college- and career-readiness programming, and additional supports for students and families.

HJUHSD will continue to respond to reasonable requests from parents and families by providing resources, information, training, and opportunities that support student success.

Opportunities for Informed Parent Participation [ESSA Section 1116(f)]

HJUHSD provides opportunities for meaningful participation by all parents and family members, including parents with limited English proficiency, parents with disabilities, and families from diverse cultural and linguistic backgrounds. Information is provided in accessible formats and translated whenever practicable.

Through ParentSquare, translated written communication is available in families' preferred languages. The district also provides interpretation services, translated documents, and bilingual staff support when needed. Parents are encouraged to participate in district and school committees, parent meetings, LCAP engagement sessions, and other activities that support shared decision-making.

Alignment of Section 1116 Parent Involvement with the LCAP Educational Partner Engagement Process

HJUHSD aligns the parent and family engagement requirements of ESSA Section 1116 with its annual LCAP educational partner engagement process. Parent input gathered through School Site Councils, DELAC, CAC, parent meetings, surveys, Student Advisory Committee meetings, and LCAP engagement sessions informs both Title I planning and districtwide strategic planning.

Feedback received through these engagement opportunities is used to identify priorities, evaluate existing programs and services, and guide decisions regarding the use of federal, state, and local resources. This coordinated approach ensures that parent and family engagement efforts support the district's LCAP goals, meet ESSA requirements, and strengthen partnerships among schools, families, and the community.

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

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

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

HJUHSD implements schoolwide and targeted support programs designed to ensure that all students, particularly those who are academically at risk, have access to the instruction, interventions, and support necessary to meet state academic standards and graduate prepared for college, career, and life.

A key component of the district's support system is its Multi-Tiered System of Supports (MTSS), which provides academic, behavioral, and social-emotional interventions tailored to student needs. Through districtwide intervention periods, students receive targeted support in areas where they have not yet demonstrated mastery of essential standards. Priority is placed on English Language Arts and Mathematics, while additional interventions are provided in science, social science, and other content areas as needed.

Students identified for additional support may participate in intervention classes, Zero Hour programs, after-school support opportunities, Exact Path personalized learning pathways, unit recovery, and credit recovery programs. These services are designed to provide timely assistance, prevent course failure, and increase graduation rates. Students who are behind in credits or at risk of not graduating receive additional support through targeted intervention and academic counseling.

HJUHSD also utilizes Instructional Coaches to support continuous improvement in teaching and learning. Instructional Coaches work collaboratively with teachers to strengthen instructional practices, implement districtwide instructional strategies, align curriculum and assessments, analyze student data, and increase equitable access to rigorous learning opportunities. Coaches provide additional support to new teachers and to teachers serving English learners and other student groups that require targeted academic support.

Parent engagement is supported through ParentSquare, which provides two-way communication between schools and families through text messages, email, voice notifications, and mobile applications. ParentSquare supports translation into multiple languages, helping families stay informed and engaged in their students' educational progress.

In addition to programs offered at comprehensive high schools, HJUHSD offers several alternative education options designed to meet the needs of students who require nontraditional educational settings.

Earl F. Johnson High School (EFJ)** serves students who are credit-deficient, at risk of not graduating, or who require a smaller, more structured educational environment. Students receive individualized academic support, counseling services, intervention opportunities, and social-emotional supports designed to improve attendance, engagement, and graduation outcomes.

Community Day School (CDS)** provides the district's most structured educational setting and serves students who have been expelled or require intensive behavioral and academic support. CDS provides a highly individualized program focused on academic progress, behavior improvement, social-emotional development, and, when appropriate, a successful transition back to a less restrictive educational environment.

Through these schoolwide and targeted support programs, HJUHSD seeks to remove barriers to student success, provide equitable access to educational opportunities, and ensure that all students have the support necessary to achieve their academic and postsecondary goals.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

HJUHSD places all students in an environment that we feel is the best placement for the student. We consider students on court-ordered group home placements, foster youth, previously incarcerated, homeless, or any other extenuating circumstance. We have developed an intake process that looks at each student and their circumstances before placing them.

Our schools and programs are supported by Guidance Counselors, School Psychologists, a Licensed Marriage and Family Therapist, a Social Worker, Behavioral Health, Kings View (Mental Health), and Westcare (Substance Abuse). We believe that we need to take care of the whole child and determine if it is a will, skill, or ill issue, and once we do that, we place them in a situation where they can get support.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

HJUHSD provides comprehensive services to support the enrollment, attendance, academic success, and overall well-being of students experiencing homelessness in coordination with the McKinney-Vento Homeless Assistance Act. The district recognizes that students experiencing homelessness often face significant barriers to educational access and stability and is committed to removing those barriers to ensure equitable educational opportunities.

Students experiencing homelessness are identified through the District's Residency Verification process, enrollment procedures, annual data collection efforts, referrals from school staff, and parent or student self-identification. HJUHSD's designated McKinney-Vento Homeless Liaison works closely with students, families, school staff, and community agencies to ensure students receive the services and protections afforded under federal law.

The Homeless Liaison supports students and families by:

* Facilitating immediate school enrollment and ensuring equal access to all educational programs, services, and extracurricular activities.
* Removing barriers related to enrollment, attendance, transportation, immunization records, proof of residency, school records, fees, fines, or other documentation requirements.
* Assisting families in maintaining school stability whenever possible and supporting school-of-origin placement decisions consistent with McKinney-Vento requirements.
* Providing professional development and technical assistance to school personnel regarding the identification and support of students experiencing homelessness.
* Coordinating transportation services when appropriate to ensure continued access to educational opportunities.
* Referring students to tutoring, intervention programs, credit recovery opportunities, counseling services, and other academic supports.
* Providing assistance with school supplies, backpacks, hygiene products, emergency clothing, and other basic needs.

* Connecting families with community resources, including housing assistance, medical services, dental care, mental health services, nutrition programs, and other support agencies.
* Providing advocacy and support during educational meetings, including Individualized Education Program (IEP), Student Study Team (SST), School Attendance Review Board (SARB), and other student support meetings.

HJUHSD integrates supports for homeless students within its Multi-Tiered System of Supports (MTSS) framework to address academic, behavioral, attendance, and social-emotional needs. Homeless students have access to district intervention programs, counseling services, college- and career-readiness activities, and other support systems designed to promote student engagement and success.

The district also uses ParentSquare and other communication tools to stay in touch with students and families whenever possible, and works collaboratively with community partners to coordinate services that address the unique needs of students experiencing homelessness.

Through these efforts, HJUHSD seeks to ensure that students experiencing homelessness can enroll, attend regularly, remain engaged in school, and successfully graduate prepared for postsecondary education, career opportunities, and lifelong success.

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

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

Not applicable.

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

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The high school holds a parent night to assist parents with the transition from high school to post-secondary education. The night consists of workshops/training regarding FAFSA, Scholarships, online guidance and support plan (CCGI), a-g requirements, and many others, including completing the FAFSA, the college admissions process, sessions on dual enrollment at our local community college, and a variety of other items to assist parents and students in transitioning to post-secondary education. We have 13 high school counselors, three career advisors, and two work-based learning coordinators who meet with students and families to discuss college and career planning. In addition, we provide college and career planning for all students; our counselors plan lessons to support students in planning their future. We also collaborate with local colleges, universities, trade-technical programs, apprenticeship programs, and military recruiters to provide students with opportunities to meet representatives and consider their post-secondary options.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District does not use Title I funds for this purpose.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

HJUHSD maintains a comprehensive system of professional growth and improvement designed to support teachers, principals, and other school leaders throughout their careers. The district's professional learning system is aligned to Board priorities, LCAP goals, California Standards for the Teaching Profession (CSTP), California Professional Standards for Educational Leaders (CPSEL), student achievement data, and identified district needs. The system is designed to build educator capacity, improve instructional effectiveness, develop leadership skills, and ultimately increase student achievement.

Professional Growth and Improvement for Teachers

HJUHSD supports teachers from the beginning of their careers through advancement opportunities, providing a continuum of professional learning and coaching.

New teachers participate in a comprehensive New Teacher Orientation that focuses on district expectations, classroom management, instructional planning, support for English learners and students with disabilities, district initiatives, and available instructional resources. Teachers holding preliminary credentials participate in the Beginning Teacher Support and Assessment (BTSA) Induction Program, which pairs them with trained mentors who provide individualized coaching, support, and guidance toward earning a Clear Credential.

A key component of HJUHSD's professional growth system is the use of Instructional Coaches. Instructional Coaches work alongside teachers to strengthen instructional practices, curriculum alignment, assessment literacy, technology integration, and implementation of districtwide instructional strategies. Coaches support classroom observations, co-planning, modeling, data analysis, and professional reflection. Special emphasis is placed on supporting new teachers, English learner instruction, intervention programs, and equitable access to rigorous learning opportunities.

Teachers also participate in districtwide Professional Learning Communities (PLCs). PLC teams meet regularly to analyze student data, identify essential standards, develop common assessments, review instructional practices, and plan interventions and extensions for students. PLC Coordinators provide teacher leadership by facilitating collaboration, supporting implementation of district initiatives, and helping teams maintain a focus on student learning outcomes.

Additional teacher leadership opportunities are available through Department District Representatives (DDRs), curriculum committees, instructional leadership teams, pathway development teams, mentor positions, and professional learning facilitation roles.

Professional Growth and Improvement for Principals

HJUHSD supports principals through ongoing coaching, mentoring, collaboration, and targeted professional learning aligned with the California Professional Standards for Educational Leaders (CPSEL). New administrators receive guidance from experienced district and site leaders regarding instructional leadership, personnel management, school culture, budget development, compliance, communication, and strategic planning.

Principals participate in regular leadership meetings focused on district priorities, instructional improvement, data analysis, school climate, student achievement, and implementation of district initiatives. Professional learning opportunities are designed to strengthen leadership capacity in areas such as MTSS, PLC implementation, equity, curriculum and instruction, personnel supervision, and family engagement.

The district also provides opportunities for aspiring administrators to develop leadership skills through committee participation, project leadership, mentoring relationships, and administrative internship experiences.

Professional Growth and Improvement for Other School Leaders

Other school leaders, including assistant principals, counselors, instructional coaches, coordinators, and teacher leaders, participate in professional learning opportunities designed to build leadership capacity and support district goals. These opportunities include training related to instructional leadership, data analysis, student support systems, communication, compliance requirements, and collaborative problem-solving.

The district intentionally develops internal leadership capacity by providing educators with opportunities to assume increasing levels of responsibility through committee leadership, professional learning facilitation, pathway development, mentoring, and districtwide initiatives.

Measuring Growth and Improvement

HJUHSD measures professional growth and improvement through multiple indicators. These include employee evaluation systems aligned to CSTP and CPSEL standards, classroom observations, implementation monitoring, PLC products, professional development feedback surveys, coaching cycles, and analysis of student achievement data.

The district also reviews local and state indicators, including assessment results, graduation rates, English learner progress, college- and career-readiness measures, attendance data, and other student-outcome metrics to evaluate the effectiveness of professional learning efforts.

Continuous Improvement of Professional Learning Systems

The district continuously evaluates its professional growth systems through stakeholder feedback, employee surveys, coaching data, evaluation results, PLC outcomes, and student achievement data. Professional learning priorities are reviewed annually through the LCAP development process, SPSA planning, district leadership discussions, and collaboration with employee groups.

Based on these findings, HJUHSD adjusts professional learning opportunities, coaching support, leadership development programs, and district initiatives to ensure ongoing improvement and alignment with the needs of students and staff. This continuous improvement cycle ensures that professional learning remains relevant, evidence-based, and focused on improving outcomes for all students.

Prioritizing Funding

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

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

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

HJUHSD uses Title II, Part A funds to support a comprehensive system of professional growth and improvement for teachers, principals, and other school leaders. Funding decisions are aligned with district priorities, student achievement data, LCAP goals, school needs assessments, and stakeholder input.

Determination of Title II, Part A Funding

The district reviews multiple data sources when determining how Title II, Part A funds will be utilized, including student achievement data, California Dashboard indicators, English Learner Progress Indicator data, graduation rates, college and career readiness measures, educator effectiveness data, staffing needs, and feedback gathered through the LCAP development process. Funding supports professional learning, instructional coaching, leadership development, mentoring, induction, PLC implementation, and other activities designed to improve educator effectiveness and student outcomes.

Because HJUHSD operates as a unified districtwide system of professional learning, many Title II-funded activities are provided across all school sites. These services include Instructional Coaches, new teacher support, induction, districtwide professional learning opportunities, PLC support, leadership development, and training aligned with district initiatives.

Prioritization of CSI and TSI Schools

HJUHSD currently has no schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). Therefore, no Title II, Part A funds are specifically allocated to support CSI or TSI implementation requirements.

Should a school be identified for CSI or TSI in the future, the district would prioritize Title II resources to support the school's identified improvement needs through targeted professional learning, coaching, leadership support, and capacity-building activities aligned with the school's improvement plan.

Prioritization of Schools Serving the Highest Percentage of Low-Income Students

Although HJUHSD does not currently have CSI or TSI schools, the district considers student needs when allocating resources and professional learning opportunities. Schools serving higher percentages of low-income students, English learners, foster youth, and other student groups may receive additional support through instructional coaching, professional development, intervention planning, MTSS implementation support, and leadership development activities.

Alternative education programs, including Earl F. Johnson High School and Community Day School, receive targeted support due to the unique academic, behavioral, and social-emotional needs of the students they serve. These supports include access to Instructional Coaches, counseling services, intervention programs, leadership support, and professional learning opportunities designed to strengthen instructional practices and improve student outcomes.

Through this approach, HJUHSD ensures that Title II, Part A resources are used strategically to build educator capacity, improve instructional effectiveness, and support equitable outcomes for all students while remaining responsive to the needs of schools serving the district’s highest-need populations.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

HJUHSD utilizes a continuous improvement process to ensure that Title II, Part A activities remain aligned with district priorities, educator needs, and student outcomes. The district regularly reviews data, engages educational partners, and evaluates program effectiveness to update and improve professional learning, leadership development, instructional coaching, and educator support systems.

Coordination of Title II, Part A Activities with Other District Initiatives

HJUHSD coordinates Title II, Part A activities with the district's Local Control and Accountability Plan (LCAP), Multi-Tiered System of Supports (MTSS), Professional Learning Communities (PLCs), English Learner services, instructional coaching programs, induction support, curriculum implementation efforts, and other state and federal programs. Professional learning opportunities are designed to support district goals related to academic achievement, English learner progress, college and career readiness, educational equity, school climate, and student engagement.

Title II-funded activities complement and support other district initiatives by providing educators with the skills, knowledge, and leadership capacity necessary to implement district priorities effectively and consistently across all school sites.

Use of Data to Update and Improve Title II Activities

The district uses multiple data sources to evaluate the effectiveness of Title II-supported activities and identify areas for improvement. Student achievement data, educator feedback, implementation data, evaluation results, and stakeholder input are reviewed regularly to determine professional learning priorities and allocate resources where they will have the greatest impact.

Professional learning opportunities, instructional coaching services, leadership development activities, and district initiatives are adjusted based on identified needs and evidence of effectiveness. This process helps ensure that Title II resources remain responsive to changing student and staff needs.

Ongoing Consultation to Support Continuous Improvement

HJUHSD regularly consults with educational partners throughout the school year to evaluate and improve Title II-supported activities. Feedback is gathered through formal meetings, surveys, professional learning evaluations,

committee participation, leadership meetings, collaborative planning processes, and the annual LCAP development process.

Educational partner input helps the district identify emerging needs, evaluate current practices, and prioritize future professional learning opportunities. Consultation is viewed as an ongoing process rather than a single annual event.

Data Sources and Frequency of Review

The district monitors a variety of data sources to evaluate the effectiveness of Title II-funded activities, including:

* California Dashboard indicators
* CAASPP assessment results
* ELPAC results and English Learner Progress Indicator (ELPI) data
* Graduation rates
* College and Career Indicator (CCI) data
* Attendance and chronic absenteeism data
* Suspension and behavior data
* Local assessment and intervention data
* PLC products and common formative assessment results
* Employee evaluation data aligned to CSTP and CPSEL standards
* Professional development feedback surveys
* Instructional coaching data and implementation monitoring

Data are reviewed throughout the year through PLC meetings, site leadership meetings, district leadership meetings, LCAP planning activities, and annual program evaluations.

Educational Partner Consultation

HJUHSD meaningfully consults with the following educational partners when evaluating and improving Title II, Part A activities:

Teachers: Teachers provide input through PLCs, District Department Representative (DDR) meetings, surveys, committees, instructional coaching cycles, professional development evaluations, and the LCAP engagement process.

Principals and Other School Leaders: Principals, assistant principals, instructional coaches, coordinators, and district administrators participate in regular leadership meetings, planning sessions, professional learning reviews, and LCAP development activities.

Paraprofessionals: Paraprofessionals provide input through site-level meetings, surveys, professional development opportunities, and collaboration with administrators and bargaining unit representatives.

Specialized Instructional Support Personnel: Counselors, psychologists, social workers, nurses, special education staff, and other support personnel contribute through committee participation, leadership meetings, program reviews, and LCAP engagement activities.

Charter School Leaders: Hanford Online Charter leadership participates in district leadership meetings, professional learning opportunities, planning discussions, and the LCAP development process.

Parents: Parents provide input through School Site Councils, DELAC, CAC, surveys, parent meetings, LCAP engagement sessions, and other district stakeholder meetings.

Community Partners: Community organizations, business partners, higher education institutions, county offices of education, and workforce development partners provide feedback through advisory committees, partnership meetings, and program planning activities.

Organizations and Partners with Relevant Expertise: HJUHSD collaborates with organizations such as Kings County Office of Education, Tulare County Office of Education, institutions of higher education, curriculum providers, instructional consultants, and professional organizations to inform professional learning priorities and support continuous improvement.

Frequency of Consultation

Consultation occurs throughout the year and includes monthly and quarterly meetings, PLC collaboration days, leadership meetings, committee meetings, stakeholder engagement sessions, survey administration, professional development evaluations, and the annual LCAP development process. The district values ongoing collaboration and uses educational partner input as a critical component of continuous improvement and effective implementation of Title II, Part A activities.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

HJUHSD utilizes Title III funds to provide sustained, job-embedded professional development that improves the instruction and assessment of English learners and increases the capacity of teachers, principals, instructional leaders, and support personnel to meet the academic and language development needs of English learners. Title III-funded professional learning is supplemental to professional development supported through other federal, state, and local funding sources and is specifically designed to improve outcomes for English learners.

A primary component of HJUHSD's Title III program is the support provided through the district's English Learner Instructional Coach. The Instructional Coach works collaboratively with teachers, site administrators, and district leaders to strengthen designated and integrated English Language Development (ELD) instruction, analyze student achievement and ELPAC data, support implementation of effective instructional strategies, and improve access to grade-level curriculum for English learners.

Professional development activities are designed to improve both the instruction and assessment of English learners. Teachers and administrators receive training and coaching related to:

* Designated and Integrated English Language Development (ELD)
* ELPAC administration, interpretation, and instructional implications
* Effective instructional strategies for English learners
* Strategies to support Long-Term English Learners (LTELs)
* Academic language development across content areas
* Differentiated instruction and scaffolding techniques
* Culturally responsive instructional practices
* Data analysis and progress monitoring for English learners
* Use of Ellevation and other tools to monitor English learner progress and support instructional decision-making

Professional learning is embedded within existing district systems, including Professional Learning Communities (PLCs), instructional coaching cycles, collaborative planning sessions, districtwide professional development days, and administrator training opportunities. These structures allow educators to apply new learning, receive feedback, analyze results, and continuously refine instructional practices over time.

The district also participates in regional and countywide English learner networks and collaborates with educational partners through initiatives such as the Soluciones Task Force and other professional learning opportunities focused on improving outcomes for multilingual learners. These opportunities support teachers, principals, and instructional leaders in understanding and implementing effective curricula, assessment practices, and instructional strategies aligned with the California English Language Development Standards.

The effectiveness of Title III-funded professional development is evaluated through multiple measures, including ELPAC results, English Learner Progress Indicator (ELPI) data, reclassification rates, classroom observations, implementation monitoring, coaching feedback, professional development evaluations, and student achievement data. Findings from these data sources are used to refine professional learning priorities and improve support for educators and English learners.

Because Title III-funded professional development is delivered through ongoing coaching, PLC collaboration, data analysis, implementation support, and sustained professional learning cycles, it provides the intensity and duration necessary to create lasting improvements in instructional practice and English learner outcomes. These services are supplemental to districtwide professional learning provided through Title II, LCFF, and other funding sources and are specifically targeted to the unique needs of English learners.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

HJUHSD implements a comprehensive system of programs, services, and supports designed to help English learners increase English language proficiency, achieve academic success, and meet California's challenging academic standards. These programs align with the district's English Learner Master Plan and supplement the core instructional program provided to all students.

The district's English learner program includes both Designated and Integrated English Language Development (ELD) instruction. Designated ELD provides targeted language instruction focused on developing students' listening, speaking, reading, and writing skills in English. Integrated ELD ensures that English language development occurs throughout all content areas, allowing students to develop academic language while engaging with grade-level curriculum and rigorous academic content.

Title III funds support supplemental programs and activities specifically designed to address the unique needs of English learners. A key component of this work is the support provided through the district's English Learner Instructional Coach, who collaborates with teachers, administrators, and school teams to strengthen instructional practices, analyze student achievement data, and implement evidence-based strategies that improve outcomes for English learners.

The district utilizes Ellevation and other data tools to monitor English learner progress, analyze ELPAC results, identify instructional needs, and support decision-making at both the classroom and school levels. English learner data, including progress toward English proficiency, reclassification rates, and academic achievement, are reviewed regularly through Professional Learning Communities (PLCs), site leadership teams, and district-level English learner support structures.

Special attention is provided to English learner subgroups, including Long-Term English Learners (LTELs), students at risk of becoming LTELs, and newcomer students. Through the district's English Learner Network, Soluciones Task Force, PLC processes, and targeted intervention supports, educators identify student needs and develop strategies to accelerate language acquisition and academic achievement.

English learners also have access to supplemental academic interventions through the district's Multi-Tiered System of Supports (MTSS), including targeted literacy support, intervention classes, personalized learning opportunities, and additional instructional assistance designed to address identified language and academic needs.

Title III-funded activities are focused exclusively on improving outcomes for English learners and are designed to enhance, rather than replace, the district's core instructional program. These supplemental services provide additional resources, support, data analysis, coaching, and interventions beyond those funded through LCFF, Title I, Title II, and other funding sources.

Through these coordinated efforts, HJUHSD seeks to increase English language proficiency, improve academic achievement, accelerate reclassification, support long-term academic success, and ensure that English learners are prepared for college, career, and life after high school.

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Achieving English Proficiency

HJUHSD utilizes multiple data systems and monitoring processes to ensure that English learners make progress toward English language proficiency and achieve the State's long-term goals for English learner success. The district uses ELPAC results, English Learner Progress Indicator (ELPI) data, Ellevation reports, local assessment data, course performance, and classroom-based measures to identify student needs and monitor progress throughout the year.

School sites are held accountable for English learner progress through regular review of English learner achievement data during Professional Learning Community (PLC) meetings, site leadership meetings, English Learner Network meetings, and district data reviews. Site administrators, teachers, and the English Learner Instructional Coach

collaborate to analyze English learner progress, identify students who need additional support, and implement targeted interventions to accelerate language acquisition and academic success.

Special attention is given to English learner subgroups, including Long-Term English Learners (LTELs), students at risk of becoming LTELs, and newcomer students. Through the district's Ellevation platform, PLC processes, Soluciones Task Force, and English Learner Network, educators review student data and develop individualized support plans that address identified language and academic needs. These plans may include intervention placement, instructional supports, supplemental materials, progress monitoring, parent communication, and adjustments to instructional strategies.

The district expects all English learners to make meaningful progress toward English proficiency as measured by the ELPAC and ELPI. English learner progress is monitored regularly throughout the year, and sites are expected to respond when students do not demonstrate adequate growth. Site administrators are responsible for ensuring that English learner data are reviewed, interventions are implemented, and student progress is monitored.

Meeting Challenging State Academic Standards

HJUHSD believes that English learners can achieve both English language proficiency and grade-level academic success when provided with appropriate instruction, intervention, and support. English learners are expected to meet the same challenging academic standards as all students while receiving supplemental language development services designed to support their success.

The district monitors English learner academic performance using multiple measures, including ELPAC results, CAASPP results, course grades, common formative assessments, local benchmark assessments, graduation indicators, and college and career readiness data. These data are reviewed regularly through PLC collaboration, MTSS processes, site leadership meetings, and district-level monitoring.

English learners who are not making adequate academic progress receive additional support through intervention programs, targeted instructional strategies, personalized learning opportunities, and supplemental services. Long-Term English Learners receive additional monitoring and support to ensure continued progress toward reclassification and academic success.

Title III-funded activities supplement the district's core English learner program by providing additional coaching, professional learning, data analysis tools, intervention planning, and support structures specifically designed to improve English language proficiency and academic achievement. These supplemental services strengthen the district's ability to identify student needs, monitor progress, and implement evidence-based practices that support English learner success.

Through ongoing data analysis, structured progress monitoring, targeted interventions, and collaborative problem-solving, HJUHSD ensures that school sites remain accountable for English learner outcomes and continuously improve programs and services designed to help English learners achieve English proficiency and meet California's challenging academic standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

HJUHSD utilizes Title IV, Part A funds to support a well-rounded education, safe and healthy learning environments, and the effective use of technology. Activities funded through Title IV are aligned with the district's LCAP goals, the findings of the needs assessment, and stakeholder input from students, staff, parents, and community members. The district partners with organizations such as Kings County Office of Education, institutions of higher education, workforce development partners, and community-based organizations to enhance educational opportunities and support student success.

Well-Rounded Education

HJUHSD uses Title IV funds to support programs and activities that provide students with access to a well-rounded education and prepare them for success in college, career, and life. These efforts include support for Career Technical Education (CTE) pathways, college- and career-readiness initiatives, work-based learning opportunities, and instructional practices that promote critical thinking, collaboration, communication, and problem-solving skills.

The district continues to expand opportunities for students to participate in Early College Credit courses, career exploration activities, and industry-connected learning experiences. Professional learning and instructional support are provided to staff to strengthen rigorous, engaging classroom experiences that increase students' access to high-quality educational opportunities.

Safe and Healthy Students

HJUHSD allocates Title IV funds to support programs and services that promote safe, healthy, and supportive school environments. These activities are integrated within the district's Multi-Tiered System of Supports (MTSS) framework and focus on improving student well-being, engagement, attendance, and school connectedness.

Programs and services include social-emotional supports, substance abuse and alcohol prevention education, restorative practices, mental health resources, school climate initiatives, and opportunities for student voice. The district utilizes tools such as YouthTruth surveys to gather stakeholder feedback and inform continuous improvement efforts. HJUHSD also utilizes reporting systems and intervention strategies designed to improve school safety, address bullying concerns, and support positive student behavior.

Partnerships with Kings County Office of Education and other educational and community organizations provide additional expertise and resources to strengthen student support systems and improve academic, behavioral, and social-emotional outcomes.

Effective Use of Technology

HJUHSD uses Title IV funds to support the effective integration of technology into teaching and learning. Technology resources are selected to improve instructional quality, increase student engagement, enhance creativity, and prepare students with the digital literacy skills necessary for success in postsecondary education and the workforce.

Examples include digital learning platforms, instructional software, creativity and design applications, academic integrity tools, and technology resources that support collaboration, communication, research, and content creation. Professional learning is provided to educators to ensure technology is used effectively to enhance instruction and improve student outcomes.

The district ensures that technology investments focus on teaching and learning rather than infrastructure and remain within the allowable Title IV expenditure requirements.

Program Objectives, Intended Outcomes, and Evaluation

The objectives of HJUHSD's Title IV program are to:

* Increase student access to a well-rounded and engaging educational experience.
* Improve student safety, wellness, and school connectedness.
* Strengthen social-emotional supports and positive school climate.
* Expand access to college, career, and workforce readiness opportunities.
* Increase the effective use of technology to improve teaching and learning.
* Improve student achievement, engagement, attendance, and postsecondary readiness outcomes.

The district evaluates the effectiveness of Title IV-funded activities through multiple measures, including California Dashboard indicators, YouthTruth survey results, attendance and chronic absenteeism data, suspension rates, college- and career-readiness measures, student achievement data, participation rates in programs and activities, and stakeholder feedback collected during the LCAP development process.

These data are reviewed annually through district planning processes, school site reviews, stakeholder engagement activities, and LCAP development to ensure that Title IV-funded programs remain aligned with student needs and continue to support positive outcomes for all students.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

Well-Rounded Education Opportunities (ESSA Section 4107)

As part of its Title IV, Part A Needs Assessment process, HJUHSD analyzes multiple indicators to identify opportunities to strengthen access to a well-rounded education and improve student outcomes. The district reviews academic, college, and career-readiness, course enrollment, participation, and student-outcome data to identify areas of need and ensure equitable access to educational opportunities for all students.

Indicators and measures reviewed include:

* College and Career Indicator (CCI) results.
* Graduation rates.
* A-G course completion rates.
* Early College Credit (ECC) enrollment and successful course completion.
* Dual enrollment participation and attainment of college credit.
* Career Technical Education (CTE) pathway enrollment, concentrator rates, completer rates, and industry-recognized credential attainment.
* Participation in work-based learning experiences, internships, guest speaker events, and industry visits.
* Enrollment and participation in Advanced Placement (AP) and other rigorous coursework.
* State Seal of Biliteracy attainment.
* Student participation in visual and performing arts, leadership activities, athletics, clubs, and other enrichment opportunities.
* Student achievement data, including CAASPP and local assessment results.
* Student engagement and school connectedness data collected through surveys such as YouthTruth.
* Access and participation data for English learners, foster youth, students with disabilities, socioeconomically disadvantaged students, and other student groups.

The district also reviews stakeholder input collected through the LCAP development process, student forums, parent meetings, School Site Councils, DELAC, Community Advisory Committee meetings, and advisory groups connected to Career Technical Education and college and career readiness initiatives.

Data are analyzed to identify participation gaps, access barriers, and opportunities to expand programs that promote college readiness, career preparation, student engagement, and academic success. Results from the needs assessment guide decisions on the use of Title IV, Part A funds and help ensure that students have access to a comprehensive, well-rounded educational experience aligned with district priorities and student needs.

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

Activities Included Within the Support for a Well-Rounded Education

HJUHSD will utilize Title IV, Part A funds to support activities that expand access to a well-rounded education and prepare students for success in college, career, and life. Activities may include:

* Expansion and enhancement of Career Technical Education (CTE) pathways and programs.
* College and career readiness initiatives, including CaliforniaColleges.edu implementation and support.
* Early College Credit (ECC) and dual enrollment opportunities that allow students to earn college credit while in high school.

* Work-based learning experiences, including internships, industry visits, guest speakers, and career exploration activities.
* Professional development for teachers to strengthen instructional practices that promote critical thinking, communication, collaboration, and problem-solving skills.
* Student leadership, career exploration, and postsecondary planning activities.
* Support for Advanced Placement (AP), A-G completion, State Seal of Biliteracy, and other programs that increase access to rigorous coursework.
* Expansion of opportunities for students to participate in visual and performing arts, leadership programs, and other enrichment activities.
* Curriculum resources and instructional materials that support college and career readiness, career exploration, and workforce development.
* Activities designed to increase equitable access to college and career opportunities for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged students.
* Partnerships with institutions of higher education, business and industry partners, workforce development organizations, and community-based organizations that provide students with real-world learning experiences and postsecondary opportunities.

The intended outcomes of these activities include increased student engagement, expanded participation in rigorous coursework, improved College and Career Indicator (CCI) performance, increased dual enrollment and Early College Credit participation, stronger Career Technical Education outcomes, and greater college and career readiness for all students.

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

Evaluation of the Effectiveness of Strategies and Activities Funded Under Title IV, Part A

HJUHSD will evaluate the effectiveness of Title IV, Part A-funded activities through an annual review of student outcome data, participation rates, stakeholder feedback, and implementation measures aligned to the district's LCAP goals and Title IV priority areas. Data will be analyzed through district leadership meetings, school site reviews, stakeholder engagement activities, and the LCAP development process to determine the effectiveness of funded programs and guide future planning decisions.

For activities supporting a well-rounded education, the district will monitor:

* College and Career Indicator (CCI) results.
* Graduation rates.
* A-G completion rates.
* Early College Credit (ECC) enrollment and successful course completion.
* Dual enrollment participation and earned college credits.
* Career Technical Education (CTE) pathway enrollment, concentrator rates, completer rates, and industry-recognized credential attainment.
* Work-based learning participation, including internships, industry visits, and guest speaker activities.
* Advanced Placement (AP) participation and success rates.
* State Seal of Biliteracy attainment.
* Student participation in leadership, visual and performing arts, athletics, clubs, and enrichment opportunities.
* Student achievement data, including CAASPP and local assessment results.
* Participation and achievement data for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged students.

For activities supporting safe and healthy students, the district will monitor:

* Chronic absenteeism rates.
* Attendance rates.
* Suspension and expulsion rates.
* Behavioral referral data.
* School climate and student engagement data.

* YouthTruth survey results.
* California Healthy Kids Survey results, when available.
* Student participation in intervention, counseling, and support programs.
* Reports of bullying, harassment, and school safety concerns.
* Student and parent perceptions of safety, connectedness, and belonging.

For activities supporting the effective use of technology, the district will monitor:

* Student and staff utilization of instructional technology tools and platforms.
* Professional development participation and implementation data.
* Student digital literacy and technology proficiency measures.
* Teacher feedback regarding technology integration.
* Student engagement and access to digital learning resources.
* Effectiveness of technology tools in supporting instruction, communication, collaboration, and creativity.

The district will also collect stakeholder feedback from students, parents, staff, advisory committees, School Site Councils, DELAC, Community Advisory Committee meetings, Career Technical Education advisory groups, and the annual LCAP engagement process. This feedback will be used alongside quantitative data to determine the effectiveness of Title IV-funded activities.

Results from these measures will be reviewed annually to identify strengths, address areas of need, and guide future program planning, resource allocation, and continuous improvement efforts, ensuring that Title IV, Part A funds are used effectively to support student achievement, well-being, and college and career readiness.

Safe and Healthy Students (ESSA Section 4108)

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

Indicators, Measures, and Data Points Used to Examine Needs for Improvement of Title IV, Part A Priority Content Areas

As part of its Title IV, Part A Needs Assessment, HJUHSD reviews multiple indicators and data sources to identify areas of need and guide funding decisions related to well-rounded education, safe and healthy students, and the effective use of technology.

Well-Rounded Education (ESSA Section 4107)

The district examines the following indicators to identify opportunities to improve access, participation, and student success in well-rounded educational programs:

* College and Career Indicator (CCI) results.
* Graduation rates.
* A-G course completion rates.
* Early College Credit (ECC) enrollment and successful course completion.
* Dual enrollment participation and earned college credits.
* Career Technical Education (CTE) pathway enrollment, concentrator rates, completer rates, and industry-recognized credential attainment.
* Work-based learning participation, including internships, industry visits, and guest speaker activities.
* Advanced Placement (AP) enrollment, participation, and success rates.
* State Seal of Biliteracy attainment.
* Student participation in visual and performing arts, leadership activities, athletics, clubs, and other enrichment programs.
* Student achievement data, including CAASPP and local assessment results.
* Access and participation rates for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged students.

Safe and Healthy Students (ESSA Section 4108)

The district examines the following indicators to identify opportunities to improve student safety, wellness, and school climate:

* Chronic absenteeism rates.
* Average daily attendance rates.
* Suspension and expulsion rates.
* Behavioral referral data.
* Reports of bullying, harassment, and school safety concerns.
* YouthTruth survey results.
* California Healthy Kids Survey results, when available.
* Student participation in counseling, intervention, and support programs.
* Mental health referral data.
* Student, parent, and staff perceptions of school safety, connectedness, and belonging.
* School climate and student engagement measures.

Effective Use of Technology (ESSA Section 4109)

The district examines the following indicators to identify opportunities to improve the effective integration of technology into teaching and learning:

* Student access to digital learning devices and resources.
* Student and staff utilization of instructional technology platforms.
* Professional development participation related to educational technology.
* Teacher implementation of technology-enhanced instructional practices.
* Student engagement with digital learning tools.
* Student digital literacy and technology proficiency measures.
* Stakeholder feedback regarding technology effectiveness and accessibility.
* Technology usage data from district-supported instructional software and digital learning platforms.
* Parent and student access to digital communication and educational resources.

In addition to these indicators, HJUHSD reviews stakeholder input gathered through surveys, School Site Councils, DELAC, Community Advisory Committee meetings, student forums, advisory committees, and the annual LCAP development process. The district uses these data sources to identify needs, establish priorities, evaluate program effectiveness, and guide future Title IV, Part A funding decisions.

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

Activities Included Within the Support for Safe and Healthy Students

HJUHSD will utilize Title IV, Part A funds to support activities and programs that promote safe, healthy, supportive, and inclusive learning environments for all students. Activities may include:

* Implementation and enhancement of the district's Multi-Tiered System of Supports (MTSS) framework to address academic, behavioral, attendance, and social-emotional needs.
* Mental health services and supports, including access to counselors, social workers, and community-based mental health resources.
* Alcohol, tobacco, and other drug prevention education programs designed to promote healthy decision-making and reduce substance abuse.
* Social-emotional learning (SEL) programs and activities that strengthen self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.
* Restorative practices and relationship-centered approaches that improve school climate, reduce disciplinary incidents, and strengthen student engagement.
* School safety initiatives, including anonymous reporting systems, bullying prevention programs, and violence prevention education.
* Student wellness programs that promote healthy lifestyles, stress management, and positive mental health.

* Attendance improvement efforts and interventions designed to reduce chronic absenteeism and increase student connectedness.
* Professional development for staff related to trauma-informed practices, student wellness, suicide prevention, behavioral intervention strategies, and culturally responsive practices.
* Student leadership, peer mentoring, and student voice activities that strengthen school connectedness and belonging.
* School climate assessment tools, including stakeholder surveys such as YouthTruth, to identify areas of need and inform continuous improvement efforts.
* Partnerships with community agencies, county offices of education, and local organizations that provide services and resources to support student health, safety, and well-being.

The intended outcomes of these activities include improved attendance, reduced chronic absenteeism, reduced suspension rates, increased student engagement and school connectedness, improved school climate, enhanced social-emotional well-being, and the creation of safe and supportive learning environments where all students can succeed academically and personally.

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

Evaluation of the Effectiveness of Safe and Healthy Student Activities Funded Under Title IV, Part A

HJUHSD will evaluate the effectiveness of Title IV, Part A-funded safe and healthy student activities through an annual review of student outcome data, participation rates, implementation measures, and stakeholder feedback. The district will use these data to determine the effectiveness of funded activities, identify areas for improvement, and guide future program planning and resource allocation.

Indicators, measures, and data points reviewed include:

* Chronic absenteeism rates.
* Average Daily Attendance (ADA) rates.
* Suspension and expulsion rates.
* Behavioral referral and discipline data.
* Reports of bullying, harassment, and school safety concerns.
* Student participation in counseling, intervention, mentoring, and support programs.
* Mental health referral data and utilization of support services.
* Participation in alcohol, tobacco, and other drug prevention programs.
* YouthTruth survey results, including measures of school climate, student engagement, belonging, and student wellness.
* California Healthy Kids Survey results, when available.
* Student, parent, and staff perceptions of school safety, connectedness, and school climate.
* Student participation in leadership, peer mentoring, and school engagement activities.
* Professional development participation and implementation related to trauma-informed practices, restorative practices, student wellness, and behavioral supports.

The district will review these indicators through MTSS team meetings, site leadership meetings, district leadership meetings, stakeholder engagement activities, and the annual LCAP development process. Data will be analyzed to identify trends, evaluate program effectiveness, assess the impact of interventions, and determine areas requiring additional support.

Stakeholder feedback from students, parents, staff, School Site Councils, DELAC, and Community Advisory Committee meetings, as well as surveys, will be used alongside quantitative data to evaluate program effectiveness and inform continuous improvement efforts.

Results from these measures will be used to guide future Title IV, Part A planning, ensure resources are directed toward the highest areas of need, and support the district’s goal of providing safe, healthy, supportive, and inclusive learning environments that promote student success.

Effective Use of Technology (ESSA Section 4109)

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

Indicators, Measures, and Data Points Used to Examine Needs for Improvement of Title IV, Part A Priority Content Areas

As part of its Title IV, Part A Needs Assessment, HJUHSD reviews multiple indicators and data sources to identify areas of need and guide decisions regarding the use of Title IV funds. The district examines data related to well-rounded educational opportunities, safe and healthy students, and the effective use of technology to ensure resources are aligned with student needs and district priorities.

Well-Rounded Education (ESSA Section 4107)

Indicators and measures reviewed include:

* College and Career Indicator (CCI) results.
* Graduation rates.
* A-G course completion rates.
* Early College Credit (ECC) enrollment and successful course completion.
* Dual enrollment participation and earned college credits.
* Career Technical Education (CTE) pathway enrollment, concentrator rates, completer rates, and industry-recognized credential attainment.
* Work-based learning participation, including internships, industry visits, guest speakers, and career exploration activities.
* Advanced Placement (AP) enrollment, participation, and success rates.
* State Seal of Biliteracy attainment.
* Student participation in visual and performing arts, leadership activities, athletics, clubs, and other enrichment opportunities.
* Student achievement data, including CAASPP and local assessment results.
* Participation and achievement data for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged students.

Safe and Healthy Students (ESSA Section 4108)

Indicators and measures reviewed include:

* Chronic absenteeism rates.
* Average Daily Attendance (ADA) rates.
* Suspension and expulsion rates.
* Behavioral referral data.
* Reports of bullying, harassment, and school safety concerns.
* YouthTruth survey results.
* California Healthy Kids Survey results, when available.
* Student participation in counseling, intervention, mentoring, and support programs.
* Mental health referral data.
* Student, parent, and staff perceptions of school safety, connectedness, and school climate.
* Student engagement and school connectedness measures.

Effective Use of Technology (ESSA Section 4109)

Indicators and measures reviewed include:

* Student access to digital learning devices and resources.
* Student and staff utilization of instructional technology platforms.
* Professional development participation related to educational technology.

* Teacher implementation of technology-enhanced instructional practices.
* Student engagement with digital learning tools and resources.
* Student digital literacy and technology proficiency measures.
* Technology usage data from district-supported instructional software and digital learning platforms.
* Stakeholder feedback regarding technology effectiveness, accessibility, and impact on teaching and learning.
* Parent and student access to digital communication tools and educational resources.

In addition to these quantitative measures, HJUHSD reviews stakeholder input gathered through surveys, School Site Councils, DELAC, Community Advisory Committee meetings, student forums, Career Technical Education advisory committees, and the annual LCAP development process. These indicators and data sources are used to identify needs, establish priorities, evaluate program effectiveness, and guide future Title IV, Part A planning and resource allocation.

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

Activities Included Within the Support for the Effective Use of Technology

HJUHSD will utilize Title IV, Part A funds to support the effective integration of technology into teaching and learning to improve student achievement, increase engagement, strengthen digital literacy skills, and prepare students for college, career, and life.

Activities may include:

* Professional development for teachers, administrators, and support staff focused on the effective integration of technology into instruction.
* Training and support for educators in the use of instructional technology tools that enhance student learning, collaboration, communication, creativity, and critical thinking.
* Implementation and expansion of digital learning platforms that support personalized learning, intervention, assessment, and progress monitoring.
* Technology tools that support college and career readiness, career exploration, academic planning, and postsecondary preparation.
* Instructional software and digital resources that increase student access to rigorous coursework and support diverse learning needs.
* Digital content creation tools that allow students to develop communication, design, media, and technology skills.
* Academic integrity tools and digital assessment platforms that support effective teaching and learning.
* Technology resources that improve communication and collaboration among students, staff, and families.
* Professional learning focused on digital citizenship, responsible technology use, cybersecurity awareness, and information literacy.
* Technology-enhanced instructional practices that support English learners, students with disabilities, foster youth, and other student groups requiring additional academic support.
* Data analysis and reporting tools that support instructional decision-making and continuous improvement.

The district may utilize a limited portion of Title IV, Part A funds for technology infrastructure necessary to support instructional programs; however, expenditures for technology infrastructure will not exceed the 15 percent cap established under ESSA Section 4109(b). The primary focus of Title IV-funded technology activities will be on improving teaching, learning, educator effectiveness, student engagement, and equitable access to educational opportunities.

The intended outcomes of these activities include increased student engagement, improved digital literacy skills, enhanced instructional effectiveness, expanded access to educational resources, improved communication and collaboration, and increased college and career readiness for all students.

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

Evaluation of the Effectiveness of Technology Activities Funded Under Title IV, Part A

HJUHSD will evaluate the effectiveness of Title IV, Part A-funded technology activities through an annual review of implementation data, student outcomes, educator feedback, technology utilization metrics, and stakeholder input. The district will use these data to determine the effectiveness of technology-supported strategies, identify areas for improvement, and guide future technology planning and resource allocation.

Indicators, measures, and data points reviewed include:

* Student achievement data, including CAASPP and local assessment results.
* Student engagement data, including attendance and chronic absenteeism rates.
* Utilization rates of district-supported instructional technology platforms and digital learning resources.
* Participation in technology-related professional development and training activities.
* Evidence of technology integration in classroom instruction through observations, walkthroughs, and implementation monitoring.
* Student access to digital learning resources and educational technology tools.
* Student participation in personalized learning, intervention, and digital instructional programs.
* Student digital literacy and technology proficiency measures.
* Teacher, student, and parent feedback regarding the effectiveness of instructional technology tools and digital learning experiences.
* Utilization of technology tools that support communication, collaboration, college and career readiness, assessment, and instructional decision-making.
* Technology support requests and implementation data used to identify training and support needs.
* Access and participation data for English learners, foster youth, students with disabilities, and socioeconomically disadvantaged students to ensure equitable access to technology-supported learning opportunities.

The district will review these indicators through district leadership meetings, school site reviews, Professional Learning Community (PLC) discussions, technology planning meetings, stakeholder engagement activities, and the annual LCAP development process. Data will be analyzed to determine whether technology investments are improving instruction, increasing student engagement, supporting academic achievement, and expanding access to educational opportunities.

Stakeholder feedback from students, parents, teachers, administrators, and advisory groups will be used in conjunction with quantitative data to evaluate the effectiveness of technology-supported activities and identify future needs.

Results from these measures will guide future Title IV, Part A planning and ensure that technology resources continue to support high-quality instruction, student achievement, digital literacy, college and career readiness, and equitable access to learning opportunities for all students.

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

Date of LEA's last conducted needs assessment:

May 2026

Human Resources
#1

AGENDA: New Business / Information / Action

TOPIC: Personnel Assignments

DATE: June 9, 2026

SUPPORTING DATA: **NONE**

Certificated Resignation: Nikola Pavlina, Science Teacher, HWHS, effective 6/5/2026.
Dustin Snyder, Math Teacher SPHS, effective 6/5/2026.

Certificated Employment:

NAME	POSITION	CREDENTIAL	SALARY	SITE
Raymond, Justin	2026/2027 Science Teacher Effective: August 10, 2026	Pending Single Subject Science Credential with EL Authorization	Class I, Step 2 - $65,812 per year	HWHS

Classified Resignation: Alexander Mejia, Instructional Aide (Bilingual), HWHS, effective 6/5/2026.

Classified Probationary Termination: Kate-Lynn Atkins, Nutrition Services Aide, SPHS, effective 5/18/2026.

Classified Short-Term/Temporary Employment:

NAME	POSITION	SALARY	SITE
Tovar, Claudio Manuel	2026/2027 Assistant Cheer & Pep Coach	$3,200 stipend	HHS
Davis, Christina	2026/2027 JV Head Cheer Coach	$5,800 stipend	HWHS
Alvarez, Rodrigo	2026 Summer Arts Band Program Visual/Winds	$900 stipend	HHS
Buckley, Connor	2026 Summer Arts Band Program Visual	$900 stipend	HHS
Meza, Juan	2026 Summer Arts Band Program Color Guard Coach	$950 stipend	HHS
Pelton, Andrew	2026 Summer Arts Band Program Front Ensemble Instructor	$950 stipend	HHS
Poore, Tyler	2026 Summer Arts Band Program Battery Coach	$500 stipend	HHS
Salacup, Sally	2026 Summer Arts Band Program Drum/Major Coach	$500 stipend	HHS
Torres, Jacqueline	2026 Summer Arts Band Program Color Guard Coach	$950 stipend	HHS
Bishop, Will	2026 Summer Arts Band Program Bass Workshop	$550 stipend	HWHS
Blaylock, Wyatt	2026 Summer Arts Band Program Snare Workshop	$550 stipend	HWHS
Godinez, Nicholas	2026 Summer Arts Band Program Marching Workshop	$550 stipend	HWHS
Gonzalez, Cesar	2026 Summer Arts Band Program Front Ensemble Workshop	$1,750 stipend	HWHS

Hernandez, Arriyanna	2026 Summer Arts Band Program Color Guard Workshop	$1,550 stipend	HWHS
Rodriguez, Jeremy	2026 Summer Arts Band Program	$3,050 stipend	HWHS
Belantes, Jesse	2026 Summer Arts Band Program Color Guard Tech	$1,750 stipend	SPHS
Gladden, Brandon	2026 Summer Arts Band Program Drill Teacher	$500 stipend	SPHS
Poore, Tyler	2026 Summer Arts Band Program Percussion Tech & Percussion Marching Specialist	$1,500 stipend	SPHS
Salmon, Shyla	2026 Summer Arts Band Program Color Guard & Percussion	$2,250 stipend	SPHS
Wise, Brandon	2026 Summer Arts Band Program Percussion	$1,000 stipend	SPHS
Alvarez, Rodrigo	2026/2027 Band Marching Visual Caption Head (September 2026 through December 2026)	$7,500 stipend	HHS
Buckley, Connor	2026/2027 Band Secretary (September 2026 through June 2027)	$7,500 stipend	HHS
Meza, Juan	2026/2027 Band Caption Head/Color Guard (September 2026 through June 2027)	$7,500 stipend	HHS
Pelton, Andrew	2026/2027 Band Front Ensemble Instructor (September 2026 through June 2027)	$6,500 stipend	HHS
Torres, Jacqueline	2026/2027 Band Color Guard Assistant (September 2026 through June 2027)	$6,500 stipend	HHS
Belantes, Jesse	2026/2027 Band Caption Head/Color Guard (September 2026 through June 2027)	$9,000 stipend	SPHS
Gladden, Brandon	2026/2027 Band Visual/Drill Consultant (September 2026 through December 2026)	$1,500 stipend	SPHS
Muldoon, Christine	2026/2027 Band Secretary (September 2026 through June 2027)	$7,500 stipend	SPHS
Pallas, Kristen	2026/2027 Band Woodwind Tech (September 2026 through December 2026)	$2,000 stipend	SPHS
Poore, Tyler	2026/2027 Band Caption Head/Percussion Instructor/ Battery (September 2026 through June 2027)	$8,000 stipend	SPHS
Salmon, Shyla	2026/2027 Band Caption Head/Color Guard (September 2026 through June 2027)	$9,000 stipend	SPHS
Williams, Travis	2026/2027 Band Marching/Visual Caption Head/Brass Tech (September 2026 through December 2026)	$4,500 stipend	SPHS
Wise, Brandon	2026/2027 Band Caption Head/Percussion Instructor/ Front Ensemble (September 2026 through June 2027)	$8,000 stipend	SPHS
Ballard, Austin	2026/2027 Band Percussion Instructor (September 2026 through June 2027)	$8,000 stipend	HWHS
Bishop, Will	2026/2027 Band Assistant Percussion Instructor (September 2026 through June 2027)	$4,000 stipend	HWHS
Blaylock, Wyatt	2026/2027 Band Assistant Percussion Instructor (September 2026 through June 2027)	$4,000 stipend	HWHS
Dutra, Jessica	2026/2027 Band Color Guard Instructor (September 2026 through June 2027)	$4,000 stipend	HWHS
Godinez, Nicholas	2026/2027 Band Marching Instructor (September 2026 through June 2027)	$4,000 stipend	HWHS
Gonzales, Cesar	2026/2027 Band Front Ensemble Instructor (September 2026 through June 2027)	$4,000 stipend	HWHS
Hernandez, Arriyanna	2026/2027 Band Secretary (September 2026 through June 2027)	$7,500 stipend	HWHS

Hernandez, Arriyanna	2026/2027 Band Choreographer (September 2026 through June 2027)	$500 stipend	HWHS
Sida, Cheyenne	2026/2027 Band Assistant Color Guard Instructor (September 2026 through June 2027)	$4,000 stipend	HWHS
Rider, Jacob	2026/2027 Band Assistant Color Guard Instructor (September 2026 through November 10, 2026)	$1,250 stipend	HWHS

ADMINISTRATION'S RECOMMENDATION: Administration recommends the employment, resignations and terminations of the individuals named above and acceptance as presented.

Human Resources
#2

AGENDA: New Business / Information / Action

TOPIC: Discuss and Approve Superintendent Step Increase for 2026-2027 and Amended Employment Agreement

DESCRIPTION: Effective July 1, 2026, as result of the Superintendent's satisfactory annual evaluation that was conducted by the HJUHSD Board of Trustees, the Superintendent shall advance one step on the Superintendent's salary schedule. All District Employees, as well as the Superintendent, are paid via the step and column method whereas they are paid by their number of years on the job until they reach the last step and column on their respective salary schedule. This is not a raise or Cost of Living (COLA) adjustment, but rather the same step and column movement as all other district employees, which are not required to be read out in open session.

FISCAL IMPACT: Salary and Benefits for Step Increase on July 1 2026- $13,750 ($11,261- Salary + $2,489 Statutory Benefits)

RECOMMENDATION: Administration recommends approval of this item as presented.